
THE CORRELATION BETWEEN TRANSLATION ABILITY AND READING HABIT TOWARD WRITING ABILITY

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ABSTRACT: This research is aimed to find out the correlation between (1) translation ability and writing ability; (2) reading habit and writing ability; (3) translation ability and reading habit toward writing ability. The population of the study was the fourth semester in the academic year 2019/2020. The sampling technique used is convenience non random sampling. The researcher used test to obtain the data of students' translation ability, then questionnaire to obtain the data of students' reading habit level and test to obtain the data of students' writing ability. The researcher used Product Moment formula to know the coefficient correlation and linear regression to find out the significance correlation. There three results of the study, first hypothesis, showed that the coefficient of correlation between students' translation ability (X1) and their writing ability (Y) is higher than 0 ($0.9083 > 0$) and linear regression showed that t obtain is higher than t table ($10.415 > 2.069$). Second hypothesis, showed that the coefficient of correlation between students' reading habit (X2) and their writing ability (Y) is higher than 0 ($0.6939 > 0$) and linear regression showed that t obtain is higher than t table ($4.621 > 2.069$). Furthermore, the third hypothesis showed that the coefficient of correlation (r_{yx1x2}) between students' translation ability (X1) reading habit (X2) and their writing ability (Y) is higher than 0 ($0.8304 > 0$) and linear regression showed that t obtain is higher than t table ($24.443 > 3.44$). It means translation ability and reading habit is a good predictor for the students' writing ability.

Keywords: correlation study, translation ability, reading habit, writing ability.

KORELASI ANTARA KEMAMPUAN TERJEMAHAN DAN KEBIASAAN MEMBACA TERHADAP KEMAMPUAN MENULIS

ABSTRAK: Penelitian ini bertujuan untuk mengetahui korelasi antara (1) kemampuan terjemahan dan kemampuan menulis; (2) kebiasaan membaca dan kemampuan menulis; (3) kemampuan terjemahan dan kebiasaan membaca terhadap kemampuan menulis. Penelitian dilakukan di semester empat pada mahasiswa Bahasa Inggris di Universitas Tridinanti Palembang 2019/2020. Teknik sampling yang digunakan adalah tanpa random. Tes peneliti digunakan untuk memperoleh data kemampuan terjemahan mahasiswa, maka kuesioner untuk memperoleh kebiasaan membaca data mahasiswa dan tes untuk memperoleh data dari kemampuan menulis mahasiswa. Peneliti menggunakan *Product Moment formula* untuk mengetahui koefisien korelasi. Ada tiga hasil penelitian, hipotesis pertama, menunjukkan bahwa koefisien dari korelasi antara kemampuan terjemahan mahasiswa (X1) dan kemampuan menulis mereka (Y) lebih tinggi dari 0 ($0.9083 > 0$) dan *regresi linear* menunjukkan bahwa t obtain lebih tinggi dari t (tabel) $10.415 > 2.069$). Hipotesis kedua, menunjukkan bahwa koefisien dari korelasi antara kebiasaan membaca mahasiswa (X2) dan kemampuan menulis mereka (Y) lebih tinggi dari 0 ($0.6939 > 0$) dan regresi linear menunjukkan bahwa t obtain lebih tinggi dari t tabel ($4.621 > 2.069$). Selain itu, hipotesis ketiga menunjukkan bahwa koefisien korelasi (r_{yx1x2}) antara kemampuan terjemahan mahasiswa (X1) kebiasaan membaca (X2) dan kemampuan menulis mereka (Y) lebih tinggi dari 0 ($0.8304 > 0$) dan *regresi linear* menunjukkan bahwa t obtain lebih tinggi dari t table ($24.443 > 3.44$). Itu berarti kemampuan terjemahan dan kebiasaan membaca adalah prediktor yang baik untuk kemampuan menulis mahasiswa.

Kata Kunci: korelasi studi, kemampuan terjemahan, kebiasaan membaca, kemampuan menulis.

INTRODUCTION

There are four English skills taught in Indonesian school, those are listening, speaking, reading, and writing. According to Murcia (2001, p. 12), when learning new language, the order of acquisition is generally; 1) Listening: the learners hear new item (sound, word, grammar feature, and the other materials), 2) Speaking: the learners try to repeat the new item, 3) Reading: the learners see the new item in the written form. 4) Writing: the learners reproduce the item in the written form. Writing ability is more complex and difficult than the other skills which not only require the mastery of linguistic competence such as grammar, vocabulary, pronunciation, intonation, etc. but also it requires the conceptual judgment. This is indicated by Oshima (2007, p. 135) who state the writing ability is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements. The students' writing ability can be affected by their translation skill, when the students write in English, the first idea will be in mother tongue then they transfer into English. Grabe (2009, p. 15), who argues

that reading purpose for organizing reading and study, a reader wishes to viewpoint, reading for language learning, to learn vocabulary, to writing and to practice pronunciation. From the description above, it can be seen clearly that reading habit could give impact to writing ability. Theoretically, if the students have a good reading habit, their writing ability is also good.

Translation is defined as a process of replacing the textual material in one language (the source language/SL) by equivalent textual material in another language (the target language/TL). It is relevant with what Newmark (2001, p. 124) says that translation is activities were applied in the foreign language learning process to achieve progress in improving language skills in reading, writing, speaking and listening. Besides that, the students have to realize the importance why they must grow reading interest to reach reading habit through the reasons why they must read.

Based on the explanation above, the researcher conducted a study entitled The Correlation between Translation Ability and Reading Habit toward Writing Ability, and the problems are as follow; 1) What factor can influence

students' writing ability?, 2) Does the students' translation ability hold the important role toward the students' writing ability?, 3) Does the students' reading habit hold the important role toward the students' writing ability?

The concept of Writing

Pardiyono (2010, p. 134) stated that writing is a process of sharing information, message, or ideas in grammatically correct sentences. Harmer (2007, p. 214) mentioned that writing involve planning what we are going to write. First, drafting it, then reviewing and editing what we have written and producing a final version. Based on the explanation above, it can be concluded that writing is creating and arranging text form of the ideas, thoughts, or messages in order to convey it effectively.

The concept of Reading Habit

There are some statements in relation to the definition of reading habit. Dallman (2006, p. 35) said that reading as an activity which involves comprehension and interpretation of ideas symbolized by written or printed language. Likewiss (2005, p 214) said that reading is what happens when people look at the text and assign meaning to the written symbols in that

text. From the definitions above, it can be concluded that reading is an active process of interpreting, comprehending, understanding sign, and letter or symbols in written form.

The concept of Translation

There are some experts who give opinions the definitions of translation. Newmark (2001, p. 47), states that translation is a craft consisting in the attempt to replace a written message or/in one language by the same message or statement in another language.

METHODOLOGY

The research design of this research is correlation research and this is a kind of quantitative research. Arikunto states the correlation study is a study to find the relationships between two or more variables (2013, p. 26). The correlation coefficient is a measure of correlation strength can range from -1.00 to 1.00. According to Nunan, there are three possible results of a correlation study, those are; a positive correlation, a negative correlation, and no correlation.

1. Positive correlation: both variables improve or decrease at the same time. A correlation coefficient close to 1.00 indicates a strong positive correlation. Perfect positive correlation would result

in a source of 1. 2. Negative correlation: the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation. Perfect negative correlation would result in -1. 3. No correlation: indicates that no relationship between the two variables (2002, p. 249). A correlation coefficient of 0 indicates no correlation. There are two kinds of variables, namely: independent and dependent variable. The independent variable is the factor that is measurably separate and distinct from the dependent variable, but may relate to the dependent variable. In this research students translation ability and reading habit as the independent variable (X1 & X2) and writing ability as the dependent variable (Y). The relationship between the three variables can described below:

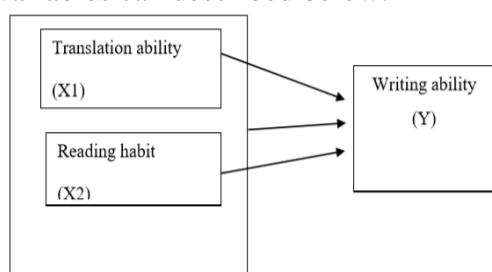


Figure 3.1 The relationship between Translation Ability (X1) and Reading Habit (X2) toward Writing Ability (Y)

The populations of this research were all the active students of English Study program of Tridinanti University of Palembang in academic year 2019/2020.

Therefore, the researcher used convenience non random sampling in this research with 25 students which followed the reading and writing test that the researcher distributed.

The researcher used test and questionnaire as the research instruments. The test was used to collect the data of students' translation ability and writing ability, where the questionnaire used to collect the data of students reading habit.

Arikunto (2013, p. 33) state that there are two points of view about the kinds of questionnaire, those are: a Viewed from the way to answer: 1) Open questionnaire, gives the opportunity to the respondents to answer the questions based on their own sentences, and 2) closed questionnaire, there were some available answer, so the respondents only choose one of the answer. In this study, the questionnaire is given to the student to find the numerical data of students' reading habit.

The researcher used the Likert scale as the rating scale of the questionnaire. Sugiyono (2012, p. 271) said that Likert scale is used to measure attitude, opinion, people's or groups' perception about social phenomenon.

The questionnaire has five options, those are: “Sangat Setuju (SS)”, “Setuju (S)”, “Kurang Setuju (KS)”, “Tidak Setuju (TS)”, and “Sangat Tidak Setuju (STS)”.

Djiwandono (2008, p. 27) stated that there are two kind of test based on the way of scoring, they are objective and subjective tests. Objective test is a form of questioning which has single correct answer. It consists of matching test, true false test; fill in the blank and multiple choice tests. Then, the subjective test is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). Writing ability test is intended to collect the data about the students writing ability. The test is an essay test in the form of paragraph writing test. In this study students are asked to choose one of topics and then developed into descriptive paragraphs.

Before the instrument will be used, there will a try-out. It is intended to find the validity and reliability of instrument. The instruments of this research are translation ability test, questionnaire of reading habit and writing ability test. The result of the instrument were tested its validity and reliability.

The next step is analyzing the data in order to know whether there is a significant positive correlation between students’ translation ability and reading habit toward their ability in writing descriptive text.

FINDING AND DISCUSSION

1. Findings

The result of the data were presented in the form of mean, median, mode, standard deviation, the highest, the lowest score, and range complete with table and histogram. The research data of the both variables were summarized in Table 4.1.

Table 4.1 Variable Data Description

Variable	Mean	Medium	Mode	Standard Deviation	Minimum	Maxiram	Range
Translation ability	61,8	59,78	52.16	11,8	40.72	85.94	45.33
Reading habit	62,87	62,59	62,96	13,13	46,67	84,44	37,77
Writing ability	71.72	73	64.5,715 & 80	15,88	47	87	40

The obtained data of students’ translation ability, reading habit and students’ ability in writing descriptive text can be described as follows:

a. The Data of Students’ Translation Ability test

The data of the students’ translation ability were collected by using a test. The result of the questionnaire showed that the highest score was 85.94 and the lowest one was 40.72, so the range was 45.22 in the scoring scale of 1-100. The mean and

standard deviation respectively were 61.8 and 11, 8. The median was 59.78 while the mode was 52.16. The frequency distribution of the score of the students' translation ability can be seen in Table 4.2 and its histogram in Figure 4.1.

Table 4.2 Frequency Distribution of the Score of Students Translation Ability

Interval	Frequency	Percent	Cumulative Percent
40 – 46	2	8	8
47 – 53	7	28	36
54 – 60	5	20	56
61 – 67	1	4	60
68 – 74	7	28	88
75 – 81	1	4	92
82 – 88	2	8	100
Total	25	100	

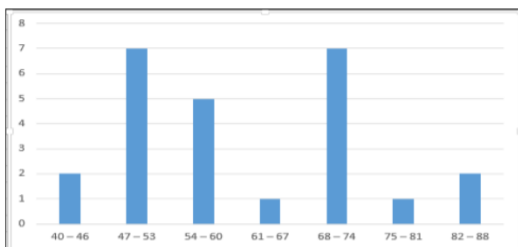


Figure 4.1 The Histogram of the Score of Students' Translation Ability
b. The data of Students' Reading habit

The data of the students' reading habit were collected by using a questionnaire. The result of the questionnaire showed that the highest score was 84, 44 and the lowest one was 46, 67, so the range was 37, 77 in the scoring scale of 1-100. The mean and standard deviation respectively were 62, 87 and 13, 13. The median and the mode were 62, 59 and 62, 96. The frequency distribution of the score of the Table 4.3

Students' Reading habit students' reading habit can be seen in Table 4.3 and its histogram in Figure 4.2.

Interval	Frequency	Percent	Cumulative Percent
47 – 53	3	12	12
54 – 60	5	20	32
61 – 67	10	40	72
68 – 74	5	20	92
75 – 81	1	4	96
82 – 88	1	4	100
Total	25	100	

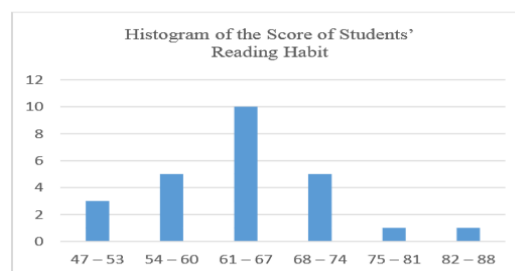


Figure 4.2 The Histogram of the Score of Students' Reading Habit
c. The data of Students' Writing Ability

The data of the students' writing ability were collected by using a test. The result of the test showed that the highest score was 87 and the lowest one was 47, so the range was 40 in the scoring scale of 1-100. The mean and standard deviation respectively were 71, 72 and 15, 88. The median and the mode were 73 and 64.5, 71.5, 80. The frequency distribution of the score of the students' ability in writing descriptive text can be seen in Table 4.4 and its histogram in Figure 4.3.

Table 4.4 Frequency Distribution of the Score of Students Writing Ability

Interval	Frequency	Percent	Cumulative Percent
47 – 53	1	4	4
54 – 60	3	12	16
61 – 67	3	12	28
68 – 74	7	28	56
75 – 81	7	28	84
82 – 88	4	16	100
Total	25	100	

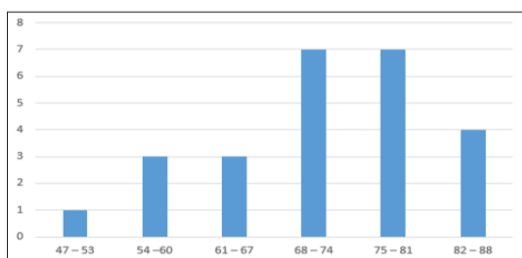


Figure 4.3 The Histogram of the Score of Students Writing Ability

2. The Testing of Pre-requisite Analysis

a. Normality Testing

The researcher used *Liliefors* normality testing. The normality test is aimed to know whether the variable data research distribution is normal distributed or not. The analysis result of normality testing can be summarized in Table 4.5.

Table 4.5 The Summary of Normality Testing Result

No.	Variable	Liliefors Value (Lo)	Significant (0,05)	Conclusion
1.	Students translation ability (X ₁)	0.1523	0.175	Normal
2.	Students reading habit (X ₂)	0.0089	0.175	Normal
3.	Students writing ability (Y)	0.1686	0,175	Normal

Based on the table above, it can be explained that the normality result of the student’s translation ability showed that the *Liliefors* value (Lo) was 0.1523. The L table for N = 25 at significant level $\alpha = 0.05$ was 0.173. It means that

the data of students’ translation ability (X₁) came from normally distributed population because Lo is lower than L table. The normality result of the students’ reading habit showed that the *Liliefors* value (Lo) was 0.0089. The L table for N = 25 at significant level $\alpha = 0.05$ was 0,173. It means that the data of students’ reading habit (X₂) came from normally distributed population because Lo is lower than L table.

Furthermore, the normality result of the student’s ability in writing descriptive text showed that Lo was 0.1686. The L table for N = 25 at significant level $\alpha = 0.05$ was 0.173. It means that the data of students’ ability in writing descriptive text (Y) came from normally distributed population because Lo is lower than L table.

b. Linearity Testing

Linearity testing is purposed to know whether two variables which will be done by statistical analysis correlation show the linear regression or not. The researcher used simple linear regression to know the linearity of the obtained data of the variables. The analysis result of linearity testing can be summarized in Table 4.6.

Table 4.6 The Summary of Linearity Testing Result

Variable	F _{obtained} (F _o)	F _{table} (0,05)	Conclusion
X ₁ * Y	2.74	4.88	Linear
X ₂ * Y	8.26	9.01	Linear

Based on the table above, it can be explained that the computation of linearity testing between students' translation ability (X1) and writing ability (Y) showed that the value F obtained (F_o) is 2.74. F obtained must be compared to F table. The value of F table for N = 25 at the level of significant $\alpha = 0.05$ is 4.88. It can be seen that F obtained is lower than F table ($2.74 < 4.88$). It means that the regression between students' translation ability and students' writing ability is linear. Also, the computation of linearity testing between students' reading habit (X2) and writing ability (Y) showed that the value F obtained (F_o) is 8.26. F obtained must be compared to F table. The value of F table for N = 25 at the level of significant $\alpha = 0.05$ is 9.01. It can be seen that F obtained is lower than F table ($8.26 < 9.01$). It means that the regression between students' reading habit and students' writing ability is linear.

c. Significance Testing

The significance testing is purposed to know whether two variables

which will be done statistical analysis correlation show the significant regression or not. The analysis result of significance testing can be summarized in Table 4.7.

Table 4.7 The Summary of Significant Testing Result

Variable	F _{obtained} (F _o)	F _{table} (0,05)	Conclusion
X ₁ * Y	4,47	4,28	Significant
X ₂ * Y	7,33	4,28	Significant

Based on the table above, it can be explained that the result of significance testing between students' translation ability (X1) and students' writing ability (Y) showed that the value of F obtained (F_o) is 4,47. The value of F table for is 4.28. F obtained is higher than the F table ($4,47 > 4,28$). It can be concluded that the regression between students' translation ability and students' writing ability is significant. Also, that the result of significance testing between students' reading habit (X2) and students' writing ability (Y) showed that the value of F obtained (F_o) is 7.33. The value of F table for is 4.28. F obtained is higher than the F table ($7.33 > 4.28$). It can be concluded that the regression between students reading habit and students writing ability is significant.

3. Hypothesis Testing

After examining the data for the normality and linearity, the researcher

tested the null hypotheses (Ho) against the alternative hypotheses (Ha). The correlation analysis was computed by manual computation. Further explanation on correlation analysis is presented at the table 4.8 as follows:

Table 4.8 The Summary of Correlation Testing Result

No	Variable	Correlation	Contribution	Conclusion
1	X ₁ and Y	0.4034	16.2%	Positive correlation
2	X ₂ and Y	0.4916	24.16%	Positive correlation
3	X ₁ , X ₂ and Y	0.5544	30.73%	Positive correlation

1. The First Hypothesis

The first hypothesis says that there is positive correlation between students’ translation ability and writing ability. This hypothesis is alternative hypothesis (Ha). To test the hypothesis, Ha is changed become null hypothesis (Ho), it says there is no correlation between students’ translation ability and writing ability. The researcher analyzed the collected data using Multi Linear Regression Formula assisted by Ms. Excel 2013 for Windows to test the hypothesis. The statistical hypothesis of the first hypothesis:

- a.) Ho: $r_{xy}=0$. It means there is no correlation between X1 and Y.
- b.) Ha: $r_{xy}>0$. It means there is positive correlation between X1 and Y.

The result of the computation shows that the coefficient of correlation r between students’ translation ability (X1) and writing ability (Y) is 0.4034.

Then, the r-obtained is adapted to r-table. Since r-obtained is higher that r-table ($0.4034 > 0.396$), it can be concluded that there is correlation between students’ translation ability and writing ability. Based on the levels of relationship, the coefficient correlation between students’ translation ability and writing ability of the fourth semester English Study Program Tridinanti University of Palembang belongs to strong enough relationship.

It implies that Ho is rejected and therefore, there is positive correlation between students’ translation ability and writing ability. The contribution of students’ translation ability (X1) to writing ability (Y) is $Y=r^2 \times 100\% = 0.4034^2 \times 100\% = 16.2\%$. It means that 16.2% of writing ability in influenced by students’ translation ability and 83.8 % is influenced by other factor.

2. The Second Hypothesis

The second hypothesis says that there is positive correlation between students’ reading habit and writing ability. This hypothesis is alternative hypothesis (Ha). To test the hypothesis, Ha is changed become null hypothesis (Ho), it says there is no correlation between students’ reading habit (X2) and

writing ability (Y). The researcher analyzed the collected data using Multi Linear Regression assisted by Ms. Excel 2013 for Windows to test the hypothesis. The statistical hypothesis of the first hypothesis:

- a.) $H_0 : r_{xy}=0$. It means there is no correlation between X2 and Y.
- b.) $H_a : r_{xy}>0$. It means there is positive correlation between X2 and Y.

The result of the computation shows that the coefficient of correlation between students' reading habit and writing ability is 0.4916. Then the r obtained is adapted to r -table. Since r -obtained is higher than r -table ($0.4916 > 0.396$), it can be concluded that there is correlation between students' reading habit and writing ability.

It implies that H_0 is rejected and therefore, there is positive correlation between students' reading habit and writing ability. The contribution of students' reading habit (X2) to writing ability (Y) is $Y=r^2 \times 100\% = 0.4916^2 \times 100\% = 24.16\%$. It means that 24.16% variation of writing ability is influenced by students' reading habit and 75.84% is influenced by other factor.

3. The Third Hypothesis

The third hypothesis says that there is positive correlation between students' translation ability (X1) and

reading habit (X2) writing ability (Y). This hypothesis is alternative hypothesis (H_a). To test the hypothesis, H_a is changed become null hypothesis (H_0), it says there is no correlation between students' translation ability and reading habit toward writing ability. The researcher analyzed the collected data using multiple correlation assisted by Ms. Excel 2013 for Windows to test the third hypothesis.

The statistical hypothesis of the first hypothesis:

- a.) $H_0: r_{x_1x_2y}=0$. It means there is no correlation between X1 and X2 toward Y.
- b.) $H_a: r_{x_1x_2y}>0$. It means there is positive correlation between X1 and X2 toward Y.

The result of the computation shows that the coefficient of correlation between students' translation ability (X1) and reading habit (X2) toward writing ability (Y) is 0.5544. Then the r -obtained is adapted to r -table. Since r obtained is higher than r -table ($0.5544 > 0.396$), it can be concluded that there is correlation between students' translation ability and reading habit toward writing ability. It implies that H_0 is rejected and therefore, there is positive correlation between students' translation ability and reading habit toward writing ability. The contribution between students' translation ability and reading habit

toward writing ability is $Y=r^2 \times 100\% = 0.55442 \times 100\% = 30.73\%$. It means that 30.73% variation of writing ability is influenced by students' translation ability and reading habit, while 69.27% is influenced by other factor.

2. Discussion

A positive correlation means that the increase of students' translation ability and reading habit is followed by the increase of writing ability. This kind of correlation creates an assumption that writing ability can be regressed, explained, and predicted from the students' translation ability and reading habit.

The researcher found the result of the computing after analyzing of all the data. The result of students' translation ability shows that the highest score is 85.94 and the lowest score is 40.72. So, the range is 45.22. The mean of total scores is 61.8. The median is 59.78. The mode is 52.16. The standard deviation is 11.8. The result of reading habit questionnaire shows that the highest score is 84.44 and the lowest score is 37.77. So, the range is 37.77. The mean of total score is 62.87. The median is 62.59. The mode is 62.96. The standard deviation score is 13.13. The result of writing ability test shows that

the highest score is 87 and the lowest score is 47. So, the range is 40. The mean of total score is 71.72 the median is 73. The mode is 64.5, 71.5, and 80. The standard deviation score is 15.88. After analyzing the correlation between the variables, a discussion can be given as follows. The discussion will emphasize more on finding the possible causes of the result of the study. Since the computation of the normality, linearity, and significant testing show that the data are in normality distribution and regression is linear and significant, the researcher continues to test the three hypotheses. From the first hypothesis testing, it was found that there is positive correlation between students' translation ability (X1) and writing ability (Y). It means that the hypothesis is accepted. Based on the result of product moment correlation analysis, the correlation coefficient between students' translation ability and writing ability is higher than r table ($0.4034 > 0.396$). The value of significance testing also shows that the correlation between students' translation ability and writing ability is significant, because t-obtained is higher than t-table ($2.114 > 2.069$). So, there is positive correlation between students' translation ability and writing ability. The

coefficient of determination between students' translation ability and writing ability is 16.2%. It means that 16.2%. Students' writing ability is influenced by translation ability and 83.8% is influenced by other factors. From the result of this study, it can be known that students' translation ability gives contribution to writing ability. It means there is positive significant correlation between students' translation ability to writing ability at the fourth semester English Study Program Tridinanti University of Palembang, it also means that the increase of students' translation ability will be followed by the enhancement of writing ability. From the second hypothesis testing, it was found that there is positive correlation between students' reading habit (X2) and writing ability (Y). It means that the hypothesis is accepted. Based on the result of product moment correlation analysis, the correlation coefficient between students' reading habit and writing ability is higher than r table ($0.4916 > 0.396$). The value of significance testing also shows that the correlation between students' reading habit and writing ability is significant, because t-obtained is higher than t-table ($2.7076 > 2.069$). So, there is positive correlation between

students' reading habit and writing ability. The coefficient of determination between students' reading habit and writing ability is 24.16%. It means that 24.16% of writing ability mastery is influenced by students' reading habit and 75.84% is influenced by other factors. From the result of this study, it can be known that students' reading habit gives contribution to writing ability. It means there is positive significant correlation between students' reading habit and writing ability at the fourth semester English Study Program Tridinanti University of Palembang, it also means that the increase of students' reading habit will be followed by the enhancement of writing ability. Furthermore, from the third hypothesis testing, it was found that there is positive correlation between students' translation ability (X1) and reading habit (X2) toward writing ability (Y). It means that the hypothesis is accepted. Based on the result of Multi Linear Regression analysis, the correlation coefficient between students' translation ability and reading habit toward writing ability is higher than r table ($0.5544 > 0.396$). The value of significance testing also shows that the correlation between students' translation ability and reading habit

toward writing ability is significant, because F -obtained is higher than F -table ($4.88 > 3.44$). So, there is positive correlation between students' translation ability and reading habit toward writing ability. The coefficient of determination between students' translation ability and reading habit toward writing ability is 30.73%. It means that 30.73% variation of writing habit is influenced by students' translation ability and reading habit, while 69.27% is influenced by other factors. From the result of this study, it can be known that students' translation ability and reading habit give contribution to writing ability. It means there is positive significant correlation between students' translation ability and reading habit toward writing ability at the fourth semester English Study Program Tridianti University of Palembang also means that the improvement of students' translation ability and reading habit will be followed by the improvement of writing ability.

CONCLUSION

- a. The correlation between students' translation ability and writing ability is true relationship at the level significance 0.05. The coefficient of determination between students' translation ability and writing ability is 16.2%. It means that 16.2% of writing ability can be predicted by students' translation ability, while 83.8% is contributed by other factors.
- b. The correlation between students' reading habit and writing ability is true relationship at the level significance 0.05. The coefficient of determination between students' writing ability and vocabulary mastery is 24.16%. It means that 24.16% of writing ability can be predicted by students' reading habit, while 75.84% the other is contributed by other factors.
- c. The correlation between students' translation ability and reading habit toward writing ability is true relationship at the level significance 0.05. The coefficient of determination between students' translation ability and reading habit toward writing ability is 30.73%. It means that 30.73% of writing ability can be predicted by students' translation ability and reading habit, while 69.27% the other is contributed by other factors.

From the result of this research, it can be known that there is positive correlation between students' translation

ability and reading habit toward writing ability. Students' students' translation ability and reading habit have significant role in writing ability.

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