

**THE CORRELATION BETWEEN THE FOURTH GRADE STUDENTS'
HOMOGRAPH KNOWLEDGE AND READING VOLUME TOWARD THEIR
MASTERY IN TRANSLATING INFORMATIONAL TEXT FROM ENGLISH INTO
INDONESIAN AT THE ENGLISH DEPARTMENT OF BUNG HATTA
UNIVERSITY**

THESIS

*Submitted to fulfill a Partial Requirement for S-1 degree at English Department, Teacher
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ABSTRACT

Nabella, Syuhada (2017): The Correlation between Fourth Grade Students' Homograph Knowledge and Reading Volume toward Their Mastery in Translating Informational English Text at the English Department of Bung Hatta University.

Advisors: 1. Drs. Adzanil Prima Septy, M.Pd, Ph.D

2.Dra. Lisa Tavriyanti, M.Pd

This research was aimed to find out the correlation between the fourth year students' homograph knowledge and reading volume toward their translation mastery at English Department of Bung Hatta University. The number of population members was 55 students. To choose the sample, the researcher used quota sampling technique. The class selected as sample of this research was class A that contained 33 students. The researcher gathered the data by using vocabulary test to measure students' homograph knowledge, questionnaire to measure students' reading volume, translation test to measure students' mastery in translating informational text. To analyze the data the researcher used the Pearson Product Moent and Multiple Correlation Formula.

After analyzing the data, the researcher found that students' homograph knowledge was moderate (54,54%) (see Appendix 18), their reading volume was moderate (69,69%) (see Appendix 21), and their in translation mastery was moderate (72,72%)(see Appendix 25). The researcher found the coefficient correlation between students' homograph knowledge and translation, that was .443(enough correlation) with t counted was bigger than t table ($2,692 < 2,024$) ($\alpha=0,05$ and $df=31$) and the correlation was significant (see Appendix 27). Next, she found the coefficient correlation between students' reading volume and transaltion, that was .116 (very low correlation) with t counted was lower than t table ($0,664 < 2,024$) and the correlation was not significant (see Appendix 28). Then, the researcher found the coefficient correlation between students' homograph knowledge and reading volume, that was .172 (very low correlation) with t counted was lower than t table ($0,973 < 2,024$) and the correlation was not significant (see Appendix 29). Finally, the researcher found the coefficient correlation between students' homograph knowledge and reading volume toward their mastery in translating informational text, that was .441 (enough correlation) and with t counted was bigger than t table ($3,601 < 2,024$) and the correlation was significant (see Appendix 30).

The researcher suggested to the lecturer to guide the student to practice more in translation and give them some motivation and tips that can improve their translation mastery such as increasing their vocabulary knowledge and reading volume.

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Padang, January 2017

The researcher

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