

# Will Reading Habits Enhance Students' Translation Speed?

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**Abstract**— This study aims to find out the influences of reading habit in enhancing students' translation speed especially whether reading habits can enhance the students' translation speed or not. This study used quantitative design. There were 30 students participated in this study which selected through random sampling. The data about students' reading habits and translation speed ability were collected through questionnaire and translation test with time limitation. Grounded theory was implemented for data analysis, out of which the finding emerged that there is no correlation between students' reading habit and their translation speed. The students who have low reading habit does not mean that they get poor achievement in translation speed ability and vice versa. Pre-activity dealing with the test topic should be done and the instrument for the translation speed should be renewed with the best and proper ones.

**Keywords:** *reading habit, translation speed*

## I. INTRODUCTION

Reading is believed as an essential competence in language learning. (Noor, 2011) claims that reading is the most important academic language skill in any higher learning environment for both second and foreign language. (Palani, 2012) asserts that effective reading is about how to learn effectively because it is fully related to the education process. Hence educational success is closely intertwined reading habits. Reading habits are how much, how often, when do and what do ones' read (Rosli, Razali, Zamil, Noor, & Bharuddin, 2017). A good reading habits is like a powerful weapon for someone to accelerate her or his life (Bashir & Matoo, 2012) due to reading habits itself brings lots of benefit in someone's daily life.

Reading is a continuous process of translation (Schulte, 2014). Reading cannot be separated from translation. Having a good reading habits is beneficial in enhancing language skills, enriching

vocabularies, increasing achievement, developing idea or thought (Santoso, 2014) and increasing knowledge and experience (Ayu, Sofendi, Ismail, 2018). Those things are important for someone's translation ability. It is related to vocabulary mastery and background knowledge. Reading habit is beneficial in enhancing students' vocabulary (Santoso, 2014). Logically, the more people read, the more vocabulary they will get. Students who have limited vocabulary will get difficulty in translating sentences or texts because it is affecting students' understanding to process the content and meaning from the information. In line with Cameron (2001), one cannot communicate effectively or express ideas in both oral and written form perfectly without sufficient vocabulary. Reading habits also beneficial in increasing students' background knowledge. Background knowledge can help the students to absorb the meaning and information from text. Students who have background knowledge will easily guess and get the meaning from the text because students can relate to the background knowledge and vice versa (Sakinah, 2018). Thus, translation without knowing background knowledge will influence someone's ability in translation although he/she has sufficient vocabularies and vice versa.

But in the real circumstance, reading habits still below the average especially in context where English as a foreign language, such as in Indonesia. (Nafisah, 2014) according to UNESCO on 2012, Indonesian reading interest index is on 0,001 or 1: 1000. It means that there is only a person who has reading interest from 1000 people in Indonesia. Furthermore, it is important to have high interest reading especially for students who have low desire in reading will have difficulty translating sentence or text considering with one of the translations' requirements is complex skill which is dealing with reading habit

Some studies have been carried out to evaluate the effect of reading habit. (Asep, Acep, 2017) found that reading habits affected student's reading comprehension. The finding showed that reading habit has a positive impact in enhancing students' reading comprehension related to student's perceptions. (Tri, Aceng, Darmahusni, 2018) their study revealed that, reading habit influenced reading comprehension. There was a positive relationship between reading habit and reading comprehension. If reading habits enhanced, there will be an increase in reading comprehension. In addition, (B & Kumar, 2019) find out the impact of reading habits on the academic achievement. The finding showed that reading habits affected the academic achievement of students and faculty members.

Several studies have been conducted regarding to reading habits and its relationship with language skills. None of previous studies covered about reading habits and translation speed is less evaluated. Therefore, this study aims to find out the influences of reading habit in enhancing students' translation speed. Students of English education department at State Islamic University of Sunan Ampel Surabaya in 6<sup>th</sup> semester was chosen as the participant of this study. The researcher distributed questionnaire about students' reading habit then the researcher also provided translation test in written form with time limit to measure students' translation speed. At the end, this study will be beneficial for teachers, students and others researchers. It will give variety of methods or strategies that can be implemented in teaching and learning process due to reading habits bring benefits in developing language knowledge and skill.

## II. LITERATURE REVIEW

### A. Definition of Reading Habits

Reading is the most important thing in education because reading can build communication. According to (Kushmeeta, Rout, 2013) reading can provide an individual experience to broaden knowledge, explore interests and gain a deeper understanding of oneself, the world and society. (Noor, 2011) Stated that reading is a skill that highly regarded by institutions and the most important tool in education. Further, Reading is something fun and the most important sources of knowledge because it is related to personal satisfaction, self-discovery. All stages can become a habit.

In other words, habits are the result of action (Thanuskodi, 2011). Habit has been extensively investigated in the behavioral aspects tradition. Behaviorists argued that habits occur through repetitive behaviors on learning. Behaviorist's opinion discovered a direct relationship between situation (stimulus) and behavior (response) (Nilsen et al, 2012).

According to (Kolawe, 2015) Reading habits can refers to behaviors that express someone's pleasure in reading, preferences and reading frequency. In consequence, students' reading habits range from the purpose of reading as possible to passing exams, gaining information, increasing general knowledge and entertainment. As stated by (Iftanti & Erna 2012) the most important thing dealing with reading habits is repetition. Through repetition in reading it may not impossible for someone to read to be a habit because it is done regularly.

### B. Purpose of Reading Habits

There are several purposes of EFL students when read English. It is classified into three purposes such as for school assignments, pleasure, knowledge and English skill improvement (Iftanti & Erna 2012)

#### 1. For school assignments

One of EFL students' motivation in purposes reading habits is reading for school assignments. Reading English for doing assignments can be a good opportunity for enhancing and developing good English reading habits. Reading English for doing assignments also can be a stepping stone to have a good reading habit.

#### 2. For pleasure

Students who read English text regularly and desire to spend their time to read English text regularly and have strong willingness to find materials of reading in libraries or bookstores are indicates that the students have a good reading habits which is dealing with reading for pleasure.

#### 3. For knowledge and English Skill improvement

Reading habits can improve students' knowledge and skill. Having good reading habits can improve students' knowledge and English skill which dealing with future job or career and academic success or achievement. Besides, having good reading habits also enhance students' language proficiency.

### C. Factors Influence Reading Habits

Several studies have been conducted dealing with factors that influence or affect reading habits. Study by (Aramide, 2015) about effect of parental background on reading habit of high school students in Nigeria showed that fathers' work or occupation and family income positively determine the reading habits of high school students. (Subramanian & Sawant 2018) showed that there was a positive influence of family and friends in adolescents' women students. (Yusof, 2010) in his study on the influence of family factors on reading habit and interest revealed that family factors positively and strongly influence students reading habits and interest but the family monthly income does not affect the students reading habits and interests. In contrast, (Adetunji, 2007) found that the use of electronic facilities such as watching home video

had negative influence on students' academic achievement.

#### D. *EFL Students' Reading Habits*

In Indonesian curriculum, English reading skills are part of subjects that have been taught in an integrated manner in elementary school for 6 years, but there are also some preprimary schools that include English subjects in their curriculum. English subject is then continued to be taught in Junior High School until Senior High School for 6 years. This indicates that EFL students in Indonesia have often been involved in reading English at least 13 years.

The frequent repetition of the practice of reading at a time is referred to as reading habits. Reading habits should become daily habits by EFL students. The key to bringing up reading habits is to foster reading habits by repeating the desired practice of reading from each individual student every day can make reading habits for students. according to some experts, good reading habit is indicated by fluency, automaticity (Morris et al., 2006) accuracy (Schwanenflugel et al., 2004) practice of reading arising from feeling happy, a large amount of reading, good English proficiency (Akyay & Ogeyik, 2009; Renandya, 2007) positive attitudes towards reading, reading consciously and diligently, and having teachers who share reading hobbies (Park, 2006) choose their own books, have reading motivation, desire to accept books as gifts (Jamnik) , 2005), and regular reading outside school hours (Adetunji & Oladeji, 2007).

Previous studies have been carried out how EFL Students habits in reading English. (Erna, 2012) examined English reading habits of Indonesian EFL students. The findings showed that EFL students read English book for various purposes, such as school assignment, for pleasure, increase knowledge and improve their English skills. Further, (Noor, 2011) discovered that the reading habits and preferences of EFL post graduate students. Finding of the study reported that the EFL post graduate students read different types of reading materials and reason to read a book as well as demonstrated language preference in reading. In contrast, (Cansel, Ahmet 2018) was analyzed reading habit of physical education students and sport training. The result shows that female students have a good level of reading habit.

#### E. *Definition of Translation Speed*

Translation can be called as the fifth language skill over other four language skills namely: listening, speaking, reading and writing (Kavaliauskien & Kaminskien, 2009). According to (Seda Kuúgua, Sezer Ünlü 2015) translation has essential role in our life as it can expand communication and sharing information throughout the world. Thus, translation is coexisting with communication and language.

Moreover, various societies need translation for communication purposes (Morteza, Omid, Ali,

2017). As stated by (Morteza, Omid, Ali, 2017) translation in the broadest sense is used to show one of these concepts:

1. The practice of rendering source text into targeted text
2. Techniques for teaching foreign languages. Especially in Grammar Translation Method
3. Academic fields consisting of disciplines related to other languages

Various definitions of translation have been proposed. This variations in interpreting the essence and nature of translation are caused by various opinions of scholars in this matter because they have tried and approached it in a certain perspective.

### III. METHOD

#### A. *Object of the Study*

Based on the topic, the main purpose of this study was to reveal the correlation between students' reading habit and their translation speed. This study identified the relationship between both two variables. This study used a quantitative research in which connected to something that has the number or amount rather than with how good it is (Hornby, 1995). Specifically, this study was a correlational research. It is one of quantitative method design that shows the relationships between two or more variables (Lodico, 2006).

#### B. *Population*

The population of this study was the 6<sup>th</sup> semester students of English Teacher Education Department in UINSA. In total, there are 120 students.

#### C. *Sample*

Sample is a smaller group selected from a larger population which takes role as the representative of the large population. In quantitative research, there are some sampling techniques. The first is simple random sampling which involved random selection of individuals from the realistic population as a whole. The second is stratified random sampling where researcher is allowed to stratify along the variable of party affiliation that is select sample that was more representative of the population. The third is cluster random sampling, means you have a large group and select a number of that group to study randomly. This research used random sampling techniques to choose the sample. The aim of using random sampling was to avoid the subjectivity. The total number of the 6<sup>th</sup> Education Department in UINSA is 120. Arikunto (2002) said that in random sampling techniques, if the subject of population is more than 100, sample can be taken between 10%-15% or 20%-25% or more. Therefore, the sample of this study was 30 students of the 6<sup>th</sup> of English Teacher Education Department in UINSA.

#### D. *Variable*

Brown (2005) defined variable as something that has varied and different. Moreover, Brown

(2005) stated that the operationalization of variables is researcher's chance to explain how each variable is being refinanced with respect to the construct in questions. From the definition above, it can be concluded that research variable includes the factors of conditions that caused a phenomenon and assessed the relationship between variables in study. There were two variables in this research:

a. Independent Variable

Independent variable is variable that can be manipulated by the researcher which has effects on dependent variable (Brown, 2005:11). The students' reading habit was the independent variable of this study.

b. Dependent Variable

Dependent variable is variable or characteristics that influenced or caused by independent variable (Creswell, 2012:115). The dependent variable of this study was he students' translation speed.

E. Instrument

This study used two instruments to gain the data. The first instrument was for the reading habit. This study used questionnaire that consists of fifty-five questions from nine categories. The second instrument was for translation speed. This study was used translation test to measure the students' translation speed. The test was about the news of Indonesian politics. The participants of this study should translate the Indonesian text into English less or not more than 20 minutes.

F. Procedure

This study collected the data by distributing the questionnaire about reading habits and trying out the translation test to the 30 participants. There was time limitation to do the translation test. The participants should do the test less or not more than 20 minutes. The researchers used stopwatch to know the time limit.

#### IV. FINDINGS AND DISCUSSION

Table 1.1 The correlation between students' reading habits and students' translation speed

Correlations		
	Total Reading Habit	Translate
Total Reading Habit Pearson Correlation Sig. (2 tailed) N	1   30	-.241  .200 30
Translate Pearson Correlation	-.241	1

Sig. (2-tailed)	.200
N	30

Based on the table above, The result of the data analysis showed that the correlation coefficient between two variables was -0,241 and the sig (2tailed) is 0,200. This study found that the degree of freedom (*Df*) with the formula:

$$Df = N - nr$$

$$= 30 - 2$$

$$= 28$$

N = The number of participants

nr = The number of variables

Based on the table of critical values (Pearson correlation coefficient *r*) shows if *Df* value is 28, the table of significance 5% (0,05) and 15 (0,01) are 0.374 and 0.478.

The statistical hypotheses in this study state:

1. If  $r_0$  as same or higher than  $r_t$ , the alternative hypothesis  $H_A$  is accepted.
2. If  $r_0$  lower than  $r_t$ , the alternative hypothesis  $H_A$  is rejected.

The correlation coefficient  $r_0$  based on the table 1.1 shows that the score or  $r_0 < r_t$ , in which  $-0.241 < 0.374$  and  $-0.241 < 0.478$ . It means that there is no significant correlation between students' reading habits and translation speed or the alternative hypothesis ( $H_A$ ) is rejected. It also can be seen from sig. (2-tailed) result.  $H_0$  is accepted if sig.  $> \alpha = 0.05$ . It shows  $0.2 > 0.05$  it means that there no correlation between students' reading habits and translation speed.

#### V. CONCLUSION

This research used quantitative research. The number of the participants were 30 students from sixth semester of English education department students at State Islamic University of Sunan Ampel Surabaya. The data were obtained through two instruments such as questionnaire and translation test. Based on the statistical calculation which was analyzed in the previous chapter, it can be concluded that there is no significant correlation between students' reading habits and students' translation speed. Therefore, this study summarizes that reading habit gives do not have significant contribution to the translation speed ability. The students who have low reading habit does not mean that they get poor acvhiement in translation speed ability and vice versa.

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