

ABSTRACT

Manasikana, Arna. Student Registered Number. 1860203221017. 2026. The Correlation Between Sixth Semester Students' Critical Reading Skills and Their Translation Ability at UIN Sayyid Ali Rahmatullah Tulungagung. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Nuriyatul Hamidah, S.S., M.Pd.

Keywords: *Critical Reading Skills, Translation Ability, EFL Students, Correlational Study*

Translation is not merely about converting words between languages, it requires deep comprehension, interpretation of meaning, and critical analysis of the source text. Critical reading skills is the ability to analyze a text's purpose, tone, arguments, bias, and implicit meanings are theoretically considered essential in supporting translation performance. However, empirical evidence on this relationship, particularly in the Indonesian EFL context, remains limited.

This study aimed to investigate whether there is a significant correlation between sixth-semester students' critical reading skills and their translation ability at UIN Sayyid Ali Rahmatullah Tulungagung. This study employed a quantitative correlational design. The sample consisted of 60 sixth-semester students of the English Education Department, selected through purposive sampling. Critical reading skills were measured using an adapted multiple-choice test, while translation ability was assessed using the Nababan rubric covering accuracy, acceptability, and readability. Data were analyzed using Spearman's rank-order correlation coefficient.

The results showed that students' critical reading skills were at a good level ($M = 62.75$) and their translation ability was also at a good level ($M = 69.13$). The correlation analysis yielded $\rho = .097$ ($p = .461$), indicating no significant correlation between the two variables. The null hypothesis was therefore accepted. These findings suggest that translation ability may not be significantly predicted by critical reading skills alone, and that other factors such as vocabulary mastery, grammatical knowledge, and bilingual competence may play a more determining role. Theoretically, this study adds empirical evidence to the understanding that translation competence is multi-componential and context-dependent. Practically, these findings suggest that translation instructors should integrate vocabulary and grammar instruction alongside critical reading activities to better support students' translation performance.

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Kata kunci: *Keterampilan Membaca Kritis, Kemampuan Menerjemahkan, Siswa EFL, Studi Korelasional*

Terjemahan tidak hanya sekadar mengubah kata dari satu bahasa ke bahasa lain; tetapi juga memerlukan pemahaman mendalam, interpretasi makna, serta analisis kritis terhadap teks sumber. Keterampilan membaca kritis adalah kemampuan untuk menganalisis tujuan, nada, argumen, bias, dan makna tersirat dalam teks secara teoretis dianggap penting dalam mendukung kemampuan menerjemahkan. Namun, bukti empiris mengenai hubungan keduanya, khususnya dalam konteks EFL di Indonesia, masih terbatas.

Penelitian ini bertujuan untuk mengetahui apakah terdapat korelasi yang signifikan antara keterampilan membaca kritis mahasiswa semester enam dan kemampuan menerjemahkan mereka di UIN Sayyid Ali Rahmatullah Tulungagung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel berjumlah 60 mahasiswa semester enam Program Studi Tadris Bahasa Inggris yang dipilih melalui purposive sampling. Keterampilan membaca kritis diukur menggunakan tes pilihan ganda yang diadaptasi, sementara kemampuan menerjemahkan dinilai menggunakan rubrik Nababan yang meliputi keakuratan, keberterimaan, dan keterbacaan. Data dianalisis menggunakan uji korelasi Spearman.

Hasil penelitian menunjukkan bahwa keterampilan membaca kritis mahasiswa tergolong baik ($M = 62,75$), begitu pula kemampuan menerjemahkan mereka ($M = 69,13$). Namun, analisis korelasi menunjukkan nilai $\rho = ,097$ dengan signifikansi $p = ,461$, yang berarti tidak terdapat korelasi yang signifikan antara kedua variabel. Hipotesis nol pun diterima. Temuan ini mengatakan bahwa kemampuan menerjemahkan tidak semata-mata ditentukan oleh keterampilan membaca kritis, melainkan juga dipengaruhi oleh faktor lain seperti penguasaan kosakata, tata bahasa, dan kompetensi dwibahasa. Secara teoritis, penelitian ini memperkuat pemahaman bahwa kompetensi penerjemahan bersifat multikomponen. Secara praktis, hasil ini mendorong pengajar untuk tidak hanya mengandalkan latihan membaca kritis, tetapi juga mengintegrasikan pembelajaran kosakata dan tata bahasa dalam perkuliahan terjemahan.