

The Comparasion Between Science Classes and Social Classes Students in Translating Reading Passages

Ilham

Muhammadiyah University of Mataram
ilhamsuri2015@gmail.com

ARTICLE INFO

Article history:

Received: 15/10/2021

Revised: 20/10/2021

Accepted: 11/11/2021

Keywords:

Science Classes, Social Classes, Translating
Reading Passages

ABSTRACT

Reading and language skill states clearly that in translating the texts, the translator absolutely needs three things. Firstly, the texts to be translated, secondly, the excellent dictionaries or idiom lists and the last is the translator's individual ability in conveying the natural meaning of the text into the other form, style, language, term and so forth which is succesfully done systematically but retaining the original sense. The purpose of this research is to know the comparison between Science Classes and Social Classes students in translating reading passages to the second year students' of SMAN 1 Labuapi in Academic Year 2014/2015. The population of the research was the third year students of SMAN 1 Labuapi. They were all two classes: class II IPA which total number 20, and class II IPS which total number 20 students, so the total population number were 40 students. They supposed to have been actively joined the English lessons. This population homogeneous, because they all in the same level either regarding to their knowledge or their experiences. Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison of social entities. The method of the study applied here is a comparative research method which include in ex-post-facto research design. This was inspired by the data which is needed to prove' the hypothesis. Therefore, a simple treatment might be needed, as the reaserch described the existence of the different departements in translating some reading texts/passages at the third year students of SMAN I Labuapi in Academic Year for the data collection, the writer applied testing method. And the data would be analysed through basic statistical computation. After getting the last value of t-test with the t-table, it's found that t-test = 2.40 with the t-table = 2.70 (0.01%), and t-test = 2.40 with the t-table = 2.02 (0.05%). It means that t-table is greater than t-test, it also means that the alternative hypothesis (H_a) which read that "the students of Science Classes program have better achievement in translating reading passages of SMAN 1 Labuapi in Academic Year 2014/2015 is accepted. While the Null Hypothesis, which sound " the students of Social Classes program have better achievement in translating reading passages of SMAN 1 Labuapi in Academic Year 2014/2015 is rejected..

I. Introduction

All kinds of education in all educational levels aimed at creating responsible and professional figures under the status of qualified persons. However, to gain the people who are qualified and responsible as what the writer stated above is not an easy job. For one example, it is very important to think about their education, or their knowledge transformation, their learning styles or even their thinking habit, their process of learning, which is related to where they learn, what they learn, whom they learned from, and how they learn.

It is reasonable and it's commonly happened to everybody at certain level of education when view it at the learners differences. It also means that the students completely come from

different background such as, social background, economic, level of competence, interest and some other individual superiority or inferiority. Such differences are absolutely caused by several factors, which may promote them (Best Jhon, 1999: 85) in cited Nurfaizal (2008).

In the language classroom, for instance, there are various and colourful techniques as well, an methods, strategies, approaches and even learning styles and time allotment bargained by the educators or the source of information (especially English teachers) to the students to be more familiar to the target language as the objective of learning. These all intended to modify the students in other to be able to communicate by using the target language effectively.

Experience has led us to conclude that the teaching techniques and the likes outlined above, enable the foreign language teachers to get students to communicate in target language as the objective of learning. In the sense, we often hear beyond the communicate approach, drilling techniques, Grammar Translation Method, Audio Lingual Method, Electric Approach, and others which are demanded either the students-cantered learning or teacher-cantered in the way of presenting the materials to acquire knowledge realistically without being worried about the students missing in the target language comprehension (Spargo et al., 1980) in cited Nurfaizal (2008).

On the other hand, people are found that they still unable to communicate in target language (English), though just survival, even though they have studied English for about six years from Junior High Schools (SLTP) and Senior High School (SMA) as well as another occasion at higher education.

Currently English is the international language, a language that can connect two or more people of different tribes and languages that can be united in the English language when communicating, the English language is also the language that must be mastered (second language) by a person after the mother tongue, because English nowadays become an international communication tools.

Based on the explanation above, we can state that English is needed in every aspect of life. English has a very important role in entering the era of globalization. Its function not only as a tool or medium to communicate between nations but increasingly widespread and important as the language of science, technology, socio-economic, cultural, and even art. As a global language, English is holding function and a very large role.

There are two factor, why learn English become important for people (1). The geography factor. Indonesia is surrounded by countries that predominantly use English as a first or second language. These countries are Singapore, Malaysia, the Philippines, Australia, and New Zealand. If a citizen wants to travel day to the nation above, no knowledge of English is absolutely necessary. (2). Information factor. Almost all of information around the words is mostly published in English. For the authors, to gain broad market, they published the book in English. If there is any writing or books that use non-English language, would be directly translated into English. Research results from top universities in the world are also published in English, Indonesian people will be able to speak English will easily be able to expand their horizons. English is a tool to communicate orally and in writing. Is intended to communicate the sense of understanding and expressing information, thoughts, feelings and develop science, technology, and culture in the English language. Ability to communicate in a full understanding is the ability of discourse (Depdiknas, 2003:13). Similarly, in the context of education, English language serves as a tool to communicate in order to access information, and in the context of day-to-two days, as a tool to foster interpersonal relationships, exchange information and enjoy the aesthetics of language in British culture.

Given the importance of mastering English to Indonesian society in general and high school graduates (high school) in particular, English is taught to students from elementary school, middle school first, up to the high school. For elementary schools, English is given as local content subjects, whereas for the first middle school and high school, the English

language is given as a compulsory subject, and even including the subjects tested in national examinations (UN).

So reading, specifically, it is one of the language skills that the students have acquire as well as to master in learning a language. In reading class, the English reading teachers and students encountered a sum of reading types, such as literal reading, interpretative reading, critical, creative reading and so forth. In any, reading, such as the term comprehension and product of the activity. Some students comprehend reading material under slow and relaxing efforts. But under a test, or a pressure time, the readers do not always have wonderful time for reading. Therefore, we often read quickly by reading and comprehending the materials as fast as possible, such a kind of reading seems to be remarkable variation of reading activity in a communicative classroom, and this reading is called Time Reading or Speed Reading (Spargo et al., 1980) in cited Nurfaizal (2008).

On the other hand, reading without comprehension is meaningless. Therefore, according to Widyamartaya (1987) cited in Nurfaizal (2008) in orther to comprehend the reading texts. Translation is the best way to get the meaning Natural either in writing forms or in brainstorming.

To similar Extent, the students' ability in translating the texts depend much on their experiences and how much time they consume to be familiar with the target language written words and expressions. The two different Departments of the third year of SMAN 1 Labuapi, namely IPA (Science classes Program) which have little time consuming in facing the English lessons in the classroom (3 periods in a week), and on the other side, the IPS (Social classes Program) students have not less that 6 periods in a week. From this particular extent, we may conclude that the students from IPS program, formally much more time than the IPA program.

Some researches about the Comparison between the Achievement of Natural Science and Social Science Classes Students in Translating Reading Passages, such as by Nurfaizal (2008), This study tried to describe the students difficulties in Translating Reading Passages between Science Classes and Social Classes at the second grade students' of SMAN 2 Kota Bima. the aim of this research was to find out some difficulties in problem Translating Reading between Science Classes and Social Classes on the second grade students in SMAN 2 Kota Bima.

Some researches about the Correlation between Student's Achievement in Reading Comprehension in English and Arabic, such as by Ika Lestari Handayani (2010), in the study the writer has observed and analyzed the main objective of the study is to know wheter there is a Correlation between Student's Achievement in Reading Comprehension in English and Arabic or not.

Based on the statements above, the writer intended to study more and choose the topic about "the Comparison between Science Classes and Social Classes Students Translating Reading Passage" (A Study at the Elevent Grade Student of SMAN 1 Labuapi in Academic Year 2014/2015).

The above length descriptions and phenomena inspires the writer to investigate the students ability in the students' group in translating reading passages correctly under the influence of their different program background. In other words, the students' ability in translating the reading passages needs to be compared between the Science Classes students and ability from Social Classes students.

II. Review of Related Theory

A. Reading Text

Harmer (2008:68) defined reading text as a text is Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for

language students. At the very least, some or the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading texts also provide opportunities to study language: Vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

In the case of reading, variety of performance delivers more from the multiplicity of types of texts. According to Patel and Jain (2008: 116-120) stated that several types of reading performance were typically identified as follows:

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge and vocabulary and idioms. It will also provide material for developing greater control of the language in speech or writing. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

2. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than the for extensive reading. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4. Silent Reading

Silent reading is the most important type of reading, silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of words, can recognize and pronounce words accurately. Silent reading enable as the students to read without making sound and moving has lips. It helps read with speed, ease and fluency.

B. Teaching Reading

According to Brown (2000:298) there are some the teaching reading, such us:

1. Bottom-up and Top-Down Processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signal (letters), morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order on these signals.

2. Schema Theory and Background Knowledge

How do readers construct meaning? How do they decide what do hold on to, and having made decision, how do they infer a writer's message? These are the sorts of questions addressed by what has come to be known as schema theory, the hallmark of which is that a text does not by itself carry meaning. The reader brings information,

knowledge, emotion, experience, and cultural-that is, schemata (plural)-to the printed word.

3. The Role of Affect and Culture

It is readily apparent from just a cursory survey of research on second language acquisition that affective factors play major roles in ultimate success. Just as language ego, self-esteem, empathy, and motivation undergird the acquisition of the spoken discourse, reading is subject to variability within the affective domain.

4. The Power of Extensive Reading

One of the ongoing themes among researchers and teachers of foreign languages is the tension between what in the last chapter we referred to as direct and indirect approaches to teaching language skills.

5. Adult Literacy Training

As ESL materials and methods continue to apply bottom-up and top-down models of reading to programs and curricula, one particularly challenging focus of effort for researchers and teachers has been literacy-level teaching of adults. Teaching literacy is a specialized field of research and practice that derives insights from a number of psycholinguistic and pedagogic domain of inquiry

C. *The Concept of Translation*

Tarigan, (1994) cited in Nurfaizal (2008) in his stated clearly that in translating the texts, the translator absolutely the three major things. Firstly, the text to be translated, secondly, the excellent dictionaries or idioms lists, and the last is the brain wares or the translator's into the other form, style, language, term and so forth which is successfully done systematically but retaining the original sense.

Hatim and Munday (2004:114) said that "translation is a phenomenon that has a huge effect on everyday life." The first of these two senses relates to translation as a process, the second to the product. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (these target text, TT). The second sense centers on the concrete translation the product produced by the translator. Machali (2000:96) noted that "translation as an operation performed on languages: a process of substituting a text in one language for a text in another".

This opinion is supported by the sound of Encyclopedia Britannica (1995) says, that translating a text is complex work. It requires the individual's ability completely fall down together into the texts translated and to what extent of language would the texts be translated. It also means, the translator (one who translated especially, one professionally employed to translate written works) has to master the languages of the texts and the language to which the texts be translated.

The process of translation between to different written languages involves the translator changing and original written text (the source or ST) in the original verbal language (the source language or SL) into a written text or TT) in a different verbal language (the target language or TL). This types corresponds to 'interlingua translation' and is one of the three categories of translation described by the Russian-American structuralist Jeremy Munday in his seminal paper 'On linguistic aspects of translation' (Jeremy Munday 2001:5). Munday's categories are as follows:

1. Intra-lingual translation, or 'rewording': 'an interpretation of verbal signs by means of other signs of the some language';
2. Inter-lingual translator, on 'translation proper': 'an interpretation of verbal signs by means of some other language';

3. Inter-semiotic translation or ‘transmutation’: ‘an interpretation of verbal signs by means of signs of non-verbal sign systems’

Intra-lingual translation would occur, for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written. Inter-semiotic translation would occur if a written text were translated, for example, into music, film or painting. It is Interlingua translation which is the traditional, although by no means exclusive, focus of translation studies.

D. Translation as a Process

Translation is not absolutely writing down one’s own ideas, thought, willingness, or opinion in another language, and it is not merely transforming the source language into the target language by rephrasing the texts and leave behind the details without paying and attention to its allusion, idioms and connotative meanings (Widyamartaya,1989) in cited Nurfaizal (2008). A translator has to have a sum of perceptions that to translate is a complex process and, it consists of a lot of activities or aspects integrally.

Hatim said that translating process can be summarized into three integral processes, namely: Analysis-transfer-restructuring. (1) Analysis begins with a set of procedures which are employed in ‘discovering the kernels underlying the source the text and the clearest understanding of the meaning, in preparation for the transfer (Hatim 2001:22). (2) Transfer is in the stage ‘in which the analyzed material is transferred in the mind of the translator from language A to language B’ (Hatim 2001:23). (3). Restructuring in harness with analysis and transfer, the third and final stage in in the process of translation is ‘restructuring’ the transferred material, which until now exists only in the form of kernel sentences

E. Translation Method

According to Newmark (2001: 45-47) there are some the translation methods, such as:

a) Word-for-Word Translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translate singly by their most common meanings, out of context.

b) Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process this indicates the problem to be solved.

c) Free Translation

Free translation procedures the matter without the manner, or the content without the original. Usually it is a paragraphs much longer than the original, a so-called ‘intralingual translation’, often prolix and pretentious, and not translation at all.

F. The Concept of English for Specific Purpose

English for Specific Purposes (ESP) is research and instruction that builds on EGP and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes” It is obvious that ESP context must be preceded by a sizeable background of general English. As it has been argued, ESP is associated with mature learners by and large, because it has a strong relationship with specialization in different fields of concern.

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

The definition can be concluded that ESP is generally designed for advanced intermediate students. The starting point of the first built in high school, so the ESP originally derived from advanced secondary education.

High School (ST) is one of the target destination vocational students after they graduate. High School provides many disciplines majors. Further understanding of the ESP, at this level the participants should be able to master the English language better in applicability. ESP mastery over emphasized again that will produce young seedlings in the quality department.

III. Research Method

This research used a comparative research design. The method of the study applied here is a comparative research method which include in ex-post-facto research design. Comparisons are also common across categories or social groups, such as in the study of stratification by social class (Erikson and Goldthorpe, (1992) cited in Nurfaizal (2008) or core ethnic categories in ethnographic studies in the study of ethnic classification (e.g. Gravlee, 2005).

According to Sugiyono (2018: 81) stated that sample was a part of number and characteristic possessed by the population. From the entire population the writer takes 25% as the sample of the study or at least 46.25 (rounded as 40 students) which is divided into two separate groups: in which 20 students from social classes categorized as Group X and the rests 20 students for Group Y. To get the student's sample the writer applies simple random sampling by means of lottery. So, the numbers of the students were 40 students as a sample. It was reasonable that the whole population have the same chance to be chosen as the sample of the study and hopefully through this particular technique of sampling, it avoids a bias sample.

The researchers collected the data by using clarify your data collection goals, develop operational definitions and procedures, validate the measurement system, and continue improving measurement system and ensure people are following the data collection guidelines.

The researchers analyzed the data by figures out the student's scores into a data table, calculates the student's deviation scores of the two separate individual scores, and used a t-test formula to found out the two mean and deviation scores of the two groups.

A t-test formula was planned to be applied, which runs:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(\sum x^2 + \sum y^2) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}{N_X + N_Y - 2}}}$$

Notation:

M = Mean deviation of each group

N = Subject of sample
 x = is the deviation of Group x_2 score x_1
 y = is the deviation of Group y_2 score y_1
 Σ = the sum of
 (Arikunto (2013: 354))

By encompassing the following procedures issued by Theory Khan Mohammad and Osanloo's (2009) through his theory of Translation Assessment Rubric:

Table : Khan Mohammad & Osanloo's Translation Assessment Rubric

Score Range	Description
Accuracy (30%)	
25-30	No identifiable problems of comprehension; original message has been conveyed completely to TL readers; no omissions or additions to information
21-24	Virtually no problems of comprehension except with the most highly specialized vocabulary with no influence on TL readers' understanding; some partial omissions and additions
16-20	Information is conveyed to TL readers with some difficulty due to translator misunderstanding of some parts of original message; apparent omissions and additions
11-15	Poor expression of ideas; numerous serious problems in understanding ST interfere with communication of original message; difficult to understand TT
1-10	Severe problems interfere greatly with communication of original message; TL reader can't understand what original writer was trying to say
Finding equivalent (25%)	
20-25	All lexical and syntactic elements have been understood; precise vocabulary usage; 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; specialized vocabulary presents some problems with unsuitable equivalents
10-14	General comprehension of a fair range of vocabulary although some gaps observed; some vocabulary 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 show quite noticeable gaps which obscure sense; problems in finding correct vocabularies; unable to cope with specialized vocabulary
1-4	Inappropriate use of vocabularies; comprehension of original seriously impeded even with fairly everyday vocabulary and structures; translation as a whole makes little sense
Register, TL culture (20%)	
17-20	Good sensitivity to nuances of meaning, register are precisely and sensitively captured; there is a sophisticated awareness of the cultural context; translation shows a sophisticated command of TL lexis, syntax, and register
13-16	There is a fair degree of sensitivity to nuances of meaning, register, and cultural context
9-12	There is a lack of sustained attention to nuances of meaning, register, and cultural context; no awareness of register; TL lexis, syntax, and register are not always appropriate
4-8	There is scant attention to nuances of meaning, register, and cultural context; there are serious to severe shortcomings in the use of appropriate lexis, syntax, and register

1-3	There is no appreciable understanding of nuances of meaning, register, and cultural context; no concept of register or sentence variety
Grammar and ST style (15%)	
13-15	Gives the feeling that the translation needs no improvement from grammatical and stylistic points though one or two natural failings might be observed; native-like fluency in grammar
10-12	Shows flair for stylistic manipulation of TL items as if text were written in TL originally except where the language is placed under severe pressure of comprehension; maintains advanced proficiency in grammar; some grammatical problems but with no influence on message
7-9	Tends to have awkward grammatical usage in TL and literalness of rendering though but not impeding sense in a significant manner; some attempts to reflect stylistic features of the original; some grammatical problems are apparent and have negative effects on communication
4-6	Clumsy TL; often nonsensical grammatical usages in TL; unnatural sounding; little attempt to reflect stylistic features of the original; there is evidence of clear difficulties in following style; grammatical review of some areas is clearly needed
1-3	Little sense of style which often makes poor sense in TL; knowledge of grammar is inadequate; use of TL grammar is inadequate; severe grammatical problems interfere greatly with message
Shifts, omissions, additions and inventing equivalents (10%)	
9-10	Correct use of relative clauses, verb forms; use of parallel structure; creative inventions and skillful solutions to equivalents; no fragment or run-on sentence
7-8	Almost all shifts appear with partial trespass, attempts variety; some inventions for not available equivalents in TL; no fragment or run-on sentence
5-6	Some shifts but not consistency; awkward and odd structure; only few run-on sentences or fragments present
3-4	Lacks variety of structure due to not preserving necessary shifts except for few cases; little or no evidence of invention in equivalents
1-2	Unintelligible sentence structure due to completely ignoring necessary shifts; no skillful handling of equivalents; no trace of invention

IV. Findings

Based on the result of this research, it can be found calculation of the normality, homogeneity, and hypothesis test.

a. The student's Individual from Group Final Scores (FS):

This particular formula computation is applied in computing the final scores. The student's individual obtained raw and final scores translating can be seen in table I as follow. The student's individual score from Group obtained final scores (X and Y) Scores of translation English-Indonesia.

Table 1 Science Classes Program (IPA) and Social Classes Program (IPS)

No	IPA (X)	IPS (Y)
1	65	50
2	60	90

3	80	70
4	50	50
5	70	75
6	90	60
7	60	50
8	60	40
9	60	70
10	70	50
11	50	50
12	70	60
13	85	70
14	90	80
15	70	60
16	60	60
17	50	20
18	90	85
19	60	50
20	80	60
Total	1370	1200

After having the student's final scores of reading text translate in English to Indonesia, then the writer, analyze them to find out mean score, deviation score and its' significance. However, before coming to those complex and careful analyses, the writer formerly needs to state a working table to make her easier to work with the formulas delivered. The tables deal with the student's individual final scores, deviation and also the squares of student's individual deviation scores.

The Computation between the Achievement of Science Classes and Social Classes Student's in Translating Reading Passages of SMAN 1 Labuapi in Academic Year 2014/2015

Table 2 Tabulating of the student's score.

No	IPA (X)	IPS (Y)	x_1	y_1	x_1^2	y_1^2
1	65	50	-3,5	-10	12.25	100
2	60	90	-8,5	30	72.25	900
3	80	70	11.5	10	132.25	100
4	50	50	-18.5	-10	342.25	100
5	70	75	1.5	15	2.25	225
6	90	60	21.5	0	462.25	0
7	60	50	-8.5	-10	72.25	100
8	60	40	-8.5	-20	72.25	400
9	60	70	-8.5	10	72.25	100
10	70	50	1.5	-10	2.25	100
11	50	50	-18.5	-10	342.25	100
12	70	60	1.5	0	2.25	0
13	85	70	16.5	10	272.25	100
14	90	80	21.5	20	462.25	400
15	70	60	1.5	0	2.25	0
16	60	60	-8.5	0	72.25	0
17	50	20	-18.5	-40	342.25	1600
18	90	85	21.5	25	462.25	625
19	60	50	-8.5	-10	72.25	100
20	80	60	11.5	0	132.25	0

Total	1370	1200	220	240	3405	5050
-------	------	------	-----	-----	------	------

b. Calculating the student's mean scores of the translation.

To get the mean score of the text reading translate English to Indonesian Group X and Group Y in this research, the writer applies the following formula:

$$M_X = \frac{\sum X}{N}$$

Notation:

M = Mean sum of

X = Scores in distribution

Σ = Is a sum of

N = Number of samples

(Best, 1982: 225; Heaton, 1975 in cited Nurfaizal, 2008:44).

1. Mean score of Science Class (M_X):

Table 2 above is identified that:

$$\begin{aligned} M_X &= \frac{\sum X}{N} \\ &= \frac{1370}{20} \\ &= 68.5 \end{aligned}$$

The mean score of student's translating was 68.5

2. Mean score for Social Class (M_Y):

Table 2 above shows that:

$$\begin{aligned} M_Y &= \frac{\sum Y}{N} \\ &= \frac{1200}{20} \\ &= 60 \end{aligned}$$

The mean score of student's translating was 60

Based on the mean score of science class and social class, it could be concluded that the mean score of science class was higher than social class.

c. Computing the student's Deviation scores of the translation.

To compute it, the writer uses this formula:

$$\begin{aligned} t &= \frac{M_X - M_Y}{\sqrt{\frac{(\sum x^2 + \sum y^2) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}{N_X + N_Y - 2}}} \\ t &= \frac{68,5 - 60}{\sqrt{\frac{(3405 + 5050) \left(\frac{1}{20} + \frac{1}{20} \right)}{20 + 20 - 2}}} \\ t &= 8.5 \\ t &= \frac{8.5}{\sqrt{\frac{8455 (2)}{38 \cdot 40}}} \\ t &= \frac{8.5}{\sqrt{(222.5)(0.05)}} \\ t &= \frac{8.5}{3.335} \\ t &= 2.40 \end{aligned}$$

So, the overall classification rate between Science Class and Social Class in translating reading passages English into Indonesia of SMAN 1 Labuapi in Academic Year 2014/2015 was 2.40.

V. Discussion

After having finished this research, the writer can concluded that the students did not choose the words appropriately in translating English text into Indonesia and still many students who translate the word is not equivalent to the actual meaning. Later, students in translating text quite good at using language grammar or style, while, some students still do a lot of shifting, omissions, additions and do not create equality and translating this text to the cultural context.

The writer can explained that the eleventh grade students of SMAN 1 in Academic Year 2014/2015 Labuapi inadvertently or less focused on translating English text into Indonesian, students lack the vocabulary and only a few students who had English dictionary and a given time only slightly. Pretty good for a Science class in translating and most students were in a very good classification with a percentage of 30%. The students were in a better classification with a percentage of 16%, 17 students in the classification was the percentage rate was 40% and the students in the lower classification with a percentage of 14% and classification of the failure percentage was 0%. Whereas Social class was pretty good in translating and most students were in a very good classification with a percentage of 19%. The students were in a better classification with a percentage of 10%, 7 students in the classification was the percentage rate was 40% and the students in the lower classification with a percentage of 27% and the percentage of failure classification is 4%.

After testing the last value of t-test with the t-table (t-finding) it's found that t-test = 2.40 with the t-table = 2.70 (0.01%), and t-test = 2.40 with the t-table = 2.02 (0.05%). It means that t-table was higher than t-test, it also means that the alternative hypothesis (H_a) in translating reading passages of the students at SMAN 1 Labuapi in Academic Year 2014/2015 was rejected”.

So, Students of SMAN 1 Labuapi in Academic Year 2014/2015, Science Classes better in translating English text into Indonesian because Science Classes students were very focused and careful in translating the text, had a good vocabulary quite as well, and had more interest in learning English. Then social classes also seem not really ready to learn. They never bring some dictionary, and they less focused on translating the given text.

VI. Conclusion and Suggestions

Based on the result in this research, the researchers concluded that result of treatments of two mean of translation scores with a finish of a t-test formula. It is obtained the last score of t-test (t-finding) it's found that t-test = 2.40 with the t-table = 2.70 (0.01%), whit the t-table = 2.02 (0.05%). The degrees of freedom was 38 (40-2) on the two tailed test indication. So it can be stated that the social classes and science classes had different ability in translating reading passages.

It was clear here that the Alternative Hypothesis (H_a) which read that “The students of Science Classes Program have better achievement in translating reading passages of SMAN 1 Labuapi in Academic Year 2014/2015 is accepted. While the Null Hypothesis (H_0), which sounds “The students of Social Classes Program have better achievement in translating reading passages of SMAN 1 Labuapi in Academic Year 2014/2015 is rejected.

Furthermore, the researchers would like to give some suggestions for the English teachers to apply the translation text regularly with the appropriate reading material selected based on the students' current interest, and also suitable circumstance in teaching-learning process are included, and the students especially for SMAN 1 Labuapi to increase their ability in translating reading passages by adjust their habit in translation reading passages texts regularly even it is include as the new reading text applied by the English teacher in running teaching learning process. The second one is for the further researcher. The result of this research could be adapted as a reference to conduct the next studies.

References

- [1] Arikunto, S. 2013. *Prosedur Penelitian Sebuah Pendekatan Praktik*. Jakarta: PT. Bina Aksara
- [2] Best Jhon. 1999 cited in Nurfaizal (2008). *The Comparasion between Achievement of Natural Science and Social Science Classes Students in Translating Reading Passages*. Mataram. UM.Mataram.
- [3] Brown, H. Douglas.2000. *Teaching By Principle* (an interative approach to language pedagogy). Second edition, San Francisco, California.
- [4] Dudley-Evans, T. and St John, M. (1997). *Developments in ESP: A multi disciplinary approach*. Cambridge: Cambridge University Press.
- [5] Depdiknas, 2013. *Landasan Filosofis Teoritis Pendidikan Bahasa Inggris*. Jakarta: Depdikbud.
- [6] Emilia. 2012. *Menulis Tesis dan Disertasi*. Bandung: Alfabeta
- [7] Gufran, 1995. *Kamus Lengkap Inggris-Indonesia, Indonesia-Inggris*. Surabaya: Terbit Terang.
- [8] Harmer. 2008. *How to Teach Reading*. An introduction to the Practice of English Language Teaching. Malaysia: Logman.
- [9] Hatim and Munday, 2004. *The Translator As Communicator*. London: Routledge.
- [10] Hatim, 2001. *Teaching and Researching Translation*. London: Routledge.
- [11] Ika Lestari Handayani. 2010. *The Correlation between Students' Achievement in Reading Comprehension in English and Arabic*. Mataram. UM. Mataram.
- [12] International Teacher Training Organization. *EFL Teaching Terminology and Glossary*.17 Nov.2005.<http://www.teflcertificatecourses.com/tefl-articles/eflteachingterminology.html> (15 Feb 2014).
- [13] Jeremy, Munday. 2001. *Introducing Translation Studies*. Theories and applications. London and new york.
- [14] Khan Mohammad, Hajar & Osanloo Maryam. *Moving toward Objective Scoring: A Rubric for Translation Assessment*. JELS, Vol. 1, No. 1, Fall 2009, 131-153 IAUCTB
- [15] Munday, Jeremy. 2001. *Introducing Translation Studies*. Theories and applications. London and New York.
- [16] Newmark, Peter. 2001. *A Textbook of Translation*. Education Limited.
- [17] Nurfaizal. 2008. *The Comparison Between the Achievement of Natural Science and Social Science Classes Students in Translating Reading Passages*. Mataram. UM Mataram
- [18] Patel Dr.M.F. and Jain M. P. 2008. *English Language Teaching* (Methods,Tools and Techniques) Jaipur: SURNISE PUBLISHERS and DISTRIBUTORS. Reading Comprehension: A Case for Translation. *California Linguistic Notes*, Volume 34, 2, 1-33.

http://www.academia.edu/2874449/Vocabulary_learning_and_L2_reading_comprehension_A_case_for_translation.

[19] Sugiyono. 2013. *Metode Penelitian Pendidikan, Kuantitatif dan Kualitatif*. Bandung: Alfabeta.

[20] Spargo, Et al. 1980. *Timed Reading*. Providence: Jamestown Publisher.