The Influence of Reading Ability on the Translation Learning Outcomes of Students at Gontor for Girl First Campus

Nurul Insani Rahman*[1], Ihwan Mahmudi[2], Siti Sarah Aulia[3], Siti Salwa Khumairah[4], Lailatus Saidah[5]

[1,2]Pendidikan Bahasa Arab Universitas Darussalam Gontor Ponorogo, Indonesia.
[3]Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Makassar, Indonesia.
[4]Sastra Arab Universitas Hasanuddin Makassar, Indonesia.
[5]Ushuluddin Al-Azhar University of Cairo, Egypt.
Correspondence Address: 452024817034@student.unida.gontor.ac.id

Abstract

Translation is one of the most essential skills in learning any language, including Arabic, as it facilitates understanding texts from other languages and enhances overall language acquisition. At Gontor for Girls First Campus, particularly among fifth-grade female students of Islamic Teacher Training Collage, translation plays a significant role in academic success. However, many students still encounter challenges in translating Arabic texts effectively. One of the primary factors believed to influence translation performance is reading comprehension. Students with strong reading comprehension skills are better able to grasp the meaning of Arabic texts, thereby improving the accuracy and fluency of their translations. This study aims to investigate the influence of reading comprehension on the translation performance of fifth-grade female students at Islamic Teacher Training Collageduring the 2023–2024 academic year. Employing a quantitative approach with a survey method, the study involved a sample of 110 students. Data were collected through reading and translation tests, along with documentation. The Spearman rho correlation test, conducted using SPSS software, revealed a significant correlation between reading comprehension and translation performance, with a Sig. (2-tailed) value of 0.000 < 0.05. Reading comprehension accounted for 12.6% of the variance in translation outcomes, while the remaining 87.4% was attributed to other factors. These findings suggest that although reading comprehension has a measurable impact on translation ability, it is not the sole determinant. Therefore, future research should explore additional cognitive, pedagogical, and affective variables that may contribute to students success in translation. This study contributes to the growing body of literature on language acquisition by underscoring the critical role of reading comprehension in translation learning.
Keywords: Learning Outcomes, Reading Ability, Spearman Rho Technique, Translation Ability

ملخص

نُعد الترجمة من أهم المهارات الأساسية في تعلم أي لغة، بما في ذلك اللغة العربية، حيث إنها تسهل فهم النصوص من اللغات الأخرى وتعزز اكتساب اللغة بشكل عام. تلعب الترجمة دورًا مهمًا في النجاح الأكاديمي في مدرسة كونتور للبنات الحرم الأول، ولا سيما بين طالبات الصف الخامس في مدرسة الكليات الإسلامية، حيث تلعب الترجمة دورًا مهمًا في النجاح الأكاديمي. ومع ذلك، لا يزال العديد من الطالبات يواجهن تحديات في ترجمة النصوص العربية بشكل فعال. أحد العوامل الأساسية التي يُعتقد أنها تؤثر على أداء الترجمة هو فهم القراءة. فالطالبات التي يتمتعن بمهارات قوية في القراءة والفهم نكونون أكثر قدرة على فهم معنى النصوص العربية، وبالتالي تحسين دقة وطلاقة ترجماتهم. تهدف هذه الدراسة إلى تقصي تأثير فهم القراءة على أداء الترجمة لدى طالبات الصف الخامس الابتدائي كلية المعلمات الإسلامية خلال العام الدراسي ٢٠٢٣–٢٠٢٤. استخدمت الدراسة منهجًا كميًا باستخدام أسلوب المسح، وشملت عينة من ١١٠ طالبات. تم جمع البيانات من خلال اختبارات القراءة والترجمة، إلى جانب التوثيق.

وكشف اختبار الارتباط سبيرمان رهو، الذي أُجري باستخدام برنامج SPSS، عن وجود علاقة ارتباط معنوية بين فهم القراءة والأداء في الترجمة، حيث بلغت قيمة Sig ٠٠٠,٠ > ٠,٠٥. مثّل فهم القراءة ١٢.٦% من التباين في نتائج الترجمة، بينما تُعزى النسبة المتبقية البالغة ٨٧.٤% إلى عوامل أخرى.وتشير هذه النتائج إلى أنه على الرغم من أن فهم القراءة له تأثير قابل للقياس على القدرة على الترجمة، إلا أنه ليس العامل المحدد الوحيد. ولذلك، ينبغي أن تستكشف البحوث المستقبلية المتغيرات المعرفية والتربوية والعاطفية الإضافية التي قد تسهم في نجاحت الطالبات في الترجمة. وتسهم هذه الدراسة في إثراء المجموعة المتنامية من الأدبيات المتعلقة باكتساب اللغة من خلال التأكيد على الدور الحاسم لفهم القراءة في تعلم الترجمة.

الكلمات المفتاحية: تقنية سبيرمان رو، مهارة الترجمة، مهارة القراءة، نتائج درس الترجمة

Introduction

Reading ability is one of the fundamental skills that plays a crucial role in the process of language learning, including Arabic.[1] Reading is not merely the recognition and understanding of words but also involves the ability to interpret the meaning of texts comprehensively.[2] In the context of learning a foreign language such as Arabic, reading comprehension serves as a foundational element that supports the development of other skills, particularly translation.[3] Without a proper understanding of sentence structure, vocabulary, and the cultural context embedded in a text, the translation process cannot be carried out effectively.[4]

In Islamic educational environments such asIslamic Teacher Training Collageat Gontor for Girls First Campus, Arabic is used as the medium of instruction in both academic and non-academic activities.[5] One of the core subjects taught is *tarjamah* (translation), which is delivered progressively from the first to the fifth grade.[6] In this subject, students are required to read and comprehend Arabic texts and then translate them based on the grammar rules and understanding they have

[1] Isop Syafei, Eman Suleman, and Rohanda Rohanda, "*The Development of Student Reading Skills in Arabic for Reading Islamic Classical Books Using the Arabic Learning Model at Indonesian Islamic Boarding Schools*," Theory and Practice in Language Studies 14, no. 5 (2024): 1381–92. DOI: https://doi.org/10.17507/tpls.1405.10

[2] Muhammad Hilmi, "*The Influence of Students' Reading Strategies on Comprehending Reading Texts*," ARMADA : Jurnal Penelitian Multidisiplin 2, no. 7 (2024): 478–83. DOI: https://doi.org/10.55681/armada.v2i7.1406

[3] Fita Faridah and Syafi'ul Anam, "*The Influence of Students' Level Ability of Reading Comprehension on The Students' Translation Ability*," Jurnal PTK dan Pendidikan 8, no. 1 (2022): 55–64. DOI: https://doi.org/10.18592/ptk.v8i1.5767

[4] Messouab Imad, "*Receptive Vocabulary Knowledge and Reading Comprehension : The Case of Arabic as a Foreign Language Literature Review*," International Journal of Arabic Linguistics 10 (2024): 53–66. DOI: https://doi.org/10.34874/PRSM.ijal-vol10.46963

[5] Syifa Firdausi Putri, Nurul Insani Rahman, and Reyka Mei Anggraini, "*Inovasi Peningkatan Keterampilan Berbicara Bahasa Arab di Gontor Putri 1*," Ta'limi | Journal of Arabic Education and Arabic Studies 4 (2025): 21–37. DOI: https://doi.org/10.53038/tlmi.v4i1.185

[6] Enjang Burhanudin Yusuf, Ali Muhdi, and Umu Latifah, "*A Comparative Study of Pedagogical Approaches in Modern and Traditional Pesantren In Banyumas Raya*," Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab 08, no. 02 (2024): 1–8. DOI: http://dx.doi.org/10.32699/liar.v8i2.7693

acquired.[7] This learning process demands strong reading skills so that the translations produced are not only grammatically correct but also semantically accurate.[8]

However, based on the researcher's initial observation of several fifth-grade Islamic Teacher Training Collagestudents, it was found that although some of them were able to read Arabic texts fluently, many still struggled to comprehend the intended meanings. This indicates a gap between technical reading ability and deeper textual understanding, which directly impacts the quality of the translations they produce. Therefore, it is important to examine the extent to which reading ability contributes to translation learning outcomes at this level. This study aims to analyze the influence of reading ability on the translation learning outcomes of fifth-grade Islamic Teacher Training Collage female students at Gontor for Girls First Campus for the academic year 1445–1446 H / 2023–2024 M. The research seeks not only to determine whether a relationship exists but also to assess the degree of influence that reading proficiency has on translation performance.

The novelty of this study lies in its object and context. While most prior studies were conducted at the university level or in general schools, this research specifically examines the relationship between reading ability and translation learning outcomes in the context of a female pesantren-based education system in Indonesia.[9] Gontor Islamic boarding school offers a unique approach to Arabic instruction, emphasizing the active use of Arabic in daily life.[10] Therefore, the results of this study are expected to provide valuable contributions to the development of Arabic teaching strategies that are contextualized to pesantren-based settings.

Several previous studies have discussed the relationship between reading ability and translation skills. Al-Mekhlafi (2021) found that strong reading comprehension significantly improved the quality of translations produced by senior university students.[11] Ahmad (2022) showed that students with high reading proficiency were more capable of accurately translating Arabic texts compared to those with lower reading skills.[12] Faridah and Anam (2022) found that students with high reading proficiency were significantly better at translating Arabic texts compared to those with lower reading skills. This was demonstrated through a quantitative study using ANOVA involving students from Islamic and state universities in East Java.[13] Alami, Hidayat, and Roviana (2024) emphasized the effectiveness of a grammar-translation method combined with a student-centered approach in

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[7] Fitria Fitria et al., "*Analisis Gaya Bahasa Pembelajar Bahasa Arab Sebagai Bahasa Asing Asing : Studi Kasus Pada Alumni Pesantren dan Non Pesantren*," Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (2024): 313–34. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4074

[8] Basil Hatim and Jeremy Munday, *Translation An Advanced Resource Book*, *Fordítástudomány,* (New York: Routledge. 2019. 394 pp, ISBN 9780415536141), FORDÍTÁSTUDOMÁNY, 24 (2), 204-207. DOI: https://doi.org/10.35924/fordtud.24.2.14

[9] Ilyas Ilyas, Muh. Rasmi, and Muhammad Rusydi, "*Improving Modern Pondok Students' Arabic Language Skills in Indonesia: Language Institutions as Language Improvement Central*," Al-Ishlah: Jurnal Pendidikan 16, no. 2 (2024): 1303–13. DOI: https://doi.org/10.35445/alishlah.v16i2.5095

[10] Andry Setiawan, Andi Musthafa Husain, and Saiful Bahri, "*Habituation Model of Arabic Learning in (A Case Study of Pondok Modern Darussalam Gontor)*," El-Tarbawi 16 (2023): 93–110. DOI: https://doi.org/10.20885/tarbawi.vol16.iss1.art4

[11] Mohammed Al-Mekhlafi, Eman Al-Sharjabi, and Abdulraheem Al-Shothabi, "*The Impact of a Blended Course on Yemeni University Students' Perceptions and Collaborative Knowledge Construction Performances*," Science Publishing Group (SPG) 3, no. 2 (2022): 64–71. DOI: https://doi.org/10.11648/j.innov.20220302.15

[12] Achmad Syaifuji, Ita Nur Istiqomah, and Ihya' Ulumuddin, "*Development of Arabic Text Translation Teaching Materials for Students At Al-Fauzan Islamic Boarding School Lumajang*," Journal of Arabic Language Teaching 2, no. 2 (2022): 85–94. DOI: https://doi.org/10.35719/arkhas.v2i2.1524

[13] Faridah and Anam, *"The Influence of Students' Level Ability of Reading Comprehension on The Students' Translation Ability*." Jurnal PTK Dan Pendidikan 8, no. 1 (2022): 55–64. DOI: https://doi.org/10.18592/ptk.v8i1.5767

enhancing Arabic reading skills at Nurul Falah Senior High School in Pekanbaru.[14] Lastly, Febriani and Bedra (2023) showed that context-based reading practices in Arabic significantly improved both reading and translation abilities among students at State Islamic University Imam Bonjol Padang, as revealed in their qualitative case study.[15] However, most of these studies have not specifically examined the context of female Islamic boarding schools in Indonesia, such as Islamic Teacher Training Collage Gontor Putri, which has a distinctive learning system and culture.

This research is grounded in psycholinguistic theory, which views reading and translation as complex cognitive processes.[16] One relevant framework is Krashen's Input Hypothesis, which states that language learning occurs when learners are exposed to comprehensible input, in this case, written texts.[17] Additionally, the schema theory of reading explains that reading comprehension is influenced by the reader's background knowledge, textual structure, and context.[18] This theory aligns closely with translation skills, as a translator's success is largely determined by their ability to comprehend and process information from the source text.[19]

This research is highly relevant, especially for Islamic educational institutions that use Arabic as a medium of instruction.[20] In settings like Gontor Putri, mastering Arabic is not merely an academic requirement but a tool for scientific and social communication.[21] Therefore, identifying the factors that influence success in translation learning is essential for the development of curriculum and instructional strategies. The focus of this study is to examine the influence of reading ability on translation learning outcomes.[22] The measurement was carried out using a quantitative approach through reading tests and translation achievement tests.[23]

The research question posed in this study is: To what extent does reading ability affect the translation learning outcomes of fifth-grade Islamic Teacher Training Collagestudents at Gontor for Girls First Campus? To answer this question, the researcher formulated the following hypotheses: H_0 (null hypothesis): There is no significant influence of reading ability on translation learning

[14] Robi Alami, Hakmi Hidayat, And Roviana, *"Effectiveness Of Implementing Grammatical And Translation Methods Through A Student-Centered Approach To Improve Reading Skills In Teaching Arabic,"* Al Manar : English And Arabic Journal 15, no. 2 (2024): 149–65. DOI: https://dx.doi.org/10.24014/al-manar.v15i2.30655

[15] Suci Ramadhanti Febriani and Kddour Guettaoui Bedra, *"Implementation of Arabic Learning Based on Contextual Approach and Contextual Textbook for Higher Education,"* Al-Ittijah : Jurnal Keilmuan dan Kependidikan Bahasa Arab 14, no. 2 (2023): 122–32. DOI: https://doi.org/10.32678/alittijah.v14i2.6860

[16] Yuan Linyang, *"An Analysis of English Reading Comprehension From the Perspective of Psycholinguistics,"* Proceedings of the 2020 International Conference on Modern Education Management, Innovation and Entrepreneurship and Social Science (MEMIESS 2020) 523, no. Memiess 2020 (2021): 89–93. DOI: https://doi.org/10.2991/assehr.k.210206.019

[17] Siqi Chen et al., *"Krashen's Input Hypothesis Revisited: Current Perspectives and Future Directions,"* Arts, Culture and Language 1, no. 7 (2024): 1–5. DOI: https://doi.org/10.61173/9f62nt19

[18] Yang Xiao, *"The Use of Schema Theory in the Teaching of Reading Comprehension,"* Frontiers in Sustainable Development 4, no. 3 (2024): 112–113. DOI: https://doi.org/10.54691/qr122w34

[19] Miguel A. Jiménez-Crespo, *"Hurtado Albir, Amparo (Ed.) (2017). Researching Translation and Interpreting Competence by PACTE Group. [Benjamins Translation Library, 127]. Amsterdam-Philadelphia: John Benjamins, 401 Pp.,"* Sendebar 28, no. March (2017): 287–91. DOI: https://doi.org/10.30827/sendebar.v28i0.6470

[20] Najiyah Fakhiroh and Khizanatul Hikmah, *"Enhancing Arabic Language Proficiency in Islamic Boarding Schools: A Comprehensive Study,"* Indonesian Journal of Islamic Studies 11, no. 3 (2023): 1–17. DOI: https://doi.org/10.21070/ijis.v11i3.1673

[21] Munassir Alhamami, *"Instructional Communication and Medium of Instruction: Content Instructors' Perspectives,"* SAGE Open 13, no. 2 (2023): 1-12. DOI: https://doi.org/10.1177/21582440231172713

[22] Umar Faruq et al., *"Quality Improvement Arabic Education with Transformation of Arabic Learning Media,"* Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 14, no. 2 (2022): 406–20. DOI: https://doi.org/10.24042/albayan.v14i2.13868

[23] Achmad Syaifuji, Ita Nur Istiqomah, and Ihya' Ulumuddin, *"Development of Arabic Text Translation Teaching Materials For Students At Al-Fauzan Islamic Boarding School Lumajang,"* Journal of Arabic Language Teaching 2, no. 2 (2022): 85–94. DOI: https://doi.org/10.35719/arkhas.v2i2.1524

outcomes. H$_1$ (alternative hypothesis): There is a significant influence of reading ability on translation learning outcomes.

Through this approach, the study is expected to provide a clear scientific understanding of the importance of reading skills in supporting translation learning success. The results of this study are hoped to not only reinforce previous findings but also offer new insights in the context of Arabic language instruction in Islamic boarding schools, particularly in institutions such as Islamic Teacher Training Collage Gontor for Girls First Campus.

Method

This study employs a quantitative approach using an associative survey method to examine the relationship between reading ability and translation learning outcomes.[24] Quantitative research is designed to collect measurable data that can be analyzed using statistical tools to identify patterns, relationships, or trends. The associative nature of the study seeks to determine whether there is a significant correlation between two variables:reading ability as the independent variable and translation learning outcomes as the dependent variable.[25]

The population in this study consisted of all fifth-grade female students atIslamic Teacher Training Collage Gontor for Girls First Campus for the academic year 2023–2024. Specifically, the population included students from classes 5B to 5W, with a total of 837 students. The participants were selected using probability sampling, specifically the simple random sampling technique. This method allows every individual in the population to have an equal chance of being selected, without consideration of their specific class grouping.[26] From this process, a total of 110 students were selected as the sample for this research.

This research follows a quantitative survey research design, which aims to collect structured data from participants using formal instruments such as tests and documentation. The design is structured to facilitate analysis of the relationship between the two variables through statistical methods.[27] The data collection instruments used in this study include a reading ability test and a translation performance test, supported by documentation as complementary data.[28]

The collected data were analyzed through several stages. Descriptive statistical analysis was first conducted to present general trends in the data. Then, normality testing was carried out using the Kolmogorov-Smirnov test, followed by homogeneity testing to ensure consistency across data groups.[29] Finally, the hypothesis testing was conducted using Spearman's rho correlation technique, supported by SPSS (Statistical Package for the Social Sciences) version 25 to determine the strength and significance of the relationship between the variables.

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[24] Afifatu Khoirun Nisa, Slamet Asari, and Ulfatul Ma'rifah, "*Correlation between Students ' Reading Interest on Short Story and Students ' Translation Ability,*" Journal of English Teaching, Literature, and Applied Linguistics 7, no. 1 (2023): 1–8. DOI: https://doi.org/10.30587/jetlal.v7i1.5513

[25] Nurul Hastini, Andi Mega Januarti Putri, and Nur Husnil Khatimah, "*The Correlation Between Students' Translation Ability and Their Reading Comprehension,*" GLENS: Global English Insights Journal 1, no. 1 (2023): 32–41. DOI: https://doi.org/10.61220/glens.v1i1.2023a5

[26] Stanley Lemeshow and Amy Ferketich, "*Simple Random Sampling,*" International Journal of Education and Language Studies 1, no. 2 (2020): 78–82. DOI: https://doi.org/10.4324/9780203128640-6

[27] Dhaval Makwana et al., "*Sampling Methods in Research: A Review,*" International Journal of Trend in Scientific Research and Development 7, no. 3 (2023): 762–68. https://www.researchgate.net/publication/371985656

[28] Roger Thomas Bell, "Practice, Translation and Translating: Theory and Practice," *Resenhas*, 1991, 380–82.

[29] David Javier-Aliaga et al., "*Academic Self-Efficacy and Digital Competence in a Sample of University Students,*" Contemporary Educational Technology 16, no. 4 (2024): 1-11. DOI: https://doi.org/10.30935/cedtech/15601

Result and Discussion

As an initial step in the analysis of research findings, the data on reading ability and translation learning outcomes of fifth-grade students at *Kulliyatul Mu'allimat Al-Islamiyah* (KMI) Gontor for Girls First Campus are first exported and presented in the form of figures based on field data. This visualization aims to provide a preliminary overview of the distribution of students' reading proficiency and their performance in translation learning.
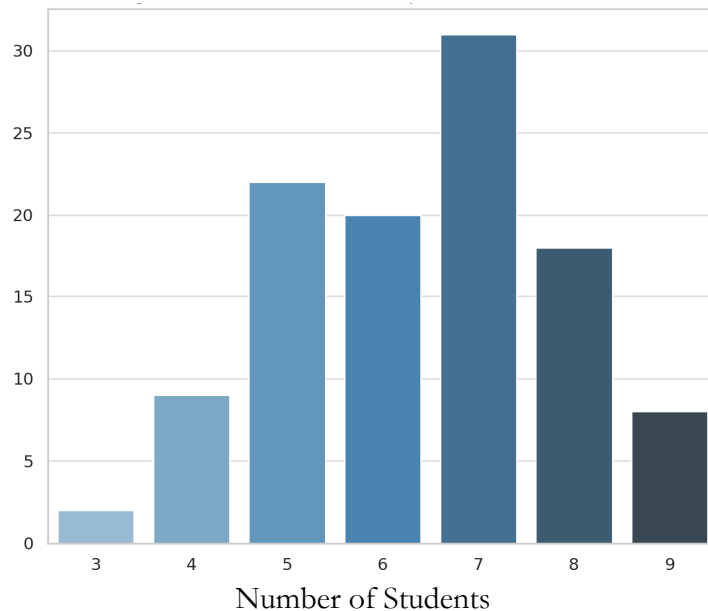

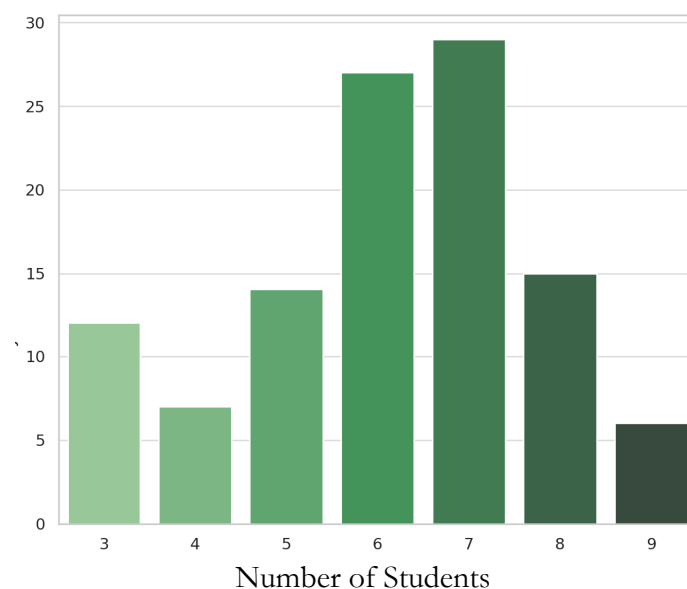**Figure 1.** Distribution of Students' Reading Skill Scores

Figure 2. Distribution of Students' Translation Outcome Scores

Based on figure 1 and 2. The data reveal that the majority of students demonstrated intermediate to high levels of reading skills, with the highest frequency at score 7 (28.2%). A similar trend is observed in the distribution of translation outcomes, where score 7 also dominates (26.4%). These figures indicate a tendency that students with higher reading skills tend to achieve better

results in translation tasks. Therefore, this visual representation serves as a foundational basis before conducting further statistical analyses, such as normality tests, homogeneity tests, and the Spearman rank correlation test to examine the relationship between the two variables.

The findings of this study highlight the significant contribution of reading ability to the learning outcomes in translation among fifth-grade students of Islamic Teacher Training Collageat Gontor for Girls First Campus. The research shows a positive correlation between students' reading proficiency and their performance in translation tasks, as analyzed through statistical methods, including descriptive analysis, normality tests, homogeneity tests, and hypothesis testing using Spearman's rho and SPSS tables.

The descriptive analysis reveals that students with higher reading skills generally perform better in translation tasks. The average scores of the students in translation tests show a noticeable difference between those with advanced reading abilities and those with lower levels.[30] This finding aligns with the theoretical understanding that reading comprehension is fundamental to accurately interpreting and translating foreign texts, especially in a complex language like Arabic.[31]

Table 1. Frequency Distribution of Students' Reading Skill Scores

Score	Frequency	Percent	Valid Percent	Cumulative Percent
3	2	1.8%	1.8%	1.8%
4	9	8.2%	8.2%	10.0%
5	22	20.0%	20.0%	30.0%
6	20	18.2%	18.2%	48.2%
7	31	28.2%	28.2%	76.4%
8	18	16.4%	16.4%	92.7%
9	8	7.3%	7.3%	100.0%
Total	110	100.0%	100.0%	

Based on table 1, it is found that the highest frequency of reading skill scores among fifth-grade female students at the Islamic Teacher Training College is at score 7, with a frequency of 31 students, representing 28.2% of the total sample. This indicates that a large proportion of students demonstrated reading skills at this level. Conversely, the lowest frequency appears at score 3, with only 2 students, accounting for 1.8% of the total. These results show a concentration of students in the mid-to-high range of reading skill scores, suggesting a relatively strong reading ability among the majority of the sample.

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[30] Fitri Anna Zila and Ayu Rizky Septiana, "*Student's Reading Comprehension as Related to Strategies Used in Reading,*" Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa Dan Matematika 2, no. 4 (2024): 220–28. DOI: https://doi.org/10.61132/arjuna.v2i4.1107

[31] Novri Pahrizal et al., "*Metacognitive Reading Strategies and Their Impact on Comprehension: Insights from Rural EFL Learners,*" Indonesian Journal on Learning and Advanced Education 7, no. 1 (2025): 18–36. DOI: https://doi.org/10.23917/ijolae.v7i1.23908

Table 2. Frequency Distribution of Students' Translation Learning Outcome Scores

Score	Frequency	Percent	Valid Percent	Cumulative Percent
3	12	10.9%	10.9%	10.9%
4	7	6.4%	6.4%	17.3%
5	14	12.7%	12.7%	30.0%
6	27	24.5%	24.5%	54.5%
7	29	26.4%	26.4%	80.9%
8	15	13.6%	13.6%	94.5%
9	6	5.5%	5.5%	100.0%
Total	110	100.0%	100.0%	

Based on Table 2, it is found that the highest frequency of translation lesson results among fifth-grade female students at the Islamic Teacher Training College is at score 7, with a frequency of 29 students, representing 26.4% of the total sample. This suggests that most students performed within this score level in translation tasks. On the other hand, the lowest frequency is observed at score 9, with only 6 students or 5.5% of the total. These results indicate that while a significant number of students achieved moderately high translation scores, fewer students reached the highest level, reflecting varying levels of translation proficiency across the sample.

The normality test using the Kolmogorov-Smirnov technique confirmed that the data were normally distributed, which is essential for validating the use of parametric statistical methods.

Table 3. Normality Test

Statistic	Reading Skill	Translation Learning Outcome
N	110	110
Mean	6.41	6.12
Standard Deviation	1.461	1.635
Most Extreme Differences:		
– Absolute	0.175	0.171
– Positive	0.133	0.104
– Negative	–0.175	–0.171
Test Statistic	0.175	0.171
Asymp. Sig. (2-tailed)	0.000[c]	0.000[c]

Based on table 3, it is found that the results of the normality test using the one-sample Kolmogorov-Smirnov test show that the reading skill variable has a significance value of 0.000, which is less than 0.05. This indicates that the distribution of the reading skill data is not normal. Similarly, the translation learning outcome variable also shows a significance value of 0.000, which is likewise below 0.05, indicating that this variable is also not normally distributed. Therefore, it can be concluded that both variables do not meet the assumption of normality, and non-parametric statistical methods are appropriate for further analysis.

The homogeneity test further demonstrated that the variance in reading ability among the students was consistent across different classes, supporting the reliability of the data for hypothesis testing.

Table 4. Homogeneity Test

Method	Levene Statistic	df1	df2	Sig.
Based on the mean	1.763	5	102	0.127
Based on the median	1.118	5	102	0.356
Based on the median and with adjusted df	1.118	5	88.899	0.357
Based on the trimmed mean	1.793	5	102	0.121

Note: Translation learning outcome is constant when reading skill score = 3. It has been omitted.

Based on table 4, it is found that the result of the homogeneity test using Levene's test based on the mean shows a significance value of 0.127, which is greater than 0.05. This indicates that the data on translation learning outcomes across different levels of reading skill meet the assumption of homogeneity of variance. In other words, the variance in translation scores is relatively equal across groups, allowing for further analysis under the assumption that group variances are homogeneous.

To test this hypothesis, the researcher used simple linear regression analysis in this study by conducting a non-parametric test using the Spearman rank correlation type using the SPSS program, and the results were as follows:

Table 5. Spearman Rank Test

	Reading Skill	Translation Learning Outcome
Reading Skill		
Correlation Coefficient	1.000	0.355**
Sig. (2-tailed)	—	0.000
N	110	110
Translation Learning Outcome		
Correlation Coefficient	0.355**	1.000
Sig. (2-tailed)	0.000	—
N	110	110

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

Based on table 5, it is found that the Sig. (2-tailed) The value from the Spearman's rho correlation test is 0.000, which is less than the significance level of 0.05. This result indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a statistically significant relationship between reading skill and translation learning outcomes among fifth-grade female students at the Islamic Teacher Training College. The correlation coefficient of 0.355 also suggests a positive and moderate relationship, meaning that higher reading skill tends to be associated with better translation performance.

Based on the results of this research analysis, it is evident that reading skills have a positive and significant effect on the translation learning outcomes for the fifth-grade students of Islamic Teacher Training CollageGontor for Girls First Campus. This is consistent with the hypothesis test

results described above, where the alternative hypothesis (Ha) was accepted, indicating the presence of an effect of reading skills on the translation learning outcomes for the fifth-grade students of Islamic Teacher Training Collage Gontor for Girls First Campus for the academic year 2023/2024. Meanwhile, the null hypothesis (H$_0$), which stated that there is no effect of reading skills on translation learning outcomes, was rejected.

The results of this research are supported by Suwaryono's opinion, which states that reading is a two-level process for translation and comprehension. The author writes a message in the form of text, and the reader interprets the writing. According to Amir, understanding the source language text to be translated requires not only general reading but also careful reading.[32] In translation, there are processes observed in the translator's behavior, such as opening a dictionary, writing, reading, and so forth.[33] From these statements, we know that reading skills influence translation learning outcomes because reading skills are part of the translation process, and translation requires reading skills to understand the text.

According to the research by Yusuf Asnawir titled "Analysis of Difficulties in Translating Arabic in the Reading Skills Course in the Arabic Language Education Program at State Islamic InstituteParepare," the study results indicate that the process of translating Arabic in the reading skills course is not a direct translation but is first defined by the basics of translation for comprehension, such as mastery of vocabulary and grammar.

Similarly, this research is reinforced by Nur Patimah's study in the *Intiqad* journal titled "Improving Reading and Translating Skills in Arabic Using the Grammar-Translation Method at the Darul Amin Islamic Boarding School in West Pasman." The study results showed a significant improvement in the students' ability to read and translate Arabic letters, as indicated by the test results after the treatment. This study is experimental, and the results indicate a significant increase in the students' ability to read and translate Arabic texts after treatment using the grammar-translation method.[34]

Hence, the mastery of reading skills demonstrably impacts students' success in learning translation, particularly among fifth-grade students of Islamic Teacher Training Collage at Gontor for Girls First Campus. Reading comprehension enables learners to grasp the overall meaning of texts, follow narrative flow, and associate words with intended ideas all of which are crucial for translation.

However, despite these promising results, this research is not without limitations. It focused solely on one institution with a specific group of students, which may limit the generalizability of the findings to broader populations or other educational contexts. Furthermore, this study did not deeply explore other possible factors that may also influence translation outcomes, such as students' prior language exposure, motivation, or cognitive strategies. Future research should consider these variables to provide a more comprehensive understanding of the relationship between reading skills and translation learning outcomes.

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[32] Amir, *"Penerjemahan (Sebuah Kajian Konseptual-Teoretik),"* Allemania 2 (2013): 159–64. https://www.neliti.com/id/publications/241154/pemahaman-teks-bahasa-sumber-dalam-penerjemahan-sebuah-kajian-konseptualteoretik#cite

[33] Syamsi Setiadi, *Penerjemahan Arab-Indonesia*, I, (Jakarta: Maninjau Press, 2018), hlm. 4.

[34] Nur Patimah, *"Peningkatan Kemampuan Membaca dan Menerjemah Bahasa Arab dengan Menggunakan Metode Al-Qawa'Id Wa Al-Tarjamah di Pondok Pesantren Darul Amin Pasaman Barat"* Intiqad: Jurnal Agama dan Pendidikan Islam 13, no. 2 (2021): 331–42. DOI: https://doi.org/10.30596/intiqad.v13i2.7994

Closing

In conclusion, the findings of this study confirm that reading skills have a significant and positive effect on the translation learning outcomes of fifth-grade students at Islamic Teacher Training Collage Gontor for Girls First Campus. This is supported by the results of the Spearman rank correlation test using SPSS, which revealed a significance value of 0.000 (p < 0.05) and a correlation coefficient of 0.355. These results indicate a moderate and unidirectional relationship between the two variables, with reading skills accounting for 12.6% of the variance in translation outcomes. The remaining 87.4% is likely influenced by other factors not addressed in this study, such as vocabulary mastery, grammar understanding, motivation, or teaching methodology. This research is important as it highlights the foundational role of reading comprehension in supporting translation proficiency, particularly in Arabic language education contexts. The findings also align with prior studies emphasizing the interdependence between reading and translation abilities. Therefore, educators and curriculum designers are encouraged to strengthen students' reading competence as a strategic approach to improving translation performance. Further research is recommended to explore other cognitive and instructional factors that may influence translation learning outcomes more comprehensively.

Acknowledgment

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