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# STUDENTS' HABITS IN READING ENGLISH NOVELS AND THEIR ABILITY TO TRANSLATE ENGLISH-INDONESIAN: A CORRELATIONAL STUDY

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**Abstract:** This research investigates the correlation between students' habits of reading English novels and their ability to translate from English to Indonesian. A preliminary study involving 61 students revealed that 33 of them encountered difficulties in English-Indonesian translation, particularly in selecting appropriate vocabulary and constructing sentences that accurately convey the meaning of the original text. The study aims to determine whether a consistent habit of reading English novels influences translation proficiency among students. The research employed a correlational design and focused on fifth-semester students from the English Education Department at UIN Raden Intan Lampung. A sample of 61 students was selected randomly. Data collection involved a questionnaire with 20 items assessing students' reading habits in English novels and a translation test to evaluate their proficiency in English-Indonesian translation. Statistical analysis using SPSS and the Pearson Product Moment formula indicated a significant positive correlation ( $r_{count} = 0.619$ ,  $r_{table} = 0.248$ ,  $N = 61$ ,  $p < 0.05$ ) between students' reading habits and their translation abilities. This finding supports the hypothesis ( $H_a$ ) that there exists a meaningful relationship between regular English novel reading habits and proficiency in English-Indonesian translation.

**Keywords:** *Novel, Reading, Student Habits, Translation*

## INTRODUCTION

Reading is a fundamental human ability that engages the sense of sight and is developed from early childhood. It encompasses various forms such as novels, comics, and textbooks, integral to daily life. Literacy, the ability to comprehend and convey information, is crucial for students to grasp lessons and respond effectively to teachers. Reading fiction and non-fiction books enhances these literacy skills,

fostering knowledge acquisition essential for everyday situations. Promoting literacy through reading in Indonesian is vital for personal growth and societal advancement.

The role of reading in language acquisition is supported by Krashen's Input Hypothesis (1982), which emphasizes that language learning occurs optimally when learners are exposed to comprehensible input. Reading novels in English provides such input, enabling

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students to internalize language structures and vocabulary in meaningful contexts. Additionally, Ellis's Second Language Acquisition Theory (1994) highlights that reading in a second language allows learners to process linguistic forms and meanings, which supports their overall language proficiency.

Students often face challenges when translating texts from English to Indonesian. These difficulties include selecting appropriate vocabulary, understanding nuanced meanings, and constructing grammatically correct sentences (Ramli, 2015). Translation, as described by Nida and Taber (1982), involves transferring meaning from a source language to a target language while maintaining contextual and grammatical accuracy. The theory further underscores the importance of comprehensive understanding of the source text, which regular reading can facilitate. Moreover, Newmark's Translation Theory (1988) emphasizes the role of cultural and semantic comprehension in achieving accurate translations, which is cultivated through frequent exposure to texts like novels.

These challenges underscore the importance of robust translation skills, particularly in educational contexts where English texts are prevalent. Developing strong translation skills aligns with Grabe's (2009) assertion that reading and writing, including translation, are interrelated skills dependent on a solid foundation of language proficiency. Furthermore, *Habit Theory* (Ouellette & Wood,

1998) suggests that consistent reading practices can enhance students' comprehension and translation abilities by reinforcing their linguistic competence.

The study focuses on the correlation between students' habits of reading English novels and their ability to translate English into Indonesian. Understanding this correlation is crucial for educators and curriculum developers in enhancing language learning strategies. By identifying how reading habits influence translation proficiency, educators can tailor teaching methods to improve students' language skills effectively.

This study adopts a correlational research design, targeting fifth-semester students from the English Education Department at UIN Raden Intan Lampung. Data collection involves a questionnaire assessing reading habits and a translation test using the novel *Harry Potter and the Sorcerer's Stone* as an instrument. Statistical analysis, including the Pearson Product Moment correlation coefficient, will be employed to determine the strength and significance of the relationship between reading habits and translation ability.

The study focuses exclusively on students' reading habits of English novels and their translation skills within a specific academic setting. Limitations include the sample size of 33 students, although considered acceptable based on Arikunto's guidelines for larger populations. Generalizability may be restricted to similar educational contexts.

This research aims to contribute valuable insights into the relationship between reading habits and translation proficiency among students. Findings will inform educational practices, highlighting the role of reading in language development and providing evidence-based strategies for enhancing translation skills. Ultimately, this study seeks to support language educators in fostering effective language learning environments.

### **Reading Habits**

Reading is one of the essential language skills. Therefore, it has become one of the subjects studied by many scholars. Ur (1996: 138) reveals that reading is a term that encompasses both reading and understanding. Based on this view, reading is not only an activity to recognize, spell, or read written symbols but also involves an effort to comprehend the meaning of these written symbols. Thus, people regarded as readers are those who can both read the words and understand their meanings.

Even though reading is considered a complex activity as it involves elements such as the ability to recognize written symbols and the ability to comprehend their meaning, reading can also be seen as a habit. According to Clark and Rumbold (2006: 5), a reading habit is defined as a regular, repeated, and pleasurable activity involving reading materials. They emphasize that individuals with reading habits allocate specific time for reading and demonstrate positive attitudes and behaviors

toward this activity. By cultivating reading habits, individuals broaden their knowledge and enhance their perspectives and attitudes.

### **Reading Novels as a Habit**

Habit in reading novels is a form of consistency in engaging with printed or electronic materials to acquire vocabulary, improve grammar, find inspiration, and reduce stress. As suggested by Nunan (1991: 217), consistent engagement with reading materials such as novels contributes to language development by providing exposure to vocabulary and grammatical structures in meaningful contexts.

Most students read novels in their respective schools, colleges, and university libraries. Both electronic and printed formats of novels are popular nowadays. As pointed out by Liu (2005: 700), e-books, including e-novels, provide flexibility and convenience, allowing users to access stories anytime and anywhere. From these definitions, researchers can conclude that the habit of reading novels refers to a person's repeated and voluntary activity of engaging with fiction for knowledge enhancement or stress relief.

### **Translation**

Translation is an operation performed in two languages: Source Language (SL) and Target Language (TL). The language from which the translation is being done is called the Source Language, and the language into which it is done is called the Target Language. The term transfer refers to the process involved in the

transmission of the message (received after decoding the SL text) into the other language (TL). According to Nida and Taber (1982: 12), the process of translation involves reproducing the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

The process of translation between two different languages involves the translator changing the source language text (SL), English, into a target language text (TL), Indonesian. In this replacement, the form of the SL text is changed while the meaning is expected to remain constant. Translation, as explained by Newmark (1988: 5), is a communicative act that attempts to render the exact contextual meaning in such a way that both content and language are readily acceptable to the readership.

The essence of the translation process begins with the translator's acceptance of the source text and ends with the creation of the target language text. Translators can develop their concepts without compromising the significance of the original text. However, as Larson (1984: 3) highlighted, the primary focus of translation is transferring the meaning of the text, not the form, from the source language to the target language. The process involves observing the source text for diction, grammatical structure, and context, discovering the meaning of the text, and finding the most natural equivalent in the target language.

### **Classifications of Translation Orientations**

Based on Newmark (1988: 45-47), classifications of translation orientations are as follows:

1. **Word-for-Word Translation:** This type of translation maintains the sequence of words in the source language text and translates words essentially by their meaning out of context.
2. **Literal Translation:** The grammatical construction of the source language is converted into the equivalent in the target language, while words are translated out of context.
3. **Faithful Translation:** This type attempts to reproduce the contextual meaning while adhering to the grammatical structure of the source language.
4. **Semantic Translation:** Different from faithful translation, semantic translation takes into account the aesthetics of the source language text and allows for creative adaptation within reasonable limits.
5. **Adaptation:** Considered the most free and close to the target language, this type is particularly used for drama and poetry, retaining themes, characters, and plots.
6. **Free Translation:** This type reproduces the matter without the manner or the content without the form of the original. It often results in a paraphrase much longer than the original.
7. **Idiomatic Translation:** This type reproduces the message of the original but may distort nuances by favoring colloquialisms and idioms not present in the original text.

8. Communicative Translation: hypotheses. In this case, the researcher aims to quantify the relationship between two variables: reading habits and translation abilities.
- Communicative translation attempts to render the exact contextual meaning of the original so that both content and language are readily acceptable and comprehensible to the readership.
9. By understanding these classifications, translators can choose the most appropriate approach for their specific contexts, balancing fidelity to the source text with the need to produce an acceptable and meaningful target text.

So, effective translation bridges the gap between languages and cultures, requiring translators to balance fidelity to the source text with the naturalness and acceptability of the target text. The theories underline the importance of understanding the meaning and context of the source language, selecting appropriate translation strategies, and ensuring that the translated text meets the communicative needs of the target audience. By applying these theoretical principles, translators can achieve high-quality translations that are both accurate and meaningful.

## **METHOD**

### **Research Design**

The method used in this research is a quantitative approach that seeks to determine the correlation between students' reading habits and their ability to translate English to Indonesian. According to Creswell (2014: 5), a quantitative approach involves collecting numerical data that can be analyzed using statistical methods to answer specific research questions or test

To measure the students' reading habits, the researcher used a questionnaire. A questionnaire is a commonly used data collection tool that allows researchers to gather information by asking respondents a set of questions or statements. According to Fowler (2014: 40), questionnaires are essential for collecting data in large groups and providing structured responses. In this study, the researcher opted for a closed-ended questionnaire, which is designed to collect quantitative data by asking respondents to choose from predefined options. This type of questionnaire provides standardized and easy-to-analyze data (Dillman et al., 2014: 64).

To assess students' translation abilities, the researcher conducted a translation test, as translation is a cognitive process that involves various skills, including vocabulary knowledge, grammatical structures, and comprehension (Bell, 1991: 7). The test provided numerical data on students' translation skills, which could be analyzed using statistical methods to establish correlations.

### **Hypotheses**

- Ho: There is no significant positive correlation between students' habits in reading English novels and their ability to translate English-Indonesian.
- Ha: There is a significant positive correlation between students' habits in

reading English novels and their ability to translate English-Indonesian.

### Population and Samples

The total population of the research consists of fifth-semester students from the English Department of UIN Raden Intan Lampung, totaling 228 students. Fifth-semester students were selected because they had previously taken courses in extensive reading and translation, and thus, they were assumed to have a sufficient knowledge base and motivation related to reading and translation (Cohen, Manion, & Marrison, 2011: 119).

A simple random sampling technique was employed to select the sample, which involved choosing students randomly to ensure that every individual in the population had an equal chance of being selected. Simple random sampling is considered a fair and unbiased method of sampling, which increases the generalizability of the findings (Kothari, 2004, p. 55). For this study, 25% of the population was selected, resulting in a sample size of 61 students.

### Data Collection

The data collection process involved the administration of a closed-ended questionnaire to assess students' reading habits. Closed-ended questions provide structured responses and are easy to quantify, making them suitable for quantitative research (Bryman, 2016, p. 147). The questionnaire was designed based on the syllabus of the translation class, which ensured that the questions were relevant to the student's current academic context and experience.

In this research, a quantitative approach

using a questionnaire and translation test was applied to examine the correlation between students' reading habits and their ability to translate English into Indonesian. The use of simple random sampling ensured that the sample was representative of the population. The findings of this study can offer valuable insights into how reading habits influence translation proficiency, potentially contributing to better teaching strategies in language education.

## FINDINGS AND DISCUSSION

After collecting the data, the researcher assessed each dataset and proceeded to analyze the students' habits of reading English novels and their ability to translate English into Indonesian. The Pearson correlation was applied using SPSS to determine the relationship between these two variables.

### Findings

#### 1. Questionnaire Reading to English Novel Habit

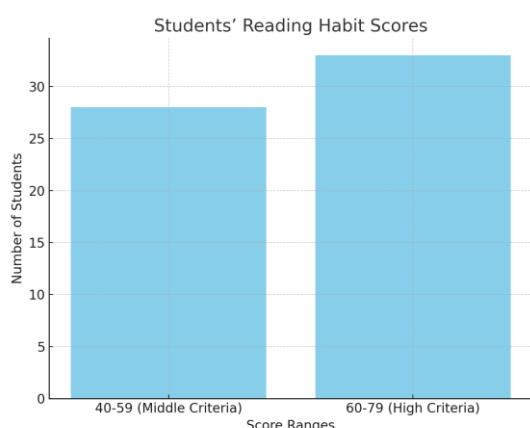
A questionnaire was conducted to know students' habit in reading English Novel. Students' habit in reading English novel was obtained from questionnaire which administered to 61 respondents. In the data of student' habit in reading to English novel the highest score was 73 while the lowest score was 46 in the scoring scale 0-100.

**Table 1. Descriptive statistic of students' Habit in Reading English Novel**

|                |         |        |
|----------------|---------|--------|
|                | Valid   | 61     |
|                |         |        |
|                | Missing | 0      |
| Mean           |         | 59.18  |
| Median         |         | 60.00  |
| Mode           |         | 60     |
| Std. deviation |         | 6.707  |
| Variance       |         | 44.984 |

|         |      |
|---------|------|
| Range   | 27   |
| Minimum | 46   |
| Maximum | 73   |
| Sum     | 3610 |

From Table 1, the mean score of 59.18 with a relatively low standard deviation (6.707) indicates that, on average, students maintain a consistent habit of reading English novels. With 54% of students falling into the high criteria (60-79), it demonstrates that a significant portion of the sample engages in regular reading activities, which is essential for language acquisition and translation skills development.



**Figure 1. Distribution of Students' Reading Habit Scores**

Description:

- High Criteria (60-79): 33 students
- Middle Criteria (40-59): 28 students

This distribution suggests that a majority of students (54%) fall into the high criteria, indicating that they read English novels approximately once a week. The remaining 46% fall into the middle criteria, suggesting they read novels about once a month.

#### 1. Translation Test

To assess the students' ability to translate English to Indonesian, a translation test was conducted. Participants were given a short text (200-250 words) from *Harry Potter and the*

*Sorcerer's Stone* and 30 minutes to translate it using semantic translation strategies. The translations were evaluated based on six criteria: grammatical structure, spelling, diction, idiom, sentence effectiveness, and language style.

Table 2. Descriptive Statistics of Students' Translation Ability Scores

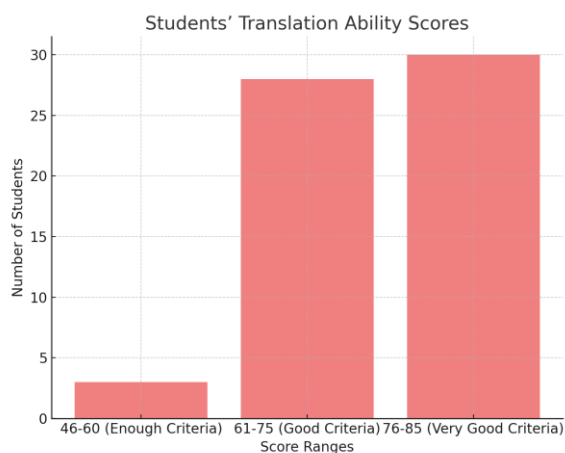
|                |        |
|----------------|--------|
| Valid          | 61     |
| Missing        | 0      |
| Mean           | 73.97  |
| Median         | 75.00  |
| Mode           | 77     |
| Std. deviation | 5.983  |
| Variance       | 35.799 |
| Range          | 26     |
| Minimum        | 56     |
| Maximum        | 82     |
| Sum            | 4512   |

From Table 2, the mean translation score of 73.97 with a standard deviation of 5.983 indicates that most students possess a good to very good translation ability. The absence of students in the "Poor" and "Excellent" categories suggests a concentration around the mean, further supported by the strong positive correlation with reading habits.

From the Figure 2, it is known that 30 students got range 76-85 with the criteria of ability was very good. There are not distortion meaning, stiff translation, mistakes of technical terms, there are few of spelling and structure mistakes. 28 students got score 61-75 with the criteria of ability was good. There are not distortion meaning, there are stiff translation but not more than 15% from text overall, mistake in structure and idiom not more than 15%, there



are few of spelling mistakes. 3 students got score range 46-60 with the criteria was enough. Stiff translation like as translation texts but not more than 25%, there are mistake in structure and idiom but not more than 25%, there few of stiff technical terms/unclear/not appropriate. While, criteria of ability poor and excellent are 0. While the most frequent occurred was very good and good.



**Figure 2. Distribution of Students' Translation Ability Scores**

Description:

- Very Good (76-85): 30 students

- Good (61-75): 28 students
- Enough (46-60): 3 students
- Poor/Excellent: 0 students

## 2. Pre-requirement Analysis

a) Normality Test: The Kolmogorov-Smirnov test was conducted to assess the normality of the data.

**Table 3. Normality Test of Students' Habit and Translation Ability**

| Variable                      | Kolmogorov-Smirnov Z | Asymp. Sig. (2-tailed) |
|-------------------------------|----------------------|------------------------|
| Students' Habit               | 0.732                | 0.657                  |
| Students' Translation Ability | 0.732                | 0.657                  |

Since the significance value (0.657) is greater than 0.05, the data distribution is considered normal.

b) Linearity Test: The linearity test was performed to determine the presence of a linear relationship between reading habits and translation ability.

**Table 4. Linearity Test of Students' Habit and Translation Ability**

| Source                                         | Sum of Squares | df | Mean Square | F      | Sig.  |
|------------------------------------------------|----------------|----|-------------|--------|-------|
| Students' Translation Result * Students' Habit | 1310.568       | 21 | 62.408      | 2.907  | 0.002 |
| Linearity                                      | 822.957        | 1  | 822.957     | 38.329 | 0.000 |
| Deviation from Linearity                       | 487.611        | 20 | 24.381      | 1.136  | 0.356 |
| Within Groups                                  | 837.367        | 39 | 21.471      |        |       |
| Total                                          | 2147.934       | 60 |             |        |       |

The significance value for the deviation from linearity is 0.356, which is greater than 0.05, indicating that the assumption of linearity is met.

c) Hypothesis Testing: The Pearson Product-Moment Correlation was used to test the hypothesis.



**Table 5. Correlation Between Students' Habit in Reading English Novels and Translation Ability**

| Variables                                               | Pearson Correlation | Sig. (2-tailed) | N  |
|---------------------------------------------------------|---------------------|-----------------|----|
| Students' Habit                                         | 1                   |                 | 61 |
| Students' Translation Ability                           | 0.619**             | 0.000           | 61 |
| Correlation is significant at the 0.01 level (2-tailed) |                     |                 |    |

The statistical analysis using SPSS 26 revealed that the computed correlation coefficient ( $r_{\text{count}}$ ) of 0.619 exceeded the critical value ( $r_{\text{table}}$ ) of 0.248, at a significance level of 0.05 with  $N=61$ . This indicates that the alternative hypothesis ( $H_a$ ) is accepted, suggesting a significant correlation between students' reading habits and their translation abilities.

The findings of this study reveal a significant positive correlation between students' habits of reading English novels and their proficiency in translating English-Indonesian. Most students preferred reading novels on their phones, which informed the selection of two sample classes: 5A and 5C. The research utilized a questionnaire to assess reading habits as the dependent variable and a translation test as the independent variable. Results showed that students generally scored within the high range (60-79) for reading habits, indicating strong interest and engagement with novels. Factors influencing their reading habits included a desire for information and recreation.

Regarding translation ability, scores ranged from 56 to 82, with a majority falling

into the "good" category (76-85), followed by "average" (61-75), and a few scores "below average" (46-60). Notably, no students fell into the categories of "poor" or "excellent" ability. These findings underscored that many students demonstrated proficiency in translating based on structural accuracy, vocabulary use, idiomatic expressions, sentence effectiveness, and language style.

Hypothesis testing confirmed that  $r_{\text{count}}$  (0.619) >  $r_{\text{table}}$  (0.248), establishing a moderate positive correlation between reading habits and translation abilities. This supported the conclusion that students' reading habits significantly influence their proficiency in translating between English and Indonesian, rejecting the null hypothesis.

The findings align with Covey's theory (1989) that consistent reading of novels enhances vocabulary, grammar, and stress reduction, particularly in today's preference for electronic novels accessible via smartphones.

Then, the significant relationship between reading habits and translation abilities suggests that fostering regular reading practices can be an effective strategy for enhancing students' translation skills. Educators and curriculum developers should consider incorporating structured reading programs that encourage frequent engagement with English novels. Additionally, providing access to both printed and electronic novels can cater to diverse student preferences, further promoting consistent reading habits.

This study confirms Fatria's research (2020) on the correlation between translation ability, reading habits, and reading skills, emphasizing how building reading habits enriches students' knowledge base crucial for text comprehension. Thus, the solution to enhancing students' English-Indonesian translation skills lies in fostering their reading habits, particularly of English novels.

## CONCLUSION

Based on the analysis of the independent variable (students' habit in reading English novels) and the dependent variable (the ability to translate English-Indonesian), a positive and moderate correlation was observed. The computed correlation coefficient ( $r_{count}$ ) of 0.619 was found to be greater than the critical value ( $r_{table}$ ) of 0.248, indicating statistical significance at a significance level of 0.05.

Therefore, the Alternative Hypothesis ( $H_a$ ) stating a significant positive correlation between students' habit in reading English novels and their ability to translate English-Indonesian was accepted, while the null hypothesis ( $H_o$ ) was rejected. This confirms that there exists a meaningful correlation between these two variables.

In conclusion, based on this research, it can be affirmed that students who cultivate a habit of reading English novels are likely to demonstrate better proficiency in translating between English and Indonesian.

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