

BAB IV

FINDING AND DISCUSSION

A. General Overview of MA NU IF Dawe, Kudus

1. A Brief History of MA NU IF Dawe, Kudus¹

As stated in the 4th paragraph of the 1945 Constitution, one of the goals of the Indonesian State is to educate the nation's life. To realize this goal, of course, is not only the responsibility of all Indonesians but also includes the IF Foundation, which is engaged in education. Knowing that there is no upper education institution in the Dawe sub-district area, while many junior high school education institutions have been established, to accommodate graduates from junior high schools in the Dawe sub-district area, it is deemed necessary to immediately establish Madrasah Aliyah (senior high school). To fulfill the demand of the community that wants to be established to accommodate junior high school graduates. Given that on average, most Dawe residents have a low income level, it is necessary to accommodate and provide learning opportunities for those who are less able.

From the above background, a meeting was held about Madrasah Aliyah education by the IF Foundation on Tuesday, April 17, 1990, by producing a decision to form a founding committee of MA NU IF Dawe Kudus, consulting with LP Ma'arif, and submitting an application letter for an agreement to establish Madrasah Aliyah. After a consultation meeting with LP Ma'arif, MA NU IF Dawe Kudus was established with REGISTERED status with NSM 312 331 909 155. In March 1999, the MA NU IF Dawe Kudus management submitted an Aliyah-level Madrasah accreditation to the KKMA team. The accreditation assessment resulted in the new status of MA NU IF Dawe Kudus, namely RECOGNIZED with the Decree of the Director General of Islamic Institutions NO.

¹ Documentation, "History of MA NU IF," <http://manuibtidaulfalah.com/halaman/detail/sejarah-madrasah> accessed September 28, 2023

B/E.IV/MA/158/2000 and Notary Deed No.5 of 1999, which runs until now.

MA NU IF Dawe Kudus is precisely on the road that connects the Dawe sub-district with the Gebog sub-district, namely in Samirejo village. The location of MA NU IF has boundaries including the east and south bordering rice fields, the west bordering the village road, and the north bordering the highway or Samirejo Dawe Kudus village hall. The location of MA NU IF Dawe Kudus when reached by public transportation is not too difficult, so transportation is not too much of a problem.²

2. Vision, Mission, and Goals of MA NU IF Dawe, Kudus³

a. Vision

The vision of MA NU IF is to be "educated and skilled in IMTAQ and Science and Technology, with the Ahlussunnah Wal Jama'ah faith". Vision Indicator:

- 1) Educated
 - a) Discipline in various matters
 - b) Noble personality
 - c) Knowledgeable
- 2) Skilled in IMTAQ
 - a) Memorizing and being fluent in prayer recitations, prayer movements, and harmony movement and recitation
 - b) Memorizing and fluent in prayer (dzikir)
 - c) Being able to read the salaf book (kitab kuning)
- 3) Skilled in science and technology
 - a) Skilled in operating information technology applications and computers
 - b) Skilled in automotive service

² Documentation, "Geographical Location of MA NU IF," accessed September 28, 2023

³ Documentation, "Vision, Mission, Goals of MA NU IF," <http://manuibtidaulfalah.com/halaman/detail/visi-misi?shem=iosic> accessed September 28, 2023

- 4) Ahlussunnah Wal Jama'ah
 - a) Hold fast to the teachings of Ahlussunnah Wal Jama'ah.
 - b) Practicing the teachings of Ahlussunnah Wal Jama'ah in everyday life

b. Mission

1) Educated

Carry out effective learning and guidance so that each learner develops optimally according to their potential.

2) Skilled in IMTAQ and Science and Technology

a) Carry out learning and habituation and being able to read and analyze the teachings contained in the Qur'an and hadith, salaf books (kitab kuning), and practice in everyday life.

b) Carry out extracurricular learning effectively according to talents and interests in the fields of automotive and information technology.

3) Ahlussunnah Wal Jama'ah

Realizing an Islamic character that adheres to Ahlussunnah Wal Jama'ah and actualizing it in social life.

3. Madrasah Education Objectives

In general, the educational objectives of Madrasah Aliyah NU IF are to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. Starting from these basic education objectives, Madrasah Aliyah NU IF has the following objectives:

a. Educated

1) Being able to understand religious and general sciences

2) Being able to apply the knowledge possessed in life

b. Skilled

Having IMTAQ and IPTEK skills is a provision for life in society.

- c. Ahlussunnah Wal Jama'ah
Being able to practice the teachings of Ahlussunnah Wal Jama'ah.

4. Organizational Structure at MA NU IF Dawe, Kudus in 2023-2024⁴

Table 4.1

No	Name	Position
1.	Drs. HM. Saifuddin Zuhri, M.Pd.	Principal
2.	Yasin Fatah, M.Pd.	Assistant Principal of Students Affairs
3.	Aep Saepuloh, M.Pd.	Assistant Principal of Academic Affairs and Curriculum (waka
4.	Suja'i, S.Pd.	Assistant Principal of Public Relations and Partnerships
5.	K. Busiri, S.Pd.	Assistant Principal of School Finance and Operations
6.	Mukhasidin	Administration
7.	Nur Aini Fatmawati, S.Pd.	Principal Librarian

B. Research Result

1. Validity and Reliability Test

a. Validity Test

According to Juhana Nasrudin, validity is a characteristic that must be possessed by a measurement instrument because it is directly related to whether the data can be trusted. The validity test for the research instrument.⁵ The validity test for the research instrument:

⁴ Documentation, "Organizational Structure of MA NU IF," accessed September 28, 2023

⁵ Nasrudin Juhana, *Metodologi Penelitian Pendidikan: Buku Ajar Praktis Cara Membuat Penelitian* (Bandung: Panca Terra Firma, 2019).

1) Construct Validity Test

Construct validity is a validity test carried out by looking at the suitability of the item construction written with the lattice.⁶ The question items are declared valid if the construction is as planned in the grid. Content validity testing can be done by asking for expert consideration, namely people who have competence in this field, and consideration of professionals, namely people who pursue this field.⁷

The researcher has conducted a construct validity test on expert lecturers in the field of Education, namely Yasin Fatah M.Pd, Hj. Ida Vera Sophya, M.Pd., and Drs. Ulin Nuha, M.Pd. The instrument consists of 30 items and one text translated from Indonesian into English.

Based on the first validator, Yasin Fatah M.Pd. he agreed with the items that had been made by the researcher because they were by the learning rules taught there. There were no notes or revisions to the items from the validator for the researcher. The description of the assessment is presented in the appendix.

Furthermore, the second validator, Hj. Ida Vera Sophya, M.Pd. He agreed with the question instrument that the researcher made, with a note to add more items There were originally only 20 items to be made more, and footnotes from where the items were obtained. The description of the assessment is presented in the appendix.

The last validator, Drs. Ulin Nuha, M.Pd. He agreed with the instrument questions that the researcher made, without any notes or revisions that needed to be corrected by the researcher. The description of the assessment is presented in the appendix.

⁶ Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Belajar, 2016).

⁷ Purwanto.

2) Validity Test of Instrument

After construct testing from experts is complete, proceed with the instrument trial. The question item instrument was tested on respondents outside the sample determined by the researcher. The data obtained from the test of the question item instrument outside the sample is used to test the validity of each item that the researcher has made to prove whether each item to be used is valid or not; if it is valid, then the item is used as a research instrument to help researchers obtain data for the research process.

In carrying out calculations for the validity test, the researcher used the help of the Microsoft Excel 2010 program. Based on the validity test calculation, if $r_{hitung} > r_{tabel}$, then the statement item is considered valid. Conversely, if $r_{hitung} < r_{tabel}$, then the statement item is considered invalid and should be dropped or not used.

Based on the calculation, out of 30 statement items after being validated, 23 questions are valid and can be used, and 7 invalid questions. However, the researcher only took 20 questions to be tested on students. The results of the validity calculation with Excel can be seen in the attachment sheet.

b. Reliability test

Reliability test is a tool used to measure the consistency of a questionnaire or instrument which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if someone's answer to a question is consistent or stable over time.⁸ The decision-making for reliability testing is that a construct or variable is said to be reliable if it provides a Cronbach's Alpha value > 0.70 .

⁸ Imam Ghozali, *Aplikasi Analisis Multivariate Dengan Program SPSS*, Edisi ke-4 (Semarang: Badan Penerbit Universitas Diponegoro, 2006).

Researchers used SPSS version 25 to analyze reliability data. The results obtained by researchers from SPSS calculations get a Cronbach's Alpha value of 0.728 > from rtable 0.70. From the results of the reliability test, the question instrument is also said to be reliable because the results of the SPSS calculation are greater than the rtable for 30 respondents, namely 0.362, meaning 0.728 > rtable 0.362. The conclusion is that the results of the reliability test on the instrument sheet made by the researcher are reliable and ready to be tested on respondents. The results of the reliability test description can be seen in the attachment.

2. Student Reading Comprehension

Table 4.2
Table of Reading Comprehension Results for Eleventh-Grade Students at MA NU IF Kudus Organizational Structure

No	Criteria	No. Item of Instrument	Skor	N	%
1	Finding the main idea	7, 12, 13,14	5	78	65 %
2	Finding the meaning of vocabulary	1, 5, 8, 9, 15, 16, 17, 18, 19, 20	5	229	76,3 %
3	Finding factual information	2, 3, 4, 6, 10, 11	5	132	73,3 %

In the table above, it can be seen that there are 78 (65%) data scoring 5 or the correct answer in finding the main idea in questions number 7, 12, 13, and 14, 229 (76.3%) data scoring 5 or the correct answer in finding the meaning of vocabulary in questions number 1, 5, 8, 9, 15, 16, 17, 18, 19, and 20, and 132 (73.3%) data scoring 5 or

the correct answer in finding factual information in the text contained in questions number 2, 3, 4, 6, 10, and 11.

Table 4.3
The average score of reading comprehension of grade XI students of MA NU IF Kudus

Variabel	Mean
Reading Comprehension	73

The data analysis in the table above shows that the average score of students in class IX shows that students' reading comprehension is classified at a fairly good level. Furthermore, the frequency and percentage of students reading comprehension can be seen in the following table:

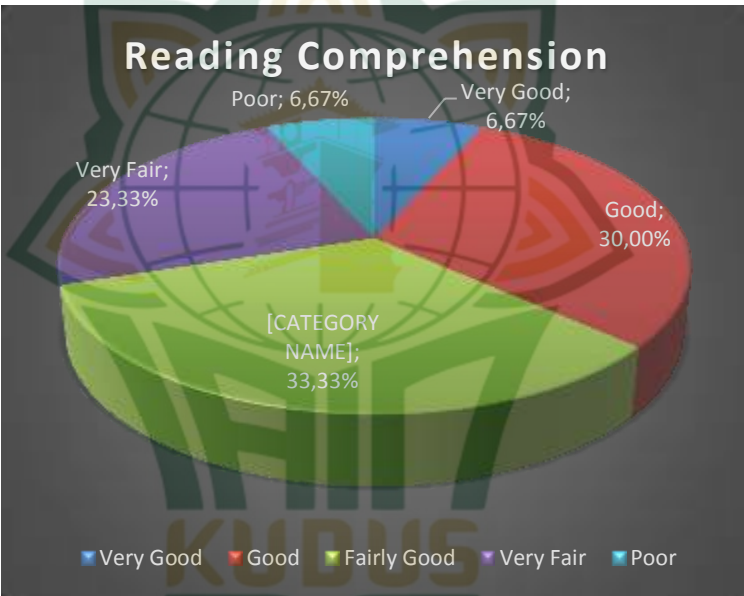
Table 4.4
Frequency and Percentage of Reading Comprehension in Class IX MA NU IF Kudus

No	Score	Grade	N	%
1	96-100	Excellent	0	0,00%
2	86-95	Very Good	2	6,67%
3	76-85	Good	9	30,0%
4	66-75	Fairly Good	10	33,3%
5	56-65	Fair	7	23,3%
6	36-55	Poor	2	6,67%
7	0-35	Very Poor	0	0,00%
8	Total			100,00 %

The table above shows that there are no students who scored Excellent. There were 2 (6.67%) students who

scored excellent, 9 (30.3%) students who scored good, 10 (33.3%) students who scored fair, 7 (23.3%) who scored moderate and 2 (6.67%) students who scored poor. However, in the table above we can see that there are no students who scored very poor in the reading comprehension test. The diagram below shows the percentage of students reading comprehension:

Picture 4.1
Diagram of the Percentage of Reading Comprehension of Grade XI Students at MA NU IF Kudus



The pie chart above shows the percentage of students who scored very well to students who scored poorly. The graph above also shows that most students scored at a fairly good level at 33.33%, and there were only 6.67% of students who scored poorly. However, the graph above also shows that none of the students scored very poorly.

3. Students' Translation Ability

Table 4.5
The result of students' translation ability in class XI MA NU IF
Kudus

No.	Qualitative Parameters (Criteria).	Score	N	%
1.	The meaning of source language words, technical terms, phrases, clauses, sentences, or texts is accurately transferred into the target language; no meaning distortion occurs.	(3) Accurate	80	26,67%
2.	Most of the meanings of source language words, technical terms, phrases, clauses, sentences, or texts have been accurately transferred into the target language. However, there are still distortions of meaning or double-meaning translations, or omitted definitions, which disrupt the integrity of the message.	(2) Less accurate	201	67,00%
3.	The meaning of source language words, technical terms, phrases, clauses, sentences, or texts must be more accurately transferred into the target language or	(1) Inaccurate	19	6,33%

No.	Qualitative Parameters (Criteria).	Score	N	%
	deleted.			

The table above shows that there are 80 (26.67%) data at the accurate translation level, on scale 3, then there are 201 (67.00%) data at the inaccurate translation level on scale 2, and finally, there are 19 (6.33%) data at the inaccurate translation level for scale one. The following is an explanation of the three scales above:

a. Accurate

A-10 student data⁹

“We Believe the Earth is about 4,6 billion years old”

SL (Source Language) : Kami percaya bahwa umur bumi berusia 4,6 miliar tahun.

TL (Target Language) : Kami percaya bahwa umur bumi berusia 4,6 miliar tahun.

The above translation falls into the accurate category because the meaning of the source text has been conveyed accurately in the target language. The target language can also be understood clearly. And there is no distortion of meaning in the text.

b. Less accurate

A-25 student data¹⁰

SL (Source Language) : Para ilmuwan memperkirakan usia bumi dengan mengukur rasio berbagai unsur radio aktif dalam batuan.

TL (Target Language) : Ilmuwan menganggarkan umurnya bumi dengan mengukur rasio dari berbagai elemen radio aktif pada batuan.

⁹ MA NU IF Kudus student test results in 2023/2024

¹⁰ MA NU IF Kudus student test results in 2023/2024

The data above is said to be less accurate because there is a distortion of meaning or meaning omitted in the text that disrupts the integrity of the message. As a result, the target language cannot be understood clearly.

c. Inaccurate

A-27 student data¹¹

SL (Source Language) : Para ilmuwan percaya bahwa ini adalah usia dari tata surya yang sebenarnya dan mungkin usia bumi sebenarnya

TL (Target Language) : ilmuwan mempercayai sebenarnya usia tata surya dan mungkin sebenarnya usia bumi.

The data above can be said to be inaccurate because the meaning in the source text is not conveyed accurately in the target text; the meaning in the target text is far from the actual meaning. The meaning of the data above is also said to be inaccurate because the meaning of the word is a technical term, phrase, clause, sentence, or source language text transferred inaccurately to the target language or deleted (distortion of meaning).

The data analysis of students' translation ability shows that the translation ability of the XI grade students of MA NU IF Kudus is at a fairly good level. The average score of the translation ability test is achieved by dividing the total number of scores by the total number of scores by the total number of subjects in the following table:

¹¹ MA NU IF Kudus student test results in 2023/2024

Table 4.6
Average Score of Translation Skills of Grade XI Students of
MANU IF Kudus

Variable	Mean
Translation Test	75

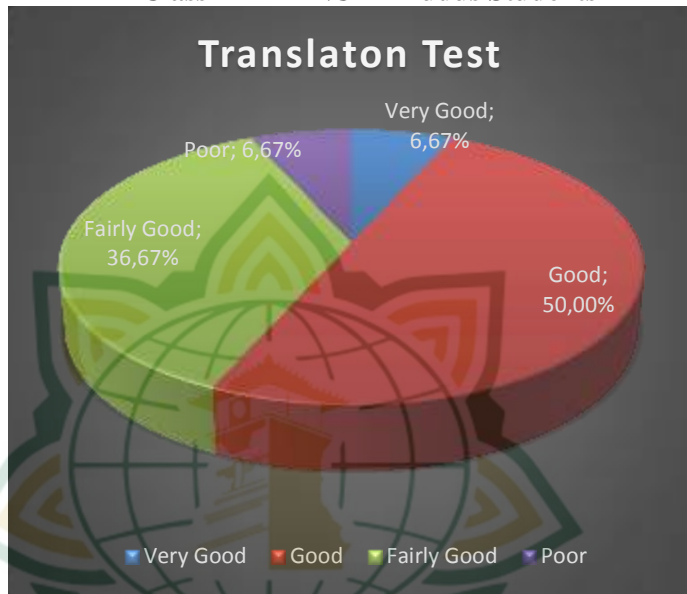
The table above shows the average value of the ability to translate of class XI students at MA NU IF Kudus is classified at a good level. Furthermore, the frequency and percentage of students' translation skills can be seen in the following table:

Table 4.7
Table of Frequency and Percentage of Students' Translation
Skills in Grade XI MA NU IF Kudus

No	Score	Grade	N	%
1.	96-100	Excellent	0	0,00%
2.	86-95	Very Good	2	6,67%
3.	76-85	Good	15	50,00%
4.	66-75	Fairly Good	11	36,67%
5.	56-65	Very Fair	0	0,00%
6.	36-55	Poor	2	6,67%
7.	0-35	Very Poor	0	0,00%
Total			30	100 %

The table above shows that there were no students who scored excellent. There were 2 (6.67%) students who scored very good, and 15 (50.00%) students who scored good. There were 11 (36.67%) students who scored good and none of them scored quite good, there were only 2 (6.67%) students who scored poorly and none of the students scored very poorly. The percentage results above will be presented in the form of a diagram below:

Picture 4.2
Diagram of Percentage of Translation Ability of
Class XI MA NU IF Kudus Students



The pie chart above shows the percentage of students who get very good, good, fairly good, and poor. Students who got very good grades were only about 6.67%, while most students got good grades, namely 50.00% of students, then students who got good enough grades were 36.67% of students, and finally, there were only 6.67% of students who got poor grades. From the percentage analysis of the graph, it can be concluded that the ability to translate class XI students at MA NU IF Kudus is at a good level, as evidenced by the number of students who score at a good level.

C. The Correlation Between Reading Comprehension and Translation Ability of Grade XI MA NU IF Kudus Students

Before the Pearson correlation test is conducted, a normality test is conducted to determine whether the data is normally distributed.

1. Normality Test

The normality test is used to test whether the research model has a normal distribution. The normality test can be done using the Kolmogorov-Smirnov test. One of the requirements that must be met is the population data normality test. Good normality test results are normal or near-normal distribution forms. The following are the results of the normality test.

Decision display:

- a. If the significance value is > 0.05 , then the data is normal.
- b. If the significance value is < 0.05 , then the data is not normal.

Picture 4.3
Kolmogorov-Smirnov Normality Test Table
One-Sample Kolmogorov-Smirnov Test

		Reading_Comprehension	Translaton_Test
N		30	30
Normal Parameters ^{a,b}	Mean	73.1667	74.8667
	Std. Deviation	10.12707	10.00253
	Absolute		
Most Extreme Differences	Positive	.123	.190
	Negative	.123	.171
		-.117	-.190
Kolmogorov-Smirnov Z		.672	1.039
Asymp. Sig. (2-tailed)		.757	.231

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the output results above, it is known that the reading comprehension variable has a significance value of 0.757 and the translation variable has a significance value of 0.231. Because the value is > 0.05 , the data for the two variables is normally distributed.

2. Correlation Test

Correlation analysis is a discussion of the degree of closeness of the relationship between variables as expressed by the correlation coefficient value. The relationship between these variables is positive and negative. In correlation analysis, there is no term for independent or free variables and dependent or dependent variables because, based on the relationship between

independent and dependent variables, it will mean the same as the relationship between dependent variables and independent variables. However, in practice, we find many researchers giving names to the relationship between the independent variable and the dependent variable. This is not a problem because the purpose of naming is only as a tool so that readers can more easily understand the direction of the relationship that the researcher wants in his research.

Picture 4.4
IBM SPSS Table Correlation between Reading Comprehension and Translation Ability of Grade XI Students at MA NU IF Kudus
Correlations

		Reading_Comprehension	Translaton_Test
Reading_Comprehension	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N	30	30
Translaton_Test	Pearson Correlation	.738**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Kudus, the research results are 0.738, while the rtable value at the 5% significance level and the number of subjects of 30 people is 0.361. So it can be concluded that $r_{xy} > r_{table}$ ($0.738 > 0.361$).

Statistical Hypothesis:

H1 : Sig. 2 tailed < 0.05 (There is a significant correlation between reading comprehension and translation ability among eleventh-grade students at MA NU IF Dawe, Kudus.)

H0 : Sig.2 tailed > 0.05 (There is no significant correlation between reading comprehension and translation ability of eleventh-grade students at MA NU IF Dawe, Kudus.)

Based on the output results above, it is known that the significance value is 0.000 because the value <0.05 means that the results are significant, meaning that there is a relationship between reading comprehension and the translator test (hypothesis accepted), with a correlation coefficient of 0.738, which means that the relationship created is quite strong. From these results, it can be concluded that there is a correlation or relationship between reading comprehension and translation skills in eleventh-grade students.

The interpretation of the level of correlation coefficient is formed by certain rules. Researchers use the following correlation standards:

Table 4.8
Correlation Index Table

No	Standard	Interpretation
1.	0.800 – 1.000	Very strong
2.	0.600 – 0.800	Strong
3.	0.400 – 0.600	Fair
4.	0.200 – 0.400	Weak
5.	0.000 – 0.200	Very weak

Based on the calculation, it is known that the r_{xy} value (0.738), when viewed in the table above, the value of 0.738 is classified in the interval 0.600-0.800 which is at a strong correlation level. It can be concluded that the level of correlation between reading comprehension and the ability to translate class XI is at a strong correlation level. This means that the ability to translate class XI students at MA NU IF Kudus is very good.

D. Discussion

After researching MA NU IF Kudus class XI students, researchers found a significant correlation between the two variables (reading comprehension and translation skills) because the results of the data analysis showed that the correlation coefficient between the two variables was 0.438, while the critical value of r Product Moment with a 5%

confidence level and the number of respondents (30) was 0.361. This means that there is a positive or significant correlation between the two variables, namely reading comprehension and translation skills.

Elsa et al., "The Correlation Between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at the English Department of UNP". The findings showed a positive correlation between reading comprehension and translation ability. This is proven by the fact that the correlation coefficient between students' reading comprehension and translation ability (0.677) is higher than the r table (0.355). Meanwhile, the results of hypothesis testing with the t -test formula obtained t -observation (4.952) > t -table (1.699) with $df = n-2$ (29) at a significance level of 0.05. This means that H_0 is rejected and H_1 is accepted. Then the results show a tendency: the higher the students' reading comprehension scores, the higher their translation skills.¹²

However, the research conducted by the researcher got a correlation coefficient of 0.738, meaning that there is a significant correlation between students' reading comprehension and translation skills. It is known that 0.738 is classified as an interval of 0.600-0.800 at a strong correlation level. So, students' reading comprehension and translation skills are at a good level of correlation.

These factors indicate that student's activities and the frequency of reading comprehension improvement contribute to the expansion of their translation ability. This means that if students improve their reading comprehension, their translation skills will also improve.

However, based on the data analysis, the student's reading comprehension ability is quite good. The reason is that some students lack interest and enthusiasm and sometimes even do not know about reading skills. As Citra said, several factors affect students' ability to understand written text or read, including:

¹² Elsa Fadica Rahemi and Havid Ardi, "The Correlational between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP.," *Online Submission* 1, no. 2 (2013): 178–86.

1. Internal factors, which are factors that come from within the student, such as linguistic ability, prior knowledge and experience, lack of vocabulary, interest in reading, reading skills, motivation, and learning strategies.

The solving of students' reading learning difficulties can be done by increasing students' learning motivation, increasing students' interest in reading, increasing Download girlfriend Take word identification skills, improving reasoning skills, increasing the use of effective strategies to identify main ideas and supporting details, and increasing knowledge of text structure.

2. External factors that come from outside the student, such as motivation from outside, how the teacher provides learning, reading strategies used, and reading materials used.¹³

Resolving students' reading comprehension learning difficulties can be done by increasing students' learning motivation, increasing students' interest in reading, increasing word identification skills, increasing reasoning skills, increasing the use of effective strategies to identify main ideas and supporting details, and increasing knowledge of text structure.

The translation test results show that, in general, the average score of translation skills is at a good level. This means that the students' translation still needs to be improved. The common mistakes that students make are additions, omissions, inappropriate word choice, and word-for-word translation or unnatural structure.

There is a significant correlation between students' reading comprehension and their translation skills. It can be understood that the higher a student's reading comprehension ability, the higher his or her translation ability. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. There is a significant positive relationship between students' reading comprehension and their translation skills.

¹³ Citra Pratama Sari, "Faktor-Faktor Penyebab Rendahnya Minat Membaca Siswa Kelas IV," *Basic Education* 7, no. 32 (2018): 3–128.

Based on the data obtained, we can conclude that reading comprehension plays an important role in learning English to develop our language skills (especially translation). As with any other language, to learn English, one must be able to understand words—not only the words in the source language but also their equivalents in the target language. In addition, reading comprehension will help students understand English texts better so that they can translate well.

In addition, a word in one language sometimes has multiple meanings in another language. If students have good reading comprehension skills, then they will easily recognize or determine the most appropriate meaning of a word in a sentence or the whole text. In addition, this will also help students more easily recognize words that they hear or read more often. Therefore, when students have to complete a translation task, the translation results will be quite good because they have a clear understanding of words (meaning, word usage, and word structure).

It can be concluded that students will understand the meaning of words better by improving their reading comprehension. If students understand and know the meaning of words, then the translation results will be better. That is, the better the students' reading comprehension ability, the better their translation ability.