THE CORRELATION BETWEEN THE READING COMPREHENSION AND THE STUDENTS' TRANSLATION ABILITY AT THE TENTH GRADE STUDENTS OF SMK NEGERI 5 PANGKEP

(A Correlation Study)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillment of the requirement for the degree of English Education Department

HASDIYANTI
10535 5599 13

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **HASDIYANTI, NIM 10535 5599 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, 14 Jumadil Awal 1439 H
31 Januari 2018 M

Panitia Ujian :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M. (....................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (....................)

3. Sekretaris : Dr. Khaeruddin, S.Pd., M.Pd. (....................)

4. Dosen Penguji : 1. Sulfasyah, M.A., Ph.D. (....................)

   2. Nunung Anugrawati, S.Pd., M.Pd. (....................)

   3. Maharida, S.Pd., M.Pd. (....................)

   4. Yasser Mallapiang, S.S., M.Pd. (....................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title	:	**The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep (*A Correlation Study*)**
Name	:	**HASDIYANTI**
Reg. Number	:	10535 5599 13
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar,   Januari 2018

Approved by

Consultant I

Ummi Khaerati Syam, S.Pd., M.Pd.

Consultant II

Nunung Anugrawati, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM : 977 807

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERNYATAAN

Nama : Hasdiyanti

NIM : 10535 5599 13

Program : English Education

TITLE : **The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep** *(A Correlation Study)*

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar,   Februari 2018

Yang membuat perjanjian

Hasdiyanti

SURAT PERJANJIAN

Nama   :   Hasdiyanti

NIM   :   10535 5599 13

Program   :   English Education

TITLE   :   **The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep** *(A Correlation Study)*

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Februari 2018

Yang membuat perjanjian

Hasdiyanti

MOTTO

"Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran (yang kau jalani) yang akan membuatmu terpana hingga kau lupa pedihnya rasa sakit"

(Imam Ali bin Abi Thalib AS)

"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others"

`

This thesis is proudly decided to:

♥ My Beloved Mother
♥ My Great Father
♥ My Lovely Sisters

ABSTRACT

Hasdiyanti. 2018. *The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep.* A Thesis. English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

The main point of this research was the correlation between the reading comprehension and the students' translation ability of SMKN 5 Pangkep. This research aimed to know the influence of reading comprehension of the students to their translation ability.

The design of this research was descriptive quantitative method. Before describing the condition and correlation of the reading comprehension and translation ability of the students, the researcher gave two tests. There were reading comprehension and translation test. The reading materials were descriptive text and recount text. Translation test focused on accuracy. These tests were done by 25 students from the tenth grade students of SMKN 5 Pangkep.

The researcher found that the average score of the students' reading comprehension was 75, that was in fairly good level. Their translation ability score was good referring to their average score, which were 80. The r_{xy} of the correlation between the reading comprehension and the students' translation ability was 0.438. It indicated r_{xy} (0.438 was greater than r table 0.396). It meant there was a correlation between reading comprehension and translation ability. Their correlation was in fair level. It can be concluded that reading comprehension plays an important role in learning English, in order to develop language skills (especially in translation ability).

Keywords: Correlation, Reading Comprehension, Translation Ability, Descriptive Quantitative, Descriptive Text, Accuracy.

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

In the name of Allah, Most Gracious, Most Merciful

Alhamdullilah Robbil 'Alamin, the Research is grateful for all the bounties that Allah SWT. has showed on one which enabled me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The Research realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the Research would like to express his appreciation and sincere thanks to all of them particularly:

1. The deepest gratitude goes to my beloved parents (H. Makkatuo and Hj. Kasmawati), my beloved sisters (Kasriani and Apta Atria) and my brother in law (Ulil Absar). Thanks for your pray, love, support, guidance and time for me. I am nothing without all of you. I love you and always keep pray for you.

2. Dr. H. Rahman Rahim, SE., MM, the Rector of the Muhammadiyah University of Makassar

10. Last but not the least, for all of my friends in "Pondok Radiza", they are Ranita, Nurul, Maya, Ayu, Dija, Mira, Riska and H. Pabeta Ishak (the owner of boarding) thanks for supporting me.

Makassar,   2018

Hasdiyant

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Reading is one of language skills, it should be mastered well by the students because reading is an essential factor that influence activity in communication. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. Ricards and Renandya (2002:273) stated that in many second or foreign language teaching situations, reading receives a special focus. The reason is many foreign language students often have reading as one of their most important goals because they want to be able to read for information and pleasure, for their career, and for study purposes.

For students, reading is one of essential activities for completing their English academic tasks. But, some researches show that there are many problems that are faced by the teacher in teaching reading, one of them is the teachers have to try to help students to overcome their fear of unknown words and to understand that it is not necessary to understand everything in order to get general of something, or to find specific detail.

Translation has become an important aspect of the world for the exchange of information and ideas. Cook (2011) argues that translation is also useful skill in itself. And not just for professional translators and interpreters. In multilingual

societies and a globalized world translation is all around us as an authentic act of communication: from families, schools, hospitals, courts, clinics, to business meetings and the United Nations.

Translation is very important for students also. Translation is very useful to grasp in mastering English. Moreover, some students were still confused the meaning of translation. Most of them claim that translation is a simple activity in transferring meaning from a source language to a target language, in short, word by word. In translating, each English word is translated in Indonesian literally in the same order with its English.

There is always a necessary connection between the reading comprehension and the students' translation ability. The students' translation ability may develop when the students have the reading comprehension. On the other hand, the reading comprehension may increase when the students can translate the text well. Thus, the reading comprehension and the translation is closely related.

Based on the statement, it is necessary for the researcher to analyze the correlation between the reading comprehension and the students' translation ability. The reading texts that are used in this study are English reading texts for Senior High School. It relates to the subject of study; tenth grade students of SMK Negeri 5 Pangkep in academic year 2009/2010. This study is entitled *The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep in Academic Year 2017/2018.*

B. Problems Statement

This study promotes some problems formulated as follows:

1. How is the students' reading comprehension at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018?

2. How is the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018?

3. Is there any correlation between reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018?

C. Research Objectives

Concerning with the problem statement, this study has some objectives described as follows:

1. To find out the students' reading comprehension at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018.

2. To find out the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018.

3. To identify the correlation between reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018.

D. Significance of the Research

This research focused on the correlation between the comprehension of reading and the students' translation ability. The result of the study is expected to have its benefits pointed to:

1. Teachers

This study is expected to give teachers a contribution in enriching their teaching skills, particularly the English teacher of SMK Negeri 5 Pangkep.

2. Students

This study is expected to give students an awareness of increasing their reading comprehension and translation ability.

3. Readers

This study is expected to give readers a contribution for further study to do scientific researches concerning with the reading comprehension and the students' translation ability, particularly the students of English Department of Muhammadiyah University of Makassar.

E. Scope of the Research

This study focused on the reading comprehension and the translation ability. Reading materials are descriptive text and recount text. The students' comprehension in reading especially in simple definition (lexical), significance or meaning (the goal of the author), and evaluate the text (the contents and form of the text). While in students' translation ability especially in translating a text from English into Indonesian, focus on accuracy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Suryaningsih (2010) "The Correlation between the Mastery of Reading and the Students' Translation Ability at the Tenth Grade Students of SMAN 1 Pulung Ponorogo in Academic Year 2009/2010". The researcher was concluded that there is correlation between the mastery of reading and the students' translation ability at the tenth grade students of SMAN 1 Pulung Ponorogo in academic year 2009/2010. It got from the result of multiplication by using pattern of product moment correlation and the indexes of correlation. It can be concluded that the high and the low of students' translation ability correlate with the high and the low of mastery of reading. So, the conclusion of this study is there is correlation between the mastery of reading and the students' translation ability at the tenth grade students of SMAN 1 Pulung Ponorogo in academic year 2009/2010.

Raremi (2013) "The Correlation between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP". The finding showed that there is a positive correlation between students' reading comprehension and their translation ability. It is proven by the value of coefficient correlation between students' reading comprehension and their translation ability (0.667) is higher than r-table (0.355). Meanwhile, the result of hypothesis testing showed that t-observed found 4.952 is higher than t-

table 1,699 with df= n-2 (29) in the level of significance 0.05. Therefore, H0 is rejected and H1 is accepted. The result then implies that there is a tendency that the higher the score of students' reading comprehension is, the higher their translation ability score will be.

Alamsyah (2016) "The Correlation between the Vocabulary Achievement and Reading Ability of the Eleventh Grade Students' of MAN 1 Pangkep". The result of the research indicated that there was high correlation between students' achievement in vocabulary and reading ability of the eleventh grade of Class IPA 1 was proven by the result of $r_{xy} = 0.98$ and Class IPS 1 the result of $r_{xy} = 0.97$ and r table= 0.38. Because r_{xy} higher than r table, it concluded that there was high correlation between students' achievement in vocabulary and reading ability of the eleventh grade students' MAN 1 Pangkep which means that the vocabulary achievement and reading ability affected by knowledge of vocabulary, reading skills and reading comprehension. So, both of them cannot be separated each other.

Siti (2016) "The Correlation of Students' Writing Skill and Translation Ability at the Sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin". The result of the research states that the students writing skill and translation ability at the sixth semester of English Department Faculty of Tarbiyah and Teachers Training of Antasari State Institute for Islamic Studies academic years 2016/2017 are same in good category since the average of students Academic Writing score of middle and final test is 76.89 and the average of the students Translation score of middle and final test is 76.65. Although, there

is very weak, no significance and negative correlation of students' writing skill and translation ability at the sixth semester of English Department Faculty of Tarbiyah and Teachers Training of Antasari State Institute for Islamic Studies academic years 2016/2017, since the coefficient correlation value is – 0.078 and r Sig > 0.005; 0.387 > 0.005

The research findings on reading and translation ability above showed that have close relation. Based on the research findings above as well, the researcher concluded that in learning English, reading comprehension and translation ability are very important. The students' translation ability may develop when the students have the reading comprehension. On the other hand, the reading comprehension may increase when the students can translate the text well. Likewise, reading ability is also correlated with vocabulary achievement based on the research finding above. While other research is found that no significance and negative correlation of students' writing skill and translation ability

Therefore, based on the research findings above as, the researcher will conduct research focusing on correlation between reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018.

B. Some Pertinent Ideas

1. Reading

a. Definition of Reading

To define what reading is, some statements can be presented in the following. According to Finochiaro and Bonomo in Tarigan (2015:9) reading is bringing meaning to and getting meaning from printed or written material. Lado in Tarigan (2015:9) state that reading is understand the patterns of language from the written text.

Another opinion, Woods (2005:62) reading is frequently seen as a passive skill, in that it is a receptive rather than productive skill. But, for reading has to meaning, readers have to be active in the learning process– they need to be able to relate to and understand the text and this is an interactive process

In conclusion, reading is a process of getting information through written texts. The process involves both the writer and the reader. To read a text, the reader needs to comprehend the ideas that are conveyed by the writer, and the way to reach it is by mastering reading process. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

b. Aspects of Reading

According to Broughton in Tarigan (2015:12-13), there are two important aspects in reading, they are:

1) Mechanical skill

In mechanical skill, there are some aspects, they are:

a. Introducing the letter shape.

b. Introducing linguistic unsure (phoneme, phrase, clause pattern, sentence, etc.)

c. The comprehension to say scripts.

d. Reading speed to the slow level.

2) Comprehension skills

In comprehension skill, there are some aspects, they are:

a. Understanding simple definition (lexical).

b. Understanding significance or meaning (the goal of the author).

c. Evaluation (the content and form of the text).

d. Flexible of reading speed, which is easy suitable with situation.

c. Purpose of Reading

According to Tarigan (2015:9-10) there are many purposes for reading, they are identified as:

1) Reading for detail or facts.

   It means that reading is to find or to know the discovery done by the actor, what was happened with the actor, what was made by the actor or the problems that is solved by the actor.

2) Reading for main ideas

   It means that reading is to know why something is good and I nteresting, the problems in the story, what learned by the actor was, and summarize the things done by the actor to reach the goal.

3) Reading for sequence or organization.

   It means that reading is to know what happened in every chapter, what happened in first chapter, second chapter and so on. Every chapter is made to solve the problems and events.

4) Reading for inference.

   Reading is to find why the actor feel like their way, what will the author show to reader, why the actor changed, the quality of the actor which is make him success or fail.

5) Reading for classify.

   Reading is to find and know what unusual things, the strange of the actor, what the funny in story is, or the story is right or not.

6) Reading to evaluate.

   Reading is to find whether the actor success in life with some standards, will we do like the actor, or do something which is like the actors done in story.

7) Reading to compare or contrast.

Reading is to find how the actor changed, how two stories have similarity, how the actor's life different with our live and how the actor has similar with the reader.

In connection with the purpose of reading, Jordan (2001:143) states that:

Reading in academic purpose is a multifaceted subject. However, there is one fundamental aspect which can be the starting point for other consideration. When student read, it is for a purpose. Clearly, students can have different purpose in their reading; these will include:

1) To obtain information (fact, data, etc.)

2) To understand ideas or theories, etc

3) To discover authors' viewpoints

4) To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essay.

2. Reading Comprehension

a. Definition of Comprehension

Pardo (2004:272) defines comprehension as a complex process that has been understood and explained in a number of ways. Khemlani and Lynne (2000) assert that the role of the reader and the knowledge s/he brings to bear on the text draw a great importance in the reading process.

Readers are expected to be accustomed with the text they read before they are going to understand and comprehend it.

Pardo (2004:272), describes the process of comprehension begins before we start to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. By dividing instruction into pre-reading, during reading and post-reading, teachers can designs activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage.

b. Levels of Comprehension

Burns in Ekaningrum (2005:554) classifies four levels of comprehension. They are:

1) Literal Comprehension

This level of comprehension is considered as the lowest understanding level. It is a prerequisite for higher level of understanding. The practice of literal comprehension still dominates while people are in the elementary grades. It involves acquiring information that is directly stated in a text. Main ideas, causes, effects, and sequences, is the basis of literal comprehension.

2) Interpretative Comprehension

At this level of comprehension, the readers involve making inferences in reading. This king of comprehension concern with process of supplying meaning that are implied rather than directly stated. The skills that included for interpretive comprehension as inferring main ideas or passages in which the main ideas are not clearly stated, inferring cause and effect relationship even they are not directly stated. Moreover, they are inferring referents of pronouns, inferring referents of adverbs, inferring omitted words, detecting mood, drawing conclusion.

3) Critical Reading

At this level, the readers are able to evaluate the information in written material. They compare the ideas discovered in the material with standard ideas. They are also able to draw conclusions about the accuracy, truth fullness, and timeliness. From, these activities, the critical reader must be an active reader who questions, searches for facts.

4) Creative Reading

This level of comprehension requires the reader to be involved beyond the material presented by the author and requires them to use their imaginations. Creative comprehension is concerned with problems solving, making value regarding the action of characters ,

producing new creation, improving story presentation, predicting outcomes, visualization, and cause effect.

c. Factors Affecting Comprehension

As the result of reading process, there are also some factors that influence the students in their reading. Some experts have identified a number of factors affecting comprehension skill. Tompkins (2014) classified factors affecting comprehension into two aspects:

1) Reader

   a. Background Knowledge: Whether the students are able activate their previous experience and literary knowledge in order to link what they know to what they're reading.

   b. Vocabulary: Students recognize the meaning of familiar words and apply strategies

   c. Fluency: Students have adequate cognitive resources available to understand what when they read fluently.

   d. Comprehension Strategies: Students actively direct their reading, monitor their understanding, and troubleshoot problems when they occur.

   e. Comprehension Skills: Students automatically note details that support main ideas, sequence ideas, and use other skills.

   f. Motivation: Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully.

2) Text

    a. Genres: Genres have unique characteristic and students' knowledge of them provides a scaffold for comprehension.

    b. Text Structures : Students recognize the important ideas more easily when they understand the patterns that authors use to organize text.

    c. Text Features: Students apply their knowledge of the conventions and literary devices used in texts to deepen their understanding.

d. The Way to Become Competent Comprehends

How teachers support readers to become competent comprehends?

If readers have all these individual differences, how do teachers best support readers to become competent comprehenders? Balsiger in her journal "Reading Comprehension- Reading but Not Understand" (2010) argues that "the teacher teach decoding skills, help students build fluency, build and activate background knowledge, teach vocabulary words, motivate students, and engage them in personal responses to text".

1) Teach decoding skills

In order to comprehend, readers must be able to read the words. Some level of automatic decoding must be present so that short-term memory can work on comprehending, not on decoding, words. Teachers help students get to this level of automatic

decoding by providing instruction in phonemic awareness and phonics at all grade levels. If students put too much mental energy into sounding out the words, they will have less mental energy left to think about the meaning.

2) Help students build fluency

Teachers help students become more fluent by engaging them in repeated readings for real purposes (like performances and readers theatre). Teachers also model fluent reading by reading aloud to students daily so that they realize what fluent reading sounds like.

3) Build and activate prior knowledge

If students do not have adequate background knowledge, teachers can help students build the appropriate knowledge. By using information books, students build world knowledge so that they will have the appropriate information to activate at a later time. Teachers also support students' acquisition of world knowledge by establishing and maintaining a rich, literate environment, full of texts that provide students with numerous opportunities to learn content in a wide variety of topics.

4) Teach vocabulary words

If there are too many words that a reader does not know, he or she will have to spend too much mental energy figuring out the unknown word(s) and will not be able to understand the passage as a whole. Teachers help students learn important vocabulary words

prior to reading difficult or unfamiliar texts. When teaching vocabulary words, teachers make sure that the selected words are necessary for making meaning with the text students will be reading and that they help students connect the new words to something they already know.

5) Motivate students

Teachers can motivate students by providing them with interesting texts, allowing them choices in reading and writing, and helping students set authentic purposes for reading (e.g., generating reports, writing letters, demonstrating some new ability or skill). Many teachers actively seek out students' interests so that they can select texts, topics, themes, and units that will more likely engage students. Teachers also provide and promote authentic purposes for engaging in reading and writing.

6) Engage students in personal responses to text

Teachers help students learn and apply comprehension strategies while reading, through writing, and during student-led discussion groups called Book Clubs, where students explore the individual meanings that have emerged as they engage with the text over a period of time. This program initially focused on the intermediate grades, many teachers have found that students in first and second grades are successful comprehenders when they read and engage in Book Clubs.

3. Translation

a. Definition of Translation

According to Ross (2000) translation is sometimes referred to as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing: translation holds a special importance at an intermediate and advanced level: in the advanced of final stage of language teaching. Basnett (2002:12) understood translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted.

Brislin in Choliludin (2005:18) defines translation as follows: "Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages have established orthographies or do not have such standardization, or whether one or both language are based on signs, as with sign languages of the deal". In his definition, he gives wide coverage in translation. He includes transferring thoughts and ideas to sign languages of the deal of uncommon language in translation.

Based on the statements, it can be stated that translating consists of reproducing in the receptor language that is closest natural equivalent of

the source language message. So, the result of translation should not change the meaning of the source language.

b. Definition of Meaning

Meaning has an important place in translation, as has already been indicated by Nida and Taber in Choliludin (2005:38) that "meaning must be given priority" in translation process and "in the translation process, the first thing to do is understand the total meaning of source text".

Suryawinata (2000:22) classified meaning into lexical, grammatical, textual, contextual or situational, and socio cultural.

1) Lexical

Lexical meaning is the meaning that can be found in dictionary, it is referential and precise and has to be considered both outside and within the context.

2) Grammatical

Grammatical meaning is the meaning that is build by the sentence structure. Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangement, rules that must be followed if one wants to understand, but not rules themselves that seem to have any meaning.

3) Textual

Textual meaning is the meaning of word that built by the connection with another words in a sentence.

4) Contextual or Situational

Contextual or situational meaning is the meaning that is build by the context where the word, phrase or sentence is used.

5) Socio Cultural

Socio cultural meaning is the meaning that is build by the socio cultural that used by the speaker or writer.

c. Types of Translation

Nida argues (as quoted in Hatim and Munday, 2004:126) differences in translations can generally be accounted for by three basic factors in translating: (1) the nature of the message, (2) the purpose or purposes of the author and, by proxy, of the translator, and (3) the type of audience.

According to Larson as quoted by Choliludin (2005:22) translation is classified into two main types, namely form-based translation (is known as literal translation) and meaning-based translation (is called as idiomatic translation). The explanation about the kinds of translation can be defined as follow:

1) Literal Translation

Literal translation attempt to follow the form of the source language, although literal translation may be very useful for purposes related to study of the Source Language, they are of little help to speakers of the receptor language who are interested in the

meaning of the source language text. A literal translation sound like nonsense and has little communication value.

2) Idiomatic Translation

Idiomatic translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Idiomatic translations use the natural forms of the receptor language both in grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically.

According to the purposes, Brislin in Choliludin (2005:26) classify translation into four types, namely:

1) Pragmatic Translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form and it is not concerned with other aspects of the original language version.

2) Aesthetic-poetic Translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message.

3) Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source and TL (target language) versions.

4) Linguistic Translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form, an example is language in a computer program and machine translation.

In his seminal paper, "On Linguistic Aspects of Translation", the Russo-American linguist Roman Jakobson in Hatim and Munday makes a very important distinction between three types of written translation:

1) Intralingual translation

Translate within the same language, which can involve, rewording or paraphrase.

2) Interlingual translation

Translate from one language to another language.

3) Intersemiotic translation

Translate of the verbal sign by a non-verbal sign, for example music or image.

d. The Translating Procedures

The translating procedures, as depicted by Nida in Budianto and Fardhani (2010:22) are as follow:

1) Technical procedures

    a. Analysis of the source and target languages

    b. A through study of the source language text before making attempts translate it

    c. Making judgments of the semantic and syntactic approximations.

2) Organizational Procedures

Constant reevaluation of the attempt madei contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions.

e. Translation Evaluation

Nababan (2011:44) states a good translation has to fulfill criteria such as accuracy and acceptability in order to avoid ambiguity and awkwardness in translation result. He further proposes a standard assessment to measure quality of translation.

1) Accuracy

Accuracy is important aspect in translation assesment. Nababan states that accuracy refer to an equivalence between source text and target text on the level of meaning.

A translation is categorized accurate if meaning in target text is equivalence with the source text, there is no additional or deleting information from ST into TT. In other hand, a translation will be considered less-accurate or even inaccurate if it inadvertently omits some piece of information, adds some information which is not available in the source text, zero meaning (when the form used does not communicate any meaning at all) and differences in meaning.

2) Acceptability

Another important criteria in translation quality assesment is acceptability. Acceptability is a target-reader approach where a translation follows the norms of the target language (TL) and culture. The concept is reinforced by Nababan. He said that a message in source text must be expressed accordance with structure, norm and culture of the target language.

Nababan argues that a translation may be accurate but can not be accepted by target reader. It is possible due to the way the text expressed is opposite of structure, norm and culture of the target text. In English culture, for example, it is common for a grandson greets his/her grandfather by saying "how are you john". From this sentence we could see that the grandson directly call his/her grandfather's childname. In Indonesian culture, especially in Javanese, such kind of surname is impolite.

C. Conceptual Framework
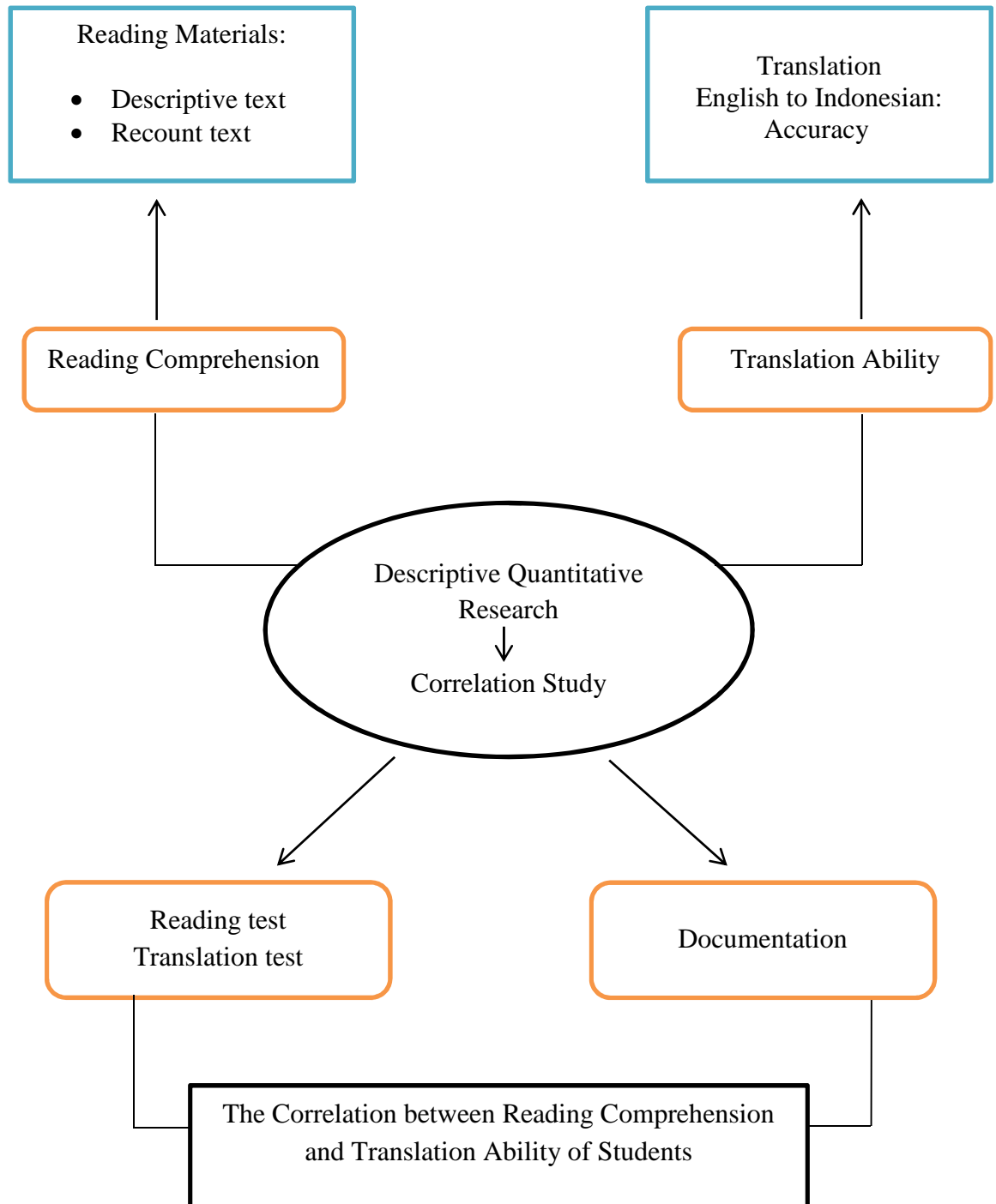
Figure 2.1 Conceptual Framework

In the diagram above reading comprehension and translation ability classify briefly in the following:

1) Reading comprehension refers to the students' reading comprehension in understanding simple definition (lexical), understanding significance or meaning (the goal of the author), and evaluate the text. The reading materials are descriptive text and recount text.

2) Translation ability refers to the students' translation ability in translating a text from English into Indonesian, focuses on accuracy.

D. Hypothesis

In this study the researcher uses two hypotheses. They were:

a. Null Hypothesis (H_0)

There is no significant correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018.

b. Alternative Hypothesis (H_1)

There is a significant correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a correlation study. A correlative research had a goal of finding whether there was a correlation between one variable and another or not. This research had a goal of finding whether there was a correlation between the reading comprehension and the students' translation ability or not. The method used in this research was quantitative approach to find out the correlation between the reading comprehension and the students' translation ability.

This research promoted a hypothesis "There was a significant correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018". The hypothesis offers two variables; X variable and Y variable. X variable was identified as the reading comprehension and Y variable was identified as the students' translation ability. Both the the reading comprehension and the students' translation ability were measured through tests. The result of the tests used to examine whether there was a significant correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018 or not.

B. Variables and Indicators

1. Variables

This research consisted of the following variables:

a) The reading comprehension (X)

b) The students' translation ability (Y)

2. Indicators

The indicators of this research were the reading comprehension and the students' translation ability. The students comprehension in reading especially in understanding simple definition (lexical), understanding significance or meaning (the goal of the author), and evaluate the text (the contents and form of the text). While in students' translation ability especially in translating a text from English to Indonesian, it focused on accuracy.

C. Population and Sample

1. Population

The population of this research was the tenth grade students of SMK Negeri 5 Pangkep in academic year 2017/2018. There were five classes, namely:

Table 3.1 Population of the Tenth grade students of SMK Negeri 5 Pangkep

No	Class	No. of Students
1.	X AP 1	25
2.	X AP 2	25
3.	X TKJ	25
4.	X TSM	25
5.	X TGB	25
	Total	*125*

2. Sample

The sampling technique applied in this research was simple random sampling technique. Random sampling can be applied when the researcher wants to give the same chance to the subject of research. In other words, there was no discrimination in the selection of sample. The researcher took 5 samples in every class at the tenth grade. Thus, the number of sample was 25. In this research, this technique was conducted through lottery with some stages as follows:

a. Making lottery papers as many as the number of population;

b. Each of the lottery papers was numbered;

c. All of the lottery papers were rolled up and put into a lottery box;

d. The lottery box was shaken and the selected lottery papers were determined as the sample of research.

D. Research Instrument

The instrument of the data collection consisted of two sections. They were objective test and subjective test. Objective test form was multiple choices to measure the reading comprehension. Subjective test form was essay test. It was designed to measure the students' translation ability. Students were asked to translate some sentences that related with the material that was teached at the tenth grade (translating a text from English to Indonesian, focused accuracy.

E. Procedure of Data Collection

In this research, to collect the data, the researcher used test and documentation.

1. Tests

The test was constructed by the researcher based on the standardized procedures of making test. The test was divided into two sections. The first test was for the reading comprehension, and the second test was for the students' translation ability.

The reading comprehension test consisted of 15 questions, the forms of it was multiple choices. The score of every item was 3 score. The total score of reading comprehension test was 45 score. The translation ability test consisted of 15 questions, the forms of it was subjective test. The form of subjective test was essay. The total number of translation ability was 15 items. The score of every item was 3 score. The total score of translation ability test was 45 score.

2. Documentation

In this research, documentation was used analyze the students' answer, especially in translation test. The researcher took a picture of students' answer with different criteria. The criteria were accurate, less accurate and inaccurate.

F. Technique of Data Analysis

In this research, the researcher follows the steps:

1. Collecting the students' answer sheets and giving score by analyzing the answer. Maximum score for each question is 3. In scoring, the researcher followed the criteria:

Table 3.2 Criteria of Reading Comprehension (Multiple Choices Test)

Criteria	No. Item of Instrrumant	Score
Students are able to understanding simple definition (lexical)	2, 3, 4, 10, 14, 15	3
Students are able to understanding significance or meaning (the goal of the author)	1, 5, 11	3
Students are able to evaluate the text (the contents and form of the text)	6, 7, 8, 9, 12, 13	3

(Adapted from Suryaningsih 2010:30)

Table 3.3 Criteria of Translation Ability (Essay Test)

No.	Criteria	Score
1.	Accurate and clear meaning, without any omission and addition or changes meaning	3 (Accurate)
2.	Correct meaning with minium omission, addition or changes meaning	2 (Less Accurate)
3.	Different meaning, unclear, ambigous	1 (Inaccurate)

(Adapted from Ruhansah 2013:59)

2. Scoring the students' correct answer by using this formula:

The score of students = $\dfrac{\text{The getting score}}{\text{The total score}}$ x 100

3. Calculating the mean score of each test by this formula:

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

Note : $\bar{x}$ = Mean

$\sum x$ = The Sum of all Score

N = Number of Subject

(Gay in Widyaningrum: 2007)

4. Classifying the students' score into seven classifications:

Score: 96 – 100   = Excellent

Score: 86 – 95   = Very good

Score: 76 – 85   = Good

Score: 66 – 75   = Fairly good

Score: 56 – 65   = Fair

Score: 36 – 55   = Poor

Score: 0 – 35   = Very poor

(Depdikbud in Novikasari, 2011:39)

5. The technique used to analyze the data was correlation Product Moment as the formula. This technique used because the researcher would like to measure the correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMK Negeri 5

Pangkep in academic year 2017/2018. The Product Moment formula was as follows:

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

Notes:

r_{xy} = the correlation coefficient between x variable x variable and y variable.

xy = the total number of score of x variable (the reading comprehension) and y variable (the students' translation ability).

x = the total number of scores of x variable (the reading comprehension).

y = the total number of scores of y variable (the students' translation ability).

x^2 = the total number of square scores of x variable (the reading comprehension).

y^2 = the total number of square scores of y variable (the students' translation ability).

N = the number of subject.

(Widyaningrum 2007:101)

The steps of the data analysis applied in this research were:

a. Determining N, x, y, xy, x^2, y^2.

b. Computing by applying the formula of Product Moment Correlation.

c. Giving interpretation by:

1) Determining the correlation criteria by applying the indexes of correlation, as suggested by Arikunto were as follows:

Table 3.4 The Indexes of Correlation

No.	Scale	Interpretation
1.	0.800 – 1.000	High Correlation
2.	0.600 – 0.800	Sufficient Correlation
3.	0.400 – 0.600	Fair Correlation
4.	0.200 – 0.400	Low Correlation
5.	0.000 – 0.200	Very Low Correlation

(Arikunto 2002:245)

2) Determining the significant standard 5%

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections: the findings of the research and the discussion. The findings present the result of data analysis and the discussion deals with the arguments and interpretation of the research findings.

A. Findings

This section presents the answer of problem statements. Those are students' reading comprehension, students' translation ability and correlation both of them.

1. Students' Reading Comprehension

Before the researcher present the finding of the mean score, it will be better to present the result of the students' reading comprehension was found as follows:

Table 4.1 The Result of Reading Comprehension at the Tenth Grade Students of SMKN 5 Pangkep

Criteria	No. Item	Score	Frequency	Percentage
Simple definition (lexical)	2, 3, 4, 10, 14, 15	3	133	88%
Significance or meaning	1, 5, 11	3	62	82%
Evaluate the text	6, 7, 8, 9, 12, 13	3	90	60%

Table 4.1 it can be seen that there were 133 (88%) data got score 3 or correct answer in simple definition (lexical) in number 2, 3, 4, 10, 14 and 15 of instrument. 62 (82%) data got score 3 or correct answer in significance or meaning in number 1, 5, 15 of instrument and 62 (60%) data got score 3 in evaluate the text in number 6, 7, 8, 9, 12, 13.

The data analysis of the mean score shows that the students' reading comprehension at the tenth grade students of SMKN 5 Pangkep was in fairly good level. The mean score of the reading comprehension test was achieved by dividing the sum of all scores to the subjects' total number was in the following table:

Table 4.2 The Mean Score of Reading Comprehension at the
Tenth Grade Students of SMKN 5 Pangkep

Variable	Mean score (Mx)
Reading Comprehension	75

Table 4.2 shows that the mean score of reading comprehension at the tenth grade students of SMKN 5 Pangkep was classified as fairly good level.

Furthermore, the frequency and percentage of students' reading comprehension can be seen in the following table:

Table 4.3 The Frequency and Percentage of Reading Comprehension
at the Tenth Grade Students of SMKN 5 Pangkep

No.	Classification	Score	F	%
1.	Excellent	96 – 100	0	0
2.	Very good	86 – 95	3	12%
3.	Good	76 – 85	7	28%
4.	Fairly good	66 – 75	15	60%
5.	Fair	56 – 65	0	0
6.	Poor	36 – 55	0	0
7.	Very poor	0 – 35	0	0
Total			25	100%

Table 4.3 above indicated that there were not students who got
excellent. There were 3 (12%) students got very good, 7 (28%) students got
good scores. There were 15 (60%) students got fairly good scores and none of
the students got fair score, poor score and very poor score. The diagram
below shows the percentage of students' reading comprehension:

Figure 4.1 Percentage of Reading Comprehension at the Tenth
Grade Students of SMKN 5 Pangkep
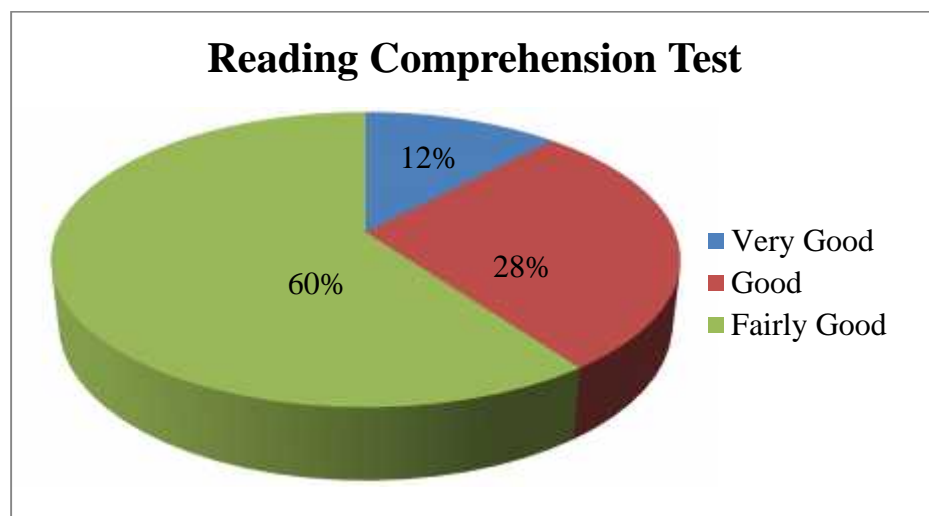
Figure 4.1 above shows that there were students got very good, good and fairly good scores in reading comprehension test. There were 3 (12%) students got very good ,7 (28%) students got good and 15 (60%) students got fairly good score.

Actually, the tenth grade students of SMKN 5 Pangkep understood of the text, especially in simple definition (lexical) and significance or meaning (the goal of the author) . But they are still less in evaluate the text (the contents and form of the text).

2. Students' Translation Ability

Before the researcher present the finding of the mean score, it will be better to present the result of the students' translation ability was found as follows:

Table 4.4 The Result of Translation Ability at the Tenth
Grade Students of SMKN 5 Pangkep

Criteria	Score	Frequency	Percentage
Accurate and clear meaning, without any omission and addition or changes meaning	3 (Accurate)	217	58%
Correct meaning with minium omission, addition or changes meaning	2 (Less Accurate)	106	28%
Different meaning, unclear, ambigous	1 (Inaccurate)	52	14%
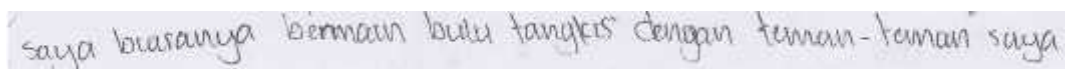
Table 4.4 it can be seen that there were 217 (58%) data that indicate as accurate for scale three, 106 (28%) data that indicate as less-accurate for scale two and 52 (14%) data that indicate as inaccurate for scale one. The explanation about those three scales were as follows:

1) Accurate (three point)

A-24

SL (Source Language): I usually play badminton with my friends.

TL (Target Language):

saya biasanya bermain bulu tangkis dengan teman-teman saya
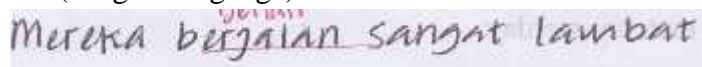
The translation above includes in category accurate because the meaning from the source text have been delivered appropriately in target text. The sentence was readable and can be understood easily by target readers. Most of the students also translated this sentence accurately.

2) Less-accurate (two point)

A-19

SL (Source Language): They run very fast

TL (Target Language):

Mereka berjalan sangat lambat

It should be: *Mereka berlari sangat lambat.*

According to the data above, the information in source language was quite suitably conveyed in target language and near to the real one although there was change meaning of information in TL. The word *"berjalan"* should be changed to *berlari*. In sentence number 13, there were

12 students whose translations include in this category. They were student number 2, 5, 6, 7, 10, 14, 17, 18, 20, 22 and 23

3) Inaccurate (one point)

A-2

ST (Source Language): This is the last chance for you.

TL (Target Language):

Ini itu habis Pengembalian uang untuk mu

It should be: *Ini adalah kesempatan terakhir untukmu.*

In the sentence above, the meaning in source text did not conveyed accurately in target text. The meaning in target text is far from the real meaning. Such kind of translations, also appear in students number 9, 10, 14, 15, 17, 18, 24 and 25.

The data analysis of students' translation ability shows that the students' translation ability at the tenth grade students of SMKN 5 Pangkep was in good level. The mean score of the translation ability test was achieved by dividing the sum of all scores to the subjects' total number was in the following table:

Table 4.5 The Mean Score of Translation Ability at the Tenth Grade Students of SMKN 5 Pangkep

Variable	Mean score (M_y)
Translation Ability	80

Table 4.5 shows that the mean score a of translation ability at the tenth grade students of SMKN 5 Pangkep was classified as good level.

Furthermore, the frequency and percentage of students' translation ability can be seen in the following table:

Table 4.6 The Frequency and Percentage of Translation Ability at the Tenth Grade Students of SMKN 5 Pangkep

No.	Classification	Score	F	%
1.	Excellent	96 – 100	0	0
2.	Very good	86 – 95	11	44%
3.	Good	76 – 85	8	32%
4.	Fairly good	66 – 75	6	24%
5.	Fair	56 – 65	0	0
6.	Poor	36 – 55	0	0
7.	Very poor	0 – 35	0	0
Total			25	100%

Table 4.6 above indicated that there were not students who got excellent. There were 11 (44%) students got very good, 8 (32%) students got good scores. There were 6 (24%) students got fairly good scores and none of the students got fair score, poor score and very poor score. The diagram below shows the percentage of students' reading comprehension:

Figure 4.2 above shows that there were students got very good, good and fairly good scores in translation ability test. There were 11 (44%) students got very good ,8 (32%), students got good and 6 (24%) students got fairly good score. It can be concluded that the tenth grade students of SMKN 5 Pangkep can translate the sentences well.

3. The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMKN 5 Pangkep

From the calculation about the correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep can be gotten the result of the research was 0.438 while value of r_{tabel} at the significant standard 5 % and the number of subject 25 was

0.396. So, it can be concluded that $r_{xy} > r_{tabel}$ (0.438 > 0.396). The researcher took the summary:

a. Testing Hypothesis

1) Null Hypothesis (H0)

There was no any correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018. So, H0 was rejected.

2) Alternative Hypothesis (H1)

There was any correlation between the reading comprehensionand the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018. So, H1 was accepted.

b. Interpretation

There were three ways to interpret whether any correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018 by using product moment. The three ways were:

1) Interpretation about correlation coefficient by using crude digit

After finding out the result of research, the correlation coefficient was 0.438. It was a positive value. From this, it can be found that the correlation was direction correlation.

2) Interpretation about correlation coefficient by applying the indexes of correlation, as suggested by Hadi in Arikunto

The interpretation about the rate of the correlation coefficient was formed by certain rule, were as follows:

Table 4.7 The Indexes of Correlation

No.	Scale	Interpretation
1.	0.800 – 1.000	High Correlation
2.	0.600 – 0.800	Sufficient Correlation
3.	0.400 – 0.600	Fair Correlation
4.	0.200 – 0.400	Low Correlation
5.	0.000 – 0.200	Very Low Correlation

Based on the computation, it was known that the value of r_{xy}= 0.438. It will be categorized by using coefficient correlation criteria above. It is know that 0.438 was classified interval 0.400 – 0.600 on the fair correlation.

3) Interpretation about correlation coefficient was connected with the table of product moment

H_0: There was no any correlation between the reading comprehensionand the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018. So, H_0 is rejected.

H_1: There was any correlation between the reading comprehensionand the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018. So, H_1 is accepted.

Then, the researcher analyzed from two hypotheses above by using the value of r_{xy} with the table of product moment.

Note:

If $r_{xy} > r_{tabel}$, so H1 was accepted

If $r_{xy} > r_{tabel}$, so H0 was rejected.

From the accumulated data above, it can be found that between the reading comprehensionand the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018 has the positive value or direction correlation, fair correlation and the correlation coefficient $r_{xy} > r_{tabel}$

B. Discussion

After conducting the research at the tenth grade students of SMKN 5 Pangkep, the researcher found that there was a significant correlation between two variables (reading comprehension and translation ability) because the result of the data analysis showed that the correlation coefficient between two variables was 0.438, while the critical values of the r Product Moment with 5% confidence level and the number of subject 25 was 0.396. It means that there was a positive correlation between two variables (reading comprehension and translation ability).

Raremi (2013) "The Correlation between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP". The finding showed that there is a positive correlation between students' reading comprehension and their translation ability. It is proven

by the value of coefficient correlation between students' reading comprehension and their translation ability (0.667) is higher than r-table (0.355). Meanwhile, the result of hypothesis testing showed that t-observed found 4.952 is higher than t-table 1,699 with df= n-2 (29) in the level of significance 0.05. Therefore, H0 is rejected and H1 is accepted. The result then implies that there is a tendency that the higher the score of students' reading comprehension is, the higher their translation ability score will be.

However, in this research the researcher find out the correlation coefficient (0.438), it means that there was a significant correlation between reading comprehension and translation ability. It was known that 0.438 was classified interval 0.400 – 0.600 on the fair correlation. Thus, the reading comprehension and students' translation ability was in fair correlation. These factors imply that the students' activity and frequency in reading comprehension gave a useful contribution to enlarge their translation ability. It means that if the students improve their comprehension of reading, their translation ability will improve as well.

However, based on the data analysis, students' reading comprehension were in fairly good level. This is because some of students' lack of interest and sometimes they did not know about reading skill. According to Tompskin (2014) there are six basic factors that influence the students' ability in comprehending written materials: background knowledge, vocabulary, fluency, comprehension strategies, comprehension skills and motivation.

The result of translation test showed that in general, the mean score in translation ability was good. It means that the improvement is still needed in students' translation. Common errors which considerably made by students are: addition, omission, inappropriate word choice and word-for-word translation or unnatural structure.

There was a significant correlation between the students' reading comprehension and their translation ability. It could be interpreted that the higher students' reading comprehension, the higher their ability in translation will be. Therefore, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) could be accepted. There was a significant positive relationship between the students' reading comprehension and their translation ability.

Based on the data obtained, we can concluded that reading comprehension plays an important role in learning English, in order to develop our language skills (especially in translation ability). Like other languages, in learning English, someone has to be able to understand the words, not only the words from the source language but also the equivalent words in the target language. Moreover, reading comprehension will help the students to have a better comprehension of an English text so that they will be able to make a good translation.

In a text, we cannot translate the text word by word because words sometimes not occur on their own; occasionally words occur in the company of other words. The theory of Brislin in Choliludin (2005:18) defines translation as the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages have established orthographies

or do not have such standardization, or whether one or both language are based on signs, as with sign languages of the deal". In his definition, he gives wide coverage in translation. He includes transferring thoughts and ideas to sign languages of the deal of uncommon language in translation.

In addition, a word in one language sometimes has more than one meaning in other language. If the students have good reading comprehension, it will be easier for them to recognize or to determine the most appropriate meaning of a word in a sentence or in a text as a whole. Moreover, it will be easier for the students to recognize the words that they often hear or read. As the result, when the students have to do a translation assignment, the result of their translation will be good enough because they have a good comprehension of the word (the meaning, word use and word formation).

In conclusion, the students will understand more about the meaning of the words by improving their reading comprehension. If the students understand and know about the meaning of the words, their translation result will be better. It means that, the better students' reading comprehension, the better their translation ability will be.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Reading comprehension and translation ability are very important for students. Reading is one of essential activities for completing their English academic tasks and translation is very useful to grasp in mastering English. There is always a necessary connection between the reading comprehension and the students' translation ability.

This research had a goal of finding whether there was a correlation between the reading comprehension and the students' translation ability or not. In attempt to obtain the intended data, the researcher arranged the reading comprehension test to measure the students' reading comprehension and translation test to measure the students' translation ability.

After conducting the research, the researcher provides the conclusion as follows:

1. The average score of the reading comprehension at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018 was in fairly good level. The score was 75. It can be concluded that the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018 able to use the aspects of reading well.

2. The average score of students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/201S8 was good.

The score was 80. It can be concluded that the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018 able to translate well.

3. There was correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018. Their correlation was in fair correlation. It got from the result of multiplication by using pattern of product moment correlation and the indexes of correlation. The r_{xy} of the correlation between the reading comprehension and the students' translation ability was 0.438. It indicated r_{xy} 0.438 was greater than r table (0.396). It can be concluded that the high and the low of students' translation ability correlate with the high and the low of reading comprehension. Thus the conclusion of this research is there was correlation between the reading comprehension and the students' translation ability at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018.

B. Suggestions

Based on the conclusion above, it is suggested that in reading comprehension and in translation ability are:

1. English Teachers

According to the result of the reseach, the average score of the reading comprehension at the tenth grade students of SMKN 5 Pangkep in academic year 2017/2018 was in fairly good level. Moreover, the average

score of translation ability was good. Thus, the researcher suggests the teacher to maintain and increase students' reading comprehension and translation ability. It is can be done by using various techniques or method to teach the students. Moreover, the teachers have to try motivate the students to find the meaning of unknown words. Therefore, it is necessary for the teacher to help the students understanding the text by translated it, because by translating the students can understand the meaning of text clearly.

Teacher can use one or more of the following ways to develop the students' reading comprehension. For example: (i) teach decoding skills (ii) help students build fluency (iii) build and activate prior knowledge (iv) teach vocabulary words (v) motivate students or (vi) engage students in personal responses to text.

2. School

Schools are suggested to have well-qualified libraries by providing the students with good and varied books. The well-qualified libraries are expected to be able to motivate the students increase their reading comprehension and translation ability.

3. Students

The students should more active to use English in their daily life. Not only with the teacher, but also with friends. Because language is skill and skill need more practice. For specific, the students should read as much as possible in order to enrich their knowledge and improve their reading comprehension and translation ability.

4. Further Researches

        Further researches of similar types should be done with greater population in order to gain a wider generalization. More advanced researcher to be able to carry on in the future, to find other skills that correlated with reading comprehension or translation ability.

BIBLIOGRAPHY

Alamsyah, Dahrul HD. 2016. *The Correlation between the Vocabulary Achievement and Reading Ability of the Eleventh Grade Students' of MAN 1 Pangkep*. Makassar.

Arikunto. Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

Basiger, Linda. 2010. *Reading Comprehension- Reading but Not Understand*. Bend Language and Learning.

Basnett, Susan. 2002. *Translation Studies: Third Edition.* New York: Routledge.

Brislin, Richard W. 2000. *Translation: Application and Research*. New York: Gardner Press.

Budianto and Fardhani. 2010. *A Practical Guide for Translation Skill*. Malang: UIN-Maliki Press.

Choliludin. 2005. *The Technique of Making Idiomatic Translation*. Bekasi: Kesaint Blanc.

Cook, Guy. 2011. *Translation in Language Teaching and Learning*. New York: Oxford University Press.

Ekaningrum, Vindi Cahya. 2005. *Using a Conceptually Related Text in Pre-Reading Stage to Improve Students Reading Comprehension.* State University of Malang.

Hatim, Basil and Munday, Jeremy. 2004. *Translation (An Advanced Resource Book*. London: Routledge.

Khemlani, M. D. and Lynne, N. 2000. *Selection of Reading Texts: Moving beyond Content Schema*. Literacy Across Cultures.

Nababan, Manguntur dkk. 2012. *Pengembangan Model Penilaian Kualitas Terjemahan. Journal Kajian Linguistik dan Sastra, Vol. 24, No. 1, : 39-57.*

Novikasari, Yuanita. 2011. *The Correlation between Students' Vocabulary Mastery and Their Translation Ability of the Second Year Students of Senior High School (A Case Study of the Eleventh Grade Students of SMA Negeri 1 Blora in the Academic Year Of 2010/2011)*. Semarang

Pardo, Laura S. 2004. *What Every Teacher Need to Know About Comprehension.* International Reading Association.

Raremi, Elsa Fadica. 2013. *The Correlation between Reading Coprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP*. Padang.

Ricards, Jack C. and Renandya, Willy A. 2002. *Methodology In Language Teaching: An Anthology Of Current Practice*. United Kingdom: Cambridge University Press.

Ross, N. J. 2000. *Interference and Intervention: Using Translation in the EFL Classroom*. Modern English Teacher.

R.R. Jordan. 2001. *English for Academic Purpose: A Guide and Resource Book for Teacher*. Austarlia: Cambridge University Press.

Ruhansah, Vina Inayati. 2013. An Analysis of Students' Ability in Translating Grammatical Equivalence. Salatiga

Siti, Aulia Rahma. 2016. *The Correlation of Students' Writing Skill and Translation Ability at the Sixth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin.* Banjarmasin.

Suryaningsih, Ruliq, 2010. *The Correlation between the Mastery of Reading and the Students' Translation Ability at the Tenth Grade Students of SMAN 1 Pulung Ponorogo in Academic Year 2009/2010*. Ponorogo.

Suryawinata, Zuchridin. 2000. *Terjemahan Teori dan Praktik*. Malang: FBS IKIP Malang.

Tarigan, Henry Guntur. 2015. *Membaca Sebagai Suatu Keterampilan Berbahasa.* Bandung: CV Angkasa.

Tompskin, G.E. 2014. *Reading Comprehension Factors*. Retrieved September 20, 2017 from http://www.education.com/reference/article/reading-comprehension-factors/

Widyaningrum, Retno. 2007. *Statistik Pendidikan: Variabel Bivariat*. Ponorogo: STAIN Ponorogo Press.

Woods, Caroline. 2005. *Teaching and Assessing Skill in Foreign language.* New York: Cambridge University Press.

APPENDICES

Appendix 1

READING TEST (MULTIPLE CHOICES)

Choose the correct answer!

Questions 1 to 5 are based on the following text.

My home is on Sultan Alauddin Street No. 12 Makassar. My home is located between the market and museum. There is a hotel behind of my home. In front of the hotel, there is a city park. I have a pond in backyard of my home. My home is not far from my school. I can take my school by motorcycle. There is a tennis court beside my school. I usually play tennis there with my tennis team.

1. The best title for the text is…
   a. My home
   b. My school
   c. My family
   d. My friends
   e. My tennis team
2. The writer goes to the school by…
   a. Bus
   b. Motorcycle
   c. Foot
   d. Taxi
   e. Public transportation
3. These places are near from his/her home, *except*…
   a. Hotel
   b. Market
   c. Museum
   d. Supermarket
   e. School
4. The city park is….hotel
   a. Behind

b. Beside

c. In front of

d. Next to

e. Between

5. The goal of the writer is...

    a. To entertain the readers

    b. To describe his/her home

    c. To describe people

    d. To explain about his/her school

    e. To inform readers about something

Questions 6 to 10 are based on the following text.

Spider

Spiders are predatory invertebrate animals. They are not classified in the class of insect. A spider has eight legs while an insect never has more than six legs.

Spiders have a body with two main divisions, four legs and two other pair of abdominal spinnerets for spinning threads of silk. This silk can be used to aid in climbing, build egg sacs and catch pray.

Spiders kill so many insects, but they never do the least harm to man's belonging. Spiders are busy for at least half of the year killing insects. It is impossible to find out how many insects they kill, since they are hungry creature which cannot be content with only here meals a day.

6. What kind of the text above?

    a. Narrative text

    b. Descriptive text

    c. Argumentative text

    d. Procedure text

    e. Announcement

7. Why can't spider be classified in the class of insect?

    a. Because spiders have more than six legs

b. Because spider's bodies have two main divisions

c. Because they have walking legs

d. Because spiders kill many insects

e. Because spiders are hungry creature

8. Which sentences describe the behavior of spiders?

a. A spider has eight legs

b. A spider has a body with two main divisions

c. A spider has four pairs of walking legs and two pairs of adnominal spinnerets

d. A spider kills so many insect

e. A spider is a hungry creature

9. The following sentences are true about spiders, *except*…

a. They eat many insects

b. They have eight legs

c. They belong to insect

d. They are not dangerous for people

e. They are more than three meals a day

10. "They never do the last harm to men's belonging"

The underlined word has almost the same meaning as the word…

a. Useless

b. Damage

c. Bothering

d. Intervention

e. Relation

Question 11 to 15 are based on the following text.

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other wore orange and black shirts, orange shorts, and black stockings.

"They look like bees", my brother said, and we laughed. They played like bees too. They ran very fast, attacked very hard and pass the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, "Come on, Valley School! Come on the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic.

However, the high school scored another goal. We were very sad. Then, one of the "bees" stopped the ball with one of his hands, so our team got the free lick. Our captain took it and scored a goal. We shouted "Hooray!" the score was now 2:1. That was better. Now our team began to play better or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both team tired very hard, but neither scored, so at the end the score was still two all.

11. The text tells about…
    a. Joining a football match
    b. Winning a football match
    c. Attending a football match
    d. The school football team
    e. Playing football

12. What did the writer and his brother do after rival team scores the first goal?
    a. They shouted to support their school team
    b. They shouted to the headmaster
    c. They laughed at their school team
    d. They ran very fast
    e. They played like bees

13. Which statement is true according to the text?
    a. The writer and his brother will watch a football match
    b. The writer's school team wore orange and black shirts
    c. The writer called his school team the "bees"
    d. The writer's school team scored the first goal
    e. The opponent scored the first goal.

14. A word in the text which has the same meaning as "leader" is…

   a. Brother

   b. Goal

   c. Captain

   d. Team

   e. Score

15. "He seemed very <u>enthusiastic</u>"

   The antonym of the underlined word is…

   a. Energized

   b. Excited

   c. Eager

   d. Apathetic

   e. Impatient

Adapted from:

abidtinfaz.blogspot.in/2016/05/soal-soal-pilihan-ganda-pendek-bahasa.html?m

andriantanjungenglish.blogspot.co.id/2012/06/soal-ukk-bahasa-inggris-kelas

x.html?m=1

Buku Guru Bahasa Inggris Kelas X, 2014.

kumpulan-soal-dan-jawaban.blogspot.in/2013/05/soal-latihan-semester-1-bahasa

inggris.html?m

ANSWER KEY OF READING COMPREHENSION TEST

1. A
2. B
3. D
4. C
5. B
6. B
7. A
8. D
9. C
10. B
11. C
12. A
13. E
14. C
15. D

Appendix 2

TRANSLATION TEST (ESSAY TEST)

Translate the sentences below into Indonesian!

1. The class becomes very boring because the students have no activities.
2. We were very happy today.
3. An elephant was killed by the hunter.
4. There is a hospital behind of my home
5. They are playing football in the yard.
6. I usually play badminton with my friends.
7. My home is not far from my school.
8. Willy is coming tonight, and he is bringing his friend.
9. My father and I went to a football match yesterday.
10. I will stay here for two months.
11. I have many pens if you want to borrow it.
12. The internet is really useful for my life as a student. It has a lot of important information.
13. They run very slow.
14. This is the last chance for you.
15. He reads a newspaper every morning.

Adapted from:

Buku Guru Bahasa Inggris Kelas X, 2014.

Novia, 2009.

Samekto, 2000.

ANSWER KEY OF TRANSLATION TEST

1. Kelas menjadi sangat membosankan karena siswa tidak memiliki aktivitas.

2. Kami sangat senang hari ini.

3. Seekor gajah telah dibunuh oleh pemburu.

4. Ada rumah sakit di belakang rumahku.

5. Mereka sedang bermain sepak bola di lapangan.

6. Saya biasanya bermain bulu tangkis bersama teman-temanku.

7. Rumahku tidak jauh dari sekolah.

8. Willy datang malam ini, dan dia membawa temannya.

9. Saya dan ayah pergi ke pertandingan sepak bola kemarin.

10. Saya akan tinggal di sini selama dua bulan.

11. Saya mempunyai banyak pulpen jika kamu ingin meminjamnya.

12. Internet sangat berguna bagi hidupku sebagai seorang pelajar. Internet memiliki banyak informasi penting.

13. Mereka berjalan sangat lambat.

14. Ini adalah kesempatan terakhir untukmu.

15. Dia membaca surat kabar setiap pagi.

Appendix 3

The Result of Reading Comprehension Test

Name	No. Item of Instrument															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
A-1	3	3	3	3	3	3	3	3	0	3	3	3	0	3	3	39
A-2	3	3	3	3	3	0	3	3	0	3	3	3	0	3	3	36
A-3	3	3	3	3	3	3	3	3	0	3	3	3	0	3	3	39
A-4	3	3	3	3	3	3	3	3	0	3	3	3	0	3	3	39
A-5	3	3	3	3	3	3	3	3	0	3	3	3	3	3	0	39
A-6	0	3	3	3	3	3	3	3	0	3	0	3	0	3	3	33
A-7	0	3	3	3	3	3	3	3	0	3	3	3	0	3	3	36
A-8	3	3	3	3	3	3	0	0	3	3	3	3	0	3	0	33
A-9	3	3	3	3	3	3	3	0	3	3	0	0	3	3	3	36
A-10	3	3	3	3	3	3	0	0	0	3	3	3	0	3	3	33
A-11	3	3	3	3	3	3	0	0	3	0	3	3	0	3	3	33
A-12	3	3	3	3	3	3	0	0	0	3	3	3	0	3	3	33
A-13	3	3	3	3	3	3	3	0	0	0	3	3	0	0	3	30
A-14	3	3	0	3	3	3	3	3	3	0	0	3	0	3	3	33
A-15	3	3	0	3	3	3	3	3	3	0	0	3	0	0	3	30
A-16	3	3	3	3	3	3	3	0	0	0	3	3	0	3	3	33
A-17	3	3	3	3	3	3	3	0	3	3	0	0	0	3	3	33
A-18	3	3	3	3	0	3	3	3	3	3	0	3	0	0	3	33
A-19	3	3	3	3	3	3	3	3	0	3	0	0	0	3	0	30
A-20	3	3	3	3	3	0	3	0	3	3	3	3	0	3	3	36
A-21	3	3	0	3	3	3	3	0	3	3	3	3	0	3	3	36
A-22	3	3	3	3	3	0	3	3	3	3	0	3	0	3	3	36
A-23	3	3	3	3	3	0	3	0	0	3	0	0	3	3	3	30
A-24	3	3	3	3	3	3	0	0	0	0	3	3	3	0	3	30
A-25	3	3	0	3	3	3	3	0	3	3	0	3	3	3	3	36

The Result of Translation Test

Name	No. Item of Instrument															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
A-1	3	3	3	3	3	3	3	1	3	2	3	3	3	3	3	42
A-2	2	2	3	3	3	3	3	3	3	3	3	2	2	1	3	39
A-3	3	3	3	3	3	3	3	1	3	2	3	3	3	3	3	42
A-4	3	3	3	3	3	3	3	1	2	2	3	3	3	3	3	42
A-5	3	3	3	2	3	3	3	1	2	3	3	3	2	3	2	39
A-6	3	3	3	2	3	3	3	1	2	3	3	3	2	3	2	39
A-7	3	2	3	3	3	3	3	1	2	2	3	3	2	3	3	39
A-8	3	3	3	3	1	2	3	3	2	2	2	2	1	3	3	36
A-9	3	1	3	2	1	2	2	3	2	3	3	3	1	1	3	33
A-10	2	2	3	3	3	3	3	3	3	3	3	2	2	1	3	39
A-11	3	2	3	2	3	3	3	3	3	3	3	2	1	2	3	39
A-12	3	2	3	2	3	3	3	3	3	3	3	2	1	2	3	39
A-13	3	3	3	2	3	2	3	2	3	3	2	1	1	2	3	36
A-14	2	2	1	1	3	2	2	2	1	3	2	3	2	1	3	30
A-15	3	1	3	2	1	2	2	3	2	3	3	3	1	1	3	33
A-16	3	3	3	2	3	2	3	3	2	3	2	2	1	3	3	36
A-17	2	2	1	1	3	2	2	2	1	3	2	3	2	1	3	30
A-18	2	2	1	1	3	2	2	2	1	3	2	3	2	1	3	30
A-19	3	2	3	3	1	3	3	1	3	3	2	2	2	3	2	36
A-20	3	3	3	3	1	3	2	1	2	3	2	2	2	3	3	36
A-21	3	3	3	3	1	2	3	3	2	2	2	2	1	3	3	39
A-22	3	3	2	3	1	3	3	1	2	3	3	2	2	3	2	36
A-23	3	3	3	2	3	2	2	1	3	3	2	3	2	3	1	36
A-24	3	3	3	3	3	3	3	3	3	1	3	3	1	1	2	36
A-25	3	1	3	2	1	2	2	3	2	3	3	3	1	1	3	33

Appendix 5

The Score of the Reading Comprehension

No.	Name of the Students	Score	Classification
1.	A-1	86	Very Good
2.	A-2	73	Fairly Good
3.	A-3	86	Very Good
4.	A-4	86	Very Good
5.	A-5	80	Good
6.	A-6	73	Fairly Good
7.	A-7	80	Good
8.	A-8	73	Fairly Good
9.	A-9	80	Good
10.	A-10	73	Fairly Good
11.	A-11	73	Fairly Good
12.	A-12	73	Fairly Good
13.	A-13	66	Fairly Good
14.	A-14	73	Fairly Good
15.	A-15	66	Fairly Good
16.	A-16	73	Fairly Good
17.	A-17	73	Fairly Good
18.	A-18	73	Fairly Good
19.	A-19	66	Fairly Good
20.	A-20	80	Good
21.	A-21	80	Good
22.	A-22	80	Good
23.	A-23	66	Fairly Good
24.	A-24	66	Fairly Good
25.	A-25	80	Good
The Total Number		1878	

Appendix 6

The Score of the Translation Ability

No.	Name of the Students	Score	Classification
1.	A-1	93	Very Good
2.	A-2	86	Very Good
3.	A-3	93	Very Good
4.	A-4	93	Very Good
5.	A-5	86	Very Good
6.	A-6	86	Very Good
7.	A-7	86	Very Good
8.	A-8	80	Good
9.	A-9	73	Fairly Good
10.	A-10	86	Very Good
11.	A-11	86	Very Good
12.	A-12	86	Very Good
13.	A-13	80	Good
14.	A-14	66	Fairly Good
15.	A-15	73	Fairly Good
16.	A-16	80	Good
17.	A-17	66	Fairly Good
18.	A-18	66	Fairly Good
19.	A-19	80	Good
20.	A-20	80	Good
21.	A-21	86	Very Good
22.	A-22	80	Good
23.	A-23	80	Good
24.	A-24	80	Good
25.	A-25	73	Fairly Good
	The Total Number	2024	

Appendix 7

The Correlation between the Reading Comprehension and the Students' Translation Ability

Name of Students	X	Y	XY	X^2	Y^2
A-1	86	93	7998	7396	8649
A-2	73	86	6278	5329	7396
A-3	86	93	7998	7396	8649
A-4	86	93	7998	7396	8649
A-5	80	86	6880	6400	7396
A-6	73	86	6278	5329	7396
A-7	80	86	6880	6400	7396
A-8	73	80	5840	5329	6400
A-9	80	73	5840	6400	5329
A-10	73	86	6278	5329	7396
A-11	73	86	6278	5329	7396
A-12	73	86	6278	5329	7396
A-13	66	80	5280	4356	6400
A-14	73	66	4818	5329	4356
A-15	66	73	4818	4356	5329
A-16	73	80	5840	5329	6400
A-17	73	66	4818	5329	4356
A-18	73	66	4818	5329	4356
A-19	66	80	5280	4356	6400
A-20	80	80	6400	6400	6400
A-21	80	86	6880	6400	7396
A-22	80	80	6400	6400	6400
A-23	66	80	5280	4356	6400
A-24	66	80	5280	4356	6400
A-25	80	73	5840	6400	5329
The Total Number	X = 1878	Y = 2024	XY = 152576	X^2 = 142058	Y^2 = 165370

Appendix 8

<div align="center">

The Mean Score

</div>

Students' mean score in reading comprehension

$$Mx = \frac{\sum fx}{N}$$

$$Mx = \frac{1878}{25} = 75$$

Students' mean score in translation ability

$$My = \frac{\sum fy}{N}$$

$$My = \frac{2024}{25} = 80$$

Appendix 9

Product Moment Correlation

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

$$\frac{13328}{24566\ 137674)}$$

$$= \frac{13328}{302422.023}$$

$$= 0.438$$

Appendix 10

Documentation

CURRICULUM VITAE

Hasdiyanti was born on July 15th, 1995 in Tikke. She is the second daughter from three sisters, the marriage of her parents H. Makkatuo and Hj. Kasmawati. In 2001, she registered as a student in Elementary School at SD Inpres Pirsus Tikke and graduated in 2007. In the same year, she registered as a student at SMP Astra Makmur Jaya and graduated in 2010. After graduated in Junior High School, she registered as a student at SMA Negeri 1 Rio Pakava and graduated in 2013. In the same year, she was accepted as a student of English Education Department, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with the title "***The Correlation between the Reading Comprehension and the Students' Translation Ability at the Tenth Grade Students of SMK Negeri 5 Pangkep (A Correlation Study)***".