

Comparative Analysis of Reading Habit and Translation Ability among Female and Male Students at STBA PIA Medan

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ABSTRACT

The habit of reading will build and improve students' character and literacy. This habit will also help students become adequate readers, achieve a large vocabulary, understand and use complex grammatical constructions, and develop a good writing style. The reading habit of an individual depends on many factors, and one of those factors is gender. This research aims to compare the reading habits and translation skills of female and male students in the English Literature Department at STBA PIA. The study was conducted at STBA PIA in Medan, North Sumatra. The sample, taken by random sampling, consists of 40 students, 20 female and 20 male students. The research design is a quantitative, analytical, and observational one. There are two instruments applied. A questionnaire is used to measure female and male students' reading habits. Afterward, the two groups of students are given a translation test to get data about their ability to translate. The test uses the scale instrument of holistic-based translation quality assessment (TQA). The distribution frequency of the collected data is analyzed using univariate analysis. An independent T-test (two-tail) will be conducted to find out the comparative data on reading habits and translation skills between female and male students.

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I. INTRODUCTION

Reading is an interactive process that connects the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. A reader uses knowledge, skills, and strategies to determine what that meaning is. Behind the activity of reading, there is a purpose that determines the success of reading comprehension ability. Many people relate the activity of reading to the effort of achieving successful learning, or simply as a process of gaining knowledge.

Reading for pleasure is an activity where someone can get along with a genre of reading without pressure, and can be carried out everywhere, anytime. Despite the use of reading activity for academic purposes, reading for pleasure, in this point of view, is another way where all those cognitive processes are achieved. To support this idea, a study has proven the ability to read and

comprehend certain levels of text is also said to be a way to expand knowledge and cultivate a high order of thinking (Suhana& Haryudin: 2017).

A study shows that if students' reading skills were low, it would automatically have implications for difficulties in learning other subjects (Ritaningrum, Aldous, Keeves: 2017) By those two points of view above, it can be concluded that reading for pleasure has an effect to enhance academic performances. Thus presumably, a good reading habit would be a strong weapon for students in learning.

Reading for pleasure can be seen from the preference of preferred reading topics, places that support reading for pleasure, preferred reading activities, and the selection of appropriate reading formats. Surprisingly, many researches have proven that female has higher reading habit than male. Banise and Akande in 2021 wrote research to investigate gender differences in reading habits in Secondary School, and it was found that the reading habit of female students was higher than male students, although the reading materials might be varied (Bamise and Akande: 2021). Another research that is almost the same as the research above states the level of interest in reading of female students is higher than males, and this affects their reading ability (Putri and Melani: 2022)

Many perspectives agree that the activity of reading is closely related to the ability to comprehend a message given in a text. This means, that if someone reads an English text, the process of conveying the meaning is cognitively existing. As stated by Kabat in 2013 linguistics and linguistically oriented studies of translation started to analyze meaning from a broader perspective slowly moving outwards from the word to sentence, then to structures above the sentence, to the text, and in the end to the text as a cultural phenomenon, which represented the values that culture gives to certain practices and concepts (Kabat: 2013).

As stated by Oludare, Abodare, and Modupe (2014) during the era of literacy, to improve their reading skills, many schools encouraged the habit of reading English books to their students, stated that reading habit is important for healthy intellectual growth and plays a very important role to enable a person in achieving language proficiency. By the above statement, Sutopo and Prayitno (2020) defined the core of translation as transferring 'meaning' or 'message' from the source language (SL) into the target language (TL), From the reading process, comprehending the text is the important step for the translators, even students. After mastering SL well, the students may improve their reading and writing skills in TL. It means that students can improve their translation skills to transfer the message from SL to TL accurately. A student whose hobby is reading may add more to their vocabulary bank, compared to those who do not read. This skill may help them in translation.

Moreover, it can be highlighted that if the students have high learning motivation, very good vocabulary acquisition, and reading interest, they feel confident enough in the learning process and they may get better results in translation. Based on the above explanation, the writers are interested in finding a comparison between reading habits and translation ability among female and male students of STBA PIA Medan.

There are a lot of studies regarding analyzing the habit of reading and translation. However, the previous research mostly focused on a variable separately, not specifically discussing the results based on gender. Nevertheless, within the last decades, this topic has been widespread, particularly concerning the incorporation of digital literacy and technology. Recent studies concerning this topic are as follows:

1. In 2019, research was conducted to find a correlation between reading habits and translating ability among eleventh-grade students. It concluded that there was no significant correlation between reading habits and the translating ability of the eleventh grade (Lesmana: 2019).
2. In 2020, the research analyzed the influence of vocabulary mastery, reading interest, and learning motivation toward translation skills among UMS University students. One of the highlighted results shows there was a positive and significant relationship between reading interest toward translation skills (Prayitno: 2020).
3. In 2021, it was proven that there are no significant differences between male and female students in all aspects of reading habits such as reading activities, enjoyment, and anxiety (Alchamda: 2020).
4. Research which was conducted in 2021 showed that students' reading habits and gender differences affected students' academic writing achievement by as much as 10.4%. The result of this study suggested further studies to comprise larger samples to get more significant results (Rahmawati: 2021).

II. METHODS

This study is aimed to compare reading habits and translation ability among female and male Students in eighth grade. A quantitative method was employed to answer the research problem. The respondents of this study were students of STBA PIA Medan. There were 40 students chosen using a random sampling. While total number of the population was 52. The writer chose 20 female students and 20 male students as the subjects.

Two research instruments were utilized in data collection. The first test was a set of questionnaires assessing students' reading habits. To collect the data, the researchers find out on the field research. The reading habit questionnaire was constructed based on the following indicators:

1. The students want to read for a long time and continuously.
2. The students prepare the schedule to read all of the positive books with the purpose of getting the knowledge.
3. The students show happiness in reading.
4. The student can read any kind of book Since this instrument is a kind of perception. Likert scale was used to find out students' preferences by stating; 5 (always), 4 (often), 3 (sometimes), 2 (seldom), and 1 (never).

The data are namely; Students' Reading Habits. The questionnaire was given to 20 female students and 20 male students. Data collection can be shown in the table below:

Table 1 Research Design

No	READING HABIT	INSTRUMENT	RESPONDENT
1	READING HABIT TEST X	QUESTIONNAIRE	FEMALE STUDENTS
2	READING HABIT TEST Y	QUESTIONNAIRE	MALE STUDENTS

The translation test was a paper-pencil test, a manual translation with the help of a dictionary. The students were given two sheets, one was the printed text in the source language and another sheet was to write down the text in the target language. The first category is a text of Bahasa Indonesia taken from the article in KOMPAS Online Newspaper (Shofihara: 2022), entitled Blended Learning Solusi Penyelenggara Pendidikan Pakai Teknologi. The second category is a text of English; taken from the article in Step Up to IELTS (Jakeman & McDowell: 2015), with the title 'Food for thought'.

The translation skill was conducted to measure the ability to transfer the meaning of English to Bahasa Indonesia and Bahasa Indonesia to English. The test used the scale instrument of Holistic Translation Quality assessment (TQA) developed by Sofyan and Tarigan. The total score for the test was 100, which was divided into 5 categories of measurement: accuracy, meaning equivalent, translation skill, text function, and grammar.

The measurement of Holistic Based Translation Quality Assessment (TQA) can be seen below:

Table 2 Holistic Based Translation Quality Assessment (TQA)

Score Range	Description
1	<i>Accuracy (30%)</i>
25-30	There are no identifiable problems of ST comprehension; the original message has been conveyed completely to TL readers without omissions or additions
19-24	Virtually there are no problems of ST comprehension except with the most highly specialized vocabulary without any influence on TL readers' understanding; there are some partial omissions and additions
13-18	The information is conveyed to TL readers with some difficulty due to the translator's misunderstanding of some parts of the original message; there are apparent omissions and additions
7-12	The ideas which are poorly expressed due to numerous serious problems in understanding the ST influence the reader's comprehension of the original message; the TT is difficult to understand
1-6	Severe problems greatly influence the reader's comprehension of the original message; TL readers cannot understand the original message conveyed in the TT
2	<i>Meaning Equivalence (25%)</i>
20-25	All lexical and syntactic elements have been understood; precise vocabulary is used; words have been chosen so skillfully that the work reads like a good publishable version
15-19	Full comprehension and good usage of a wide range of vocabulary and structures are shown in the TT; specialized vocabulary presents some problems with unsuitable equivalents
10-14	General comprehension of a fair range of vocabulary is shown in the TT although some gaps are observable; some vocabulary is misused; some evidence of plausible attempts to work around difficulties of finding equivalents, perception, wordplay and other linguistic features
5-9	Comprehension of vocabulary and structures shows quite noticeable gaps which obscure sense; there are problems in finding correct vocabulary; the translator is unable to cope with specialized vocabulary
1-4	Inappropriate use of vocabulary is very obvious; comprehension of the ST original meaning seriously affects the meaning even with fairly everyday vocabulary and structures; translation as a whole makes little sense

3	Translation Skill (20%)	
	17-20	The TT demonstrates the translator's ability and creativity in finding solutions to translation problems, it shows skillful use of resource materials
	13-16	The TT demonstrates the translator's consistent ability in identifying and overcoming translation problems, it shows no major errors despite very few minor errors, there are no obvious errors in the use of resource materials
	9-12	The TT demonstrates the translator's general ability to identify and overcome translation problems, it shows a major translation error and/or an accumulation of minor errors, there are improper or flawed uses of reference materials possibly reflected in the TT
	5-8	The TT demonstrates the translator's difficulty in identifying and/or overcoming translation problems, it shows several major translation errors and/or a large number of minor errors, there are improper or flawed uses of reference materials reflected in the TT
	1-4	The TT demonstrates severe problems greatly influencing the reader's comprehension of the original message; the TL readers cannot understand the original message conveyed in the TT
4	Text Function (15%)	
	13-15	The TT meets the text function of the ST; it shows creative inventions and skillful solutions to achieve the function of the ST; it is corresponding to the text function based on the TL perspective
	10-12	The TT almost meets the text function of the ST; there are some inventions to achieve the function of the ST; it is corresponding to the text function based on the TL perspective
	7-9	The TT shows inconsistency in meeting the text function of the ST; an awkward structure in achieving the ST function is obvious; it is not fully corresponding to the text function based on the TL perspective
	4-6	The TT pays less attention to the text function of the ST; it is not corresponding to the text function based on the TL perspective
	1-3	The TT contrasts with the text function of the ST; it is not corresponding to the text function based on the TL perspective
5	Grammar and TT style (10%)	
	9-10	The TT needs no improvement from grammatical and stylistic points of view although one or two natural failings might be observed; it shows native-like fluency in grammar
	7-8	The TT shows a flair for stylistic manipulation of the TL items as if TT were written in the TL originally except where the language is placed under severe pressure of comprehension; it maintains advanced proficiency in grammar; there are some grammatical problems but with no influence on message
	5-6	The TT tends to have awkward grammatical usage in the TL and literalness of rendering, but it does not impede sense in a significant manner; some attempts are performed to reflect stylistic features of the original text; some grammatical problems are apparent and have negative effects on communication
	3-4	The TT shows clumsy TL; it often shows nonsensical grammatical usages in the TL; it sounds unnatural; a little attempt is performed to reflect stylistic features of the original text; there is evidence of clear difficulties in following the style; grammatical review of some areas is clearly needed

1-2	The TT shows little sense of style which often makes poor sense in the TL; knowledge of grammar is inadequate; the use of the TL grammar is inadequate; severe grammatical problems interfere greatly with the original message
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The collected data was analyzed through univariate and bivariate analyses. The distribution frequency of the collected data was analyzed by using univariate analysis. The researcher conducted a test using an independent T-test (two-tail) to get the result of a comparison of reading habits and translation skills of the female and male students.

III. RESULT AND DISCUSSION

1. Students' Reading Habit

a. Validity Test

Validity internal consistency is used by by using Pearson product moment. The result gained through the measurement then is compared to R- table of product moment. If the robserved is bigger than R- table, hence the item of instrument is sentenced valid, or vice versa. The validity data is presented after all the measurement is done completely. The instrument of Students' Reading Habit, the data were not all dichotomy, so the data would be parametric. Then, the validity test is conducted through the test of correlation of product moment, which the formula is presented as follows;

$$r = \frac{n \sum XY - \sum X \cdot \sum Y}{\sqrt{n \cdot \sum X^2 - (\sum X)^2} \sqrt{n \cdot \sum Y^2 - (\sum Y)^2}}$$

Which means:

r	= Coefficient correlation of X and Y
X	= Total score (for independent variables)
Y	= Total score (for dependent variables)
N	= Total respondents

After conducting the first try out for both instruments to non-sample of 20 students female and 20 students male, it is found that several items of instruments are invalid; The total grain instrument of Students' Reading Habit amounted to 25 questions. After testing the 40 respondents, then the validity of the analysis performed, there are some invalid questions : they number 3,7,10,15and 19. The rest of the valid 20 questions then will be used to gain the data.

However, Validity Test of Students' translation was gained using point bi-serial technique:

$$R_{bis} = \frac{M_p \cdot M_t}{SD} \times \sqrt{\frac{p}{q}}$$

Where are:

R_{bis}	= Coefficient correlation of point bi-serial
M_p	= The average score for those who got the correct answer
M_t	= The average of total score
S_t	= Standard of deviation of total score
p	= Level of difficulty
q	= 1 - p

To make instrument valid, all the invalid items are revised and replaced by another items and re-tried out, until all the items are sentenced valid.

b. Reliability Test

The calculation of reliability for the reading habit questionnaire was done and gained the score of reliability consecutively; 0.901 and 0.905.

2. Data Analysis

Students' reading habit test results were taken from the questionnaire. Each questionnaire consists of 20 items, out of 40 respondents. The result of reading habit questionnaires are:

Table 2 Reading Habit Questionnaire: Male Students

Score	Category	Frequency	percentage
81-100	Very high	6	30%
61-80	high	10	50%
41-60	average	4	20%
0-40	low	0	0

Table 2 Reading Habit Questionnaire: Female Students

Score	Category	Frequency	percentage
81-100	Very high	8	40%
61-80	high	9	45%
41-60	average	3	15%
0-40	low	0	0

The writer also analyzed the data by using statistical and service solution program (SPSS) version 21 to know the highest score, lowest score, mean, and standard deviation of the score. The highest students' score of reading habit questionnaire was 96 for male students and 93 for female students. However the lowest score was 40 for male students and 45 for female students. The mean was 76 for male and 76 for female, and standard deviation score was 16.044 for male and 14.431 for female.

After conducting the test of translation, it was found that:

1. In accuracy category, it can be concluded that percentage of the accurate data and less accurate data were high for female (57% accurate and 40% less accurate) while the data that were categorized into inaccurate were 3%. However, the data are different with male, as it resulted to 50% accurate and 18% less accurate and 32% inaccurate.
2. Based on the analysis of meaning equivalence, aspect, it can be concluded that female got 60% data were equivalence, 37% data were less equivalence and 3% is not equivalence. Male got 54% equivalence, 23% less equivalence and 23% is not equivalence.
3. Based on to the analysis of translation skills, female got 43% data which is skillfull, 37% data were less skillfull and 20% is not skillfull. Male got 40% data is skillfull, 27% data were less skillfull and 34% is not skillfull.
4. Based on text function, as they were given two different texts, the result can be shown : female got 60% data meet the function of the text, 37% data were unclear and 3% do not meet the text function. Male got 60% data meet the function of the text, 15% data were unclear and 25 % do not meet the text function.
5. The result of grammar and TT style: female got 52% data with correct grammatical form and stylistic, 44% data with less correct grammatical form and stylistic and 4% is incorrect. Male got 48% data with correct grammatical form and stylistic, 32% data with less correct grammatical form and stylistic and 20% is incorrect.

IV. SUGGESTION AND CONCLUSION

Based on the results of the research above, it can be concluded that:

1. The percentage of reading habit between female and male can be categorized as excellent. There are not much different between female reading habit and male reading habit, as the difference

shows 10 % of very high level of reading habit and 5% of high level of reading habit. Though, the reading habit of female students is higher than male students.

2. From the result of translation ability, it can be concluded in general that female students have better ability in translation than male students. It can be shown from the total percentage of translation ability is 73%, however male students gain 71 %. The comparison from each category is also varies, but still shows that female students have higher scores than male students.
3. A further research can be conducted to analyse the correlation between the reading habit and translation ability. Though it would be advisable if a general approach to the increase of reading habits of both gender is pursued in the future. Consequentially, future studies will focus on understanding factors related to students' reading such as students' reading preferences, language used in social intercourse, access to a different text, and reading environment. To a variable extent, these factors tend to influence students' reading habits. Also, It is advisable to conduct a research on language education to define how effective the textbook and workbook in improving reading and translation ability.

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