THE INFLUENCE OF READING INTEREST
IN FOCUS GROUP DISCUSSION (FGD)
IN TRANSLATION COURSE

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Tri Mulyani Tampubolon
Student Number: 131214082

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date
14 December 2017
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Yogyakarta, 15 January 2018
Faculty of Teachers Training and Education
Sanata Dharma University

Rohandi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 14 December 2017

The Writer

Tri Mulyani Tampubolon
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LEMBAR PERNYATAAN PERSETUJUAN

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Nomor Mahasiswa : 131214082

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*The Influence of Reading Interest in Focus Group Discussion (FGD) in Translation Course*

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Tri Mulyani Tampubolon
ABSTRACT


People usually read for pleasure and or to get knowledge. However, not all people especially students like to read, whereas reading is one of basic skills in learning English. Without reading, students will not understand the material well. Therefore, the lecturer used Focus Group Discussion (FGD) as a teaching method to increase the students’ reading interest in Translation course.

The researcher conducted this research to analyze the influence of reading interest in Focus Group Discussion (FGD) in translation course. There is one research question in this research, namely to what extent can reading interest influence Focus Group Discussion (FGD) in Translation courses?

This research used survey research by Ary, Jasobs, and Razavieh (2010). In gathering the data, the researcher used three instruments, namely observation, questionnaire and interview. This research was conducted in Translation course of class C batch 2013 in the academic year 2015/2016. There were 27 participants in this research. The researcher spread the questionnaires on November 5, 2017 and conducted the interviews on November 12, 2017.

The results of this research showed that reading interest successfully influenced students’ performance in FGD in Translation course. Based on the research results, the researcher concluded that there were five influences of reading interest in FGD in Translation course, namely reading interest improved students’ understanding, critical thinking, speaking skill, vocabulary, knowledge, and performance in FGD.

Keywords: Focus Group Discussion (FGD), reading interest, translation

Orang biasanya membaca untuk kesenangan dan atau untuk mendapatkan ilmu pengetahuan. Namun, tidak semua orang khususnya mahasiswa suka membaca, padahal membaca adalah salah satu kemampuan dasar untuk belajar Bahasa Inggris. Tanpa membaca, mahasiswa tidak akan mengerti materi dengan baik. Oleh karena itu, dosen menggunakan diskusi kelompok terarah sebagai metode pengajaran untuk meningkatkan minat baca mahasiswa di mata kuliah *Translation*.

Peneliti melakukan penelitian ini untuk menganalisis pengaruh minat baca didiskusi kelompok terarah di mata kuliah *Translation*. Ada satu rumusan masalah dalam penelitian ini, yaitu sejauh mana minat baca bisa mempengaruhi diskusi kelompok terarah di mata kuliah *Translation*?


Hasil dari penelitian ini menunjukkan bahwa minat baca berhasil mempengaruhi penampilan mahasiswa didiskusi kelompok terarah di mata kuliah *Translation*. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa ada lima pengaruh minat baca didiskusi kelompok terarah di mata kuliah *Translation*, yaitu minat baca meningkatkan pemahaman, berpikir kritis, keahlian berbicara, kosakata, pengetahuan, dan penampilan mahasiswa didiskusi kelompok terarah.

**Kata Kunci:** Focus Group Discussion (FGD), reading interest, translation
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TABLE OF CONTENTS

Page
TITLE PAGE .................................................................................................................. i
APPROVAL PAGES ....................................................................................................... ii
STATEMENT OF WORK’S ORIGINALITY ............................................................... iv
PERNYATAAN PERSETUJUAN PUBLIKASI ....................................................... v
ABSTRACT ................................................................................................................. vi
ABSTRAK ................................................................................................................... vii
ACKNOWLEDGEMENTS ......................................................................................... viii
TABLE OF CONTENTS ............................................................................................. x
LIST OF TABLES ......................................................................................................... xiv
LIST OF APPENDICES .............................................................................................. xiv

CHAPTER I. INTRODUCTION .................................................................................. 1
A. Research Background ......................................................................................... 1
B. Research Question .............................................................................................. 4
C. Research Significance ......................................................................................... 4
   1. Lecturers of Translation Course ................................................................. 5
   2. Students of Translation Course ................................................................. 5
   3. Future Researchers ...................................................................................... 5
D. Definition of Terms ............................................................................................. 6
   1. Focus Group Discussion (FGD) ................................................................. 6
   2. Translation Course ..................................................................................... 6
   3. Reading Interest ......................................................................................... 7

CHAPTER II. REVIEW OF RELATED LITERATURE ........................................... 8
A. Theoretical Description ....................................................................................... 8
   1. Translation .................................................................................................. 8
   2. Focus Group Discussion (FGD) ................................................................ 11
### Chapter III. Research Methodology

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Research Method</td>
</tr>
<tr>
<td>B.</td>
<td>Research Setting</td>
</tr>
<tr>
<td>C.</td>
<td>Research Participants</td>
</tr>
<tr>
<td>D.</td>
<td>Research Instruments and Data Gathering Technique</td>
</tr>
<tr>
<td>1.</td>
<td>Observation</td>
</tr>
<tr>
<td>2.</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>3.</td>
<td>Interview</td>
</tr>
<tr>
<td>E.</td>
<td>Data Analysis Technique</td>
</tr>
</tbody>
</table>

### Chapter IV. Research Results and Discussion

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>To What Extent Reading Interest Influences Focus Group Discussion (FGD) in Translation Course</td>
</tr>
<tr>
<td>1.</td>
<td>Reading Interest Improved Students’ Understanding</td>
</tr>
<tr>
<td>2.</td>
<td>Reading Interest Improved Students’ Critical Thinking</td>
</tr>
<tr>
<td>3.</td>
<td>Reading Interest Improved Students’ Speaking Skill</td>
</tr>
<tr>
<td>4.</td>
<td>Reading Interest Improved Students’ Vocabulary and Knowledge</td>
</tr>
<tr>
<td>5.</td>
<td>Reading Interest Improved Students’ Performance in FGD</td>
</tr>
</tbody>
</table>

### Chapter V. Conclusions and Recommendations

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Conclusions</td>
</tr>
<tr>
<td>B.</td>
<td>Recommendations</td>
</tr>
<tr>
<td>1.</td>
<td>Lecturer of Translation Course</td>
</tr>
<tr>
<td>2.</td>
<td>Students of Translation Course</td>
</tr>
<tr>
<td>3.</td>
<td>Future Researchers</td>
</tr>
</tbody>
</table>
REFERENCES ................................................................................................. 41
APPENDICES .................................................................................................. 44
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The sample of questionnaire form</td>
<td>31</td>
</tr>
<tr>
<td>4.1 The results of the questionnaire</td>
<td>34</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Questionnaire Blueprint</td>
<td>50</td>
</tr>
<tr>
<td>2. Questionnaire’s Sheets</td>
<td>52</td>
</tr>
<tr>
<td>3. Student’s Questionnaire result</td>
<td>54</td>
</tr>
<tr>
<td>4. The Result of Close-ended Questionnaire</td>
<td>56</td>
</tr>
<tr>
<td>5. The Result of Interview with the Students</td>
<td>58</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter discusses about the introduction of the study which is divided into some sections. They are the research background, research question, research significance, and definition of terms.

A. Research Background

In this modern era, translation is important because it helps people to have good communication with other people who speak different languages. Translation also helps people to understand the information from another language whether it is written or spoken. Catford (1974) states that translation is a process of changing one language into another language which has similar meaning (p. 20). This is clear that translation is a process of altering one language into another language. According to Larson (1998), translation is as a process to transfer meaning from a source language (SL) into meaning in a target language (TL) (p. 3). Besides, translation can be used by many people such as language teachers, journalists, and linguists. In education, people often find books, articles, and journals, which are translated into various languages. Those translations help teachers and students to understand information from the books, articles and journals well.

Translation is not an easy work to do even if someone has high English proficiency but not all people who speak and know English can translate well. This is supported by Hervey and Higgins (1992) who say that some people are
good at it, others find it difficult (p. 13). Someone will find difficulty in translating a text because the translated text does not fit easily. We need to have good skills and knowledge in translating one language into another language. We have to produce proper sentences and avoid ambiguity in order to make the readers understand the text well. Besides, we have to pay attention to some aspects, such as understanding the source text to analyze the text, transferring the text into target text, and rearranging the text into a well-translated text. If someone is not good at those aspects, he or she will have difficulties in producing a well-translated text.

Larson (1998) states that translation consist of transferring meaning of the source text (ST) into the target text (TT) which is done by going from the form of source language (SL) to the form of target language (TL) by way of semantic structure. It shows that someone has to produce a constant meaning. He or she cannot translate word by word but he or she needs to translate the whole sentences in order to get a precise meaning because translating word by word sometimes produces an inaccurate meaning. Moreover, we cannot change the meaning from the source language (SL) but we have to deliver the same information and meaning. Therefore, it is important to transfer true meaning from the source language (SL) into the target language (TL).

In Translation course at Sanata Dharma University, the students of English Language Education Study Program (ELESP) are expected to be able to understand translation and produce a well-translated text. Besides, the students have to translate articles, journals, and songs well. This opportunity helps the
students to develop their skills and comprehension toward translation and learning materials. However, it is not easy for translation students of ELESP at Sanata Dharma University to translate a text well because they have to know the culture of the source text to help them to understand the text. They also have to choose proper words in order to produce good sentences.

In the learning process, there are some methods which are used by the lecturers of English Language Education Study Program (ELESP) in class. One of them is Focus Group Discussion (FGD). In Translation course, the lecturer uses focus group named Focus Group Discussion (FGD) as a method to help Translation students’ to comprehend the materials and gain new information. Focus Group Discussion (FGD) also helps the students to work and share their opinions with the other students. According to Marczak and Sewell (1998), FGD is a group which consists of people who have similar interest to gain information about a specific issue which is handled by a moderator. This is clear that FGD is beneficial in helping the students to comprehend the materials of translation well.

There is research in Focus Group Discussion (FGD) which was conducted by Slavian Oktabri Delastantyo, entitled “Students’ and Lecturers’ Perceptions on the Implementation of Focus Group Discussion in Translation Subject”. There were two things that were discussed in this study. The first one was how FGD was conducted in the class by using Hennink’s theory (2007). The second one was about the student’s and lecturers’ perceptions about the implementation of FGD in translation class which were analyzed by using Duff’s theory (1992) and Krueger’s theory (1998).
Based on that study, the researcher decided to write about a similar topic in FGD. However, in this research, the researcher has a different focus which discusses the influence of reading interest in Focus Group Discussion (FGD) in Translation course. The reason why the researcher only focuses on one point is because the Translation students cannot avoid the reading before they discuss the topic. Reading is one of the important parts to make a successful FGD. Alvermann and Earle (2003) state that without the skills of reading comprehension and the motivation for reading to learn, students’ academic progress is limited. That is why students have to read and look for the information about the topic of translation as much as possible so that they are able to share their ideas or knowledge while doing FGD. Therefore, the aim of this research is to find out the influence of reading interest in Focus Group Discussion (FGD) in Translation course.

B. Research Question

In this research, the researcher formulates one problem which is presented below:

1. To what extent can reading interest influence Focus Group Discussion (FGD) in Translation course?

C. Research Significance

The researcher expects that this research will be beneficial for lecturers of Translation course, students of Translation course, and future researchers.
1. Lecturers of Translation Course

This research is expected to be able to give deeper and clearer information about students’ reading interest through FGD to lecturers. Lecturers will know whether FGD can influence students’ reading interest or not. If the result of using FGD can show positive effects, lecturers have to keep using FGD that has been implemented in Translation course. On the other hand, if the result shows negative effects, lecturers have to look back at the implementation of FGD and motivate students to read the information about the topics of translation. Besides, lecturers can deal with FGD and give solution to students who are not interested in reading. As a result, lecturers can choose an appropriate teaching method in Translation course.

2. Students of Translation Course

This research expects students to have high awareness about the importance of reading interest in FGD because it helps students’ personality development to understand the materials in translation. Besides, the awareness of reading interest helps students to gain much knowledge and comprehend the materials well. Students are expected to be able to improve their reading interest and be able to work well with others in order to have a better way in learning.

3. Future Researchers

This research can be a reference for future researchers who want to conduct research about FGD. Besides, this research can also help future researchers to develop their research well. Therefore, this research is expected to
inspire future researchers to conduct research on the same field and make an evaluation and improvement to this study.

D. Definition of Terms

There are three terms which are used in this research. They are Focus Group Discussion (FGD), translation course, and reading interest.

1. **Focus Group Discussion (FGD)**

   There are many definitions of FGD by some experts. Marczak and Sewell (1998) assert that FGD is a group which consists of people who have similar interest to gain information about a specific issue which is handled by a moderator. Barrows (2010), states that FGD has a purpose to discuss one or more topics of interest which is done by a small group of individuals (p. 193). FGD allows the students to discuss and communicate with other students about the certain topics of translation which have been given by the lecturer. Therefore, FGD is appropriate to teach translation in analyzing and discussing some topics of interest together. In this study, FGD refers to the teaching strategy that requires the students to involve in the classroom and discuss the topic clearly.

2. **Translation Course**

   Translation is a compulsory course for the sixth semester students of English Language Education Study Program (ELESP) at Sanata Dharma University. In this course, translation is designed to introduce the definition, principles, problems, and process of translation. In Translation class, students have to identify syntactic, semantic, and pragmatic problems in translating several
kinds of text such as articles, journals, and songs. In this research, Translation course refers to a course which has to be taken by ELESP at Sanata Dharma University of the academic year 2015/2016.

3. Reading Interest

Mc Kool (2007) defines reading interest as a reading activity which is done by students outside the school. The students will read spontaneously without any command from others. Besides, based on US Department of Education (2005), a reading interest is an activity which is done by the students in their spare time whether it is in library or at home. This means that students use their spare time to read the materials about translation outside the class. According to research which was conducted by Taylor, Frye, and Maruyama (1990), reading interest has a strong positive relationship for students to make a successful both in school and life. In this research, reading interest refers to Translation students’ reading interest.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher is going to explain all of the theories that are used in conducting this research. It is divided into two main sections namely theoretical description and theoretical framework. The researcher is going to discuss some important theories related to this research in theoretical description. They are translation and Focus Group Discussion (FGD). In theoretical framework, the researcher will summarize and relate the theories to the study.

A. Theoretical Description

In this section, the researcher discusses and relates the theories to this research. There are three main theories that will be discussed in this section. They are translation, Focus Group Discussion (FGD) and reading interest.

1. Translation

a. Definition of Translation

Translation is important for ELESP to know the meaning from another language. According to Larson (1998), translation is as a process to transfer meaning from a source language (SL) into a target language (TL) (p. 3). Besides, Catford (1974) states that translation is the process of changing one language into another language that has similar meaning. (p. 20). Based on the definitions above, translation is a process of changing one language into another language which produces same meaning. When translating some texts, translation students cannot change the meaning from the source text (ST) but they have to produce an
equivalent message of target text (TT) from source text (ST). Therefore, when source text (ST) is translated, it must be replaced by the target text (TT) equivalents.

There are some principles of translation. According to Duff (1989), there are six important principles that we need to understand (p. 41). First, the translation should reflect accurately the meaning of the original text. It is very important for the students not to add or remove the original text. Second, the ordering of words and ideas in the translation should match with the original as close as possible. Translation students should produce the equivalent meaning from journals, articles, and songs. Third, language is often distinguished in the levels of formality such as in the business letter. The translation students have to pay attention to the formality of the language. They need to adjust the language and choose the same level of formality while translating. Fourth, many translations do not sound natural. This is because the translator’s thoughts and choices of words are strongly influenced by the original text. Fifth, the translator should not change the style of the original as much as possible. If the translators find many repetitions or mistakes in writing, the translator can change the text without changing the idea of the text. Sixth, it is the idiomatic expressions such as similes, metaphors, proverbs, sayings, jargon, slang, colloquialisms, and phrasal verbs which are commonly hard to translate. Nevertheless, Duff (1989) has four strategies to solve those problems, they are (1) keeping the original word between inverted commas, (2) keeping the original expression with a literal explanation in
brackets, (3) using a close equivalent, and (4) using a non-idiomatic or plain prose translation.

In teaching translation, students have to know the theories, processes, and strategies of translation. Gile (2009) asserts that translation teaching should be centered on the translation process, instead of on the analysis of translation errors. He also proposes class discussion by using sources of information about basic translation logical concepts, such as communication, quality, and fidelity to the message, understanding, and knowledge acquisition. Gile refers to an initial learning stage where students gather concepts and basic models, while receiving feedback from their professors. In translation course, the students received the feedback from the lecturer. In teaching translation, the lecturer of ELESP in Sanata Dharma University used a teaching strategy namely Focus Group Discussion (FGD) to help the students to comprehend materials well. Teaching translation is important to be given to ELESP because it helps them to train their skills in translation and produce a well-translated text. According to Leonardi (2011), translation is a suitable pedagogical tool that can be used at school or University and in any level of support and strengthen the four language skills, namely reading, writing, speaking, and listening. It is clear that translation can help students to develop their skills. However, translation is closely related to the reading process. In translation, reading is more important for translators to comprehend and collect the information about both of source text and target text.
2. **Focus Group Discussion (FGD)**

   **a. Definition**

   Herdiansyah (2013) says that Focus Group Discussion (FGD) is briefly known as a focus group (p. 226). According to Barrows (2010), FGD has a purpose to discuss one or more topics of interest which is done by a small group of individuals (p. 193). Marczak and Sewell (1998) also state that Focus Group Discussion (FGD) is a group which consists of people who have similar interest to receive information about a specific issue that is handled by a moderator. They also define a focus group as a small group gathering who has a common interest or characteristic, assembled by a moderator who uses a group and its interactions as a way to obtain information about a particular issue. Based on those definitions, FGD allows the students to discuss and communicate with other students about the certain topics in Translation which have been given by the lecturer.

   FGD becomes a suitable teaching strategy that can be used in teaching translation because the students can discuss and comprehend the materials based on what they have read. As stated earlier that translation is not easy, FGD requires the students to read a text of translation in order to make them understand the materials in translation and gain much knowledge by discussion. Kruger and Casey (2000) stated that the purpose of FGD is to promote a comfortable atmosphere in which people can share their ideas, experiences, and attitudes about a topic confidently. FGD helps the translation students to speak confidently. Moreover, they also mention that FGD is an efficient way of obtaining a large amount of information. This is clear that FGD is useful for students to gain much
knowledge from discussion with others. Gibbs (1997) mentions that the participants have the opportunity to collaborate and interact with other participants and have the experience to speak and share their views in public. When doing FGD, translation students can work with their group to present and discuss the topic of translation in together.

b. The Number of Focus Group Discussion (FGD)

A lecturer needs to make a plan in deciding the number of groups. Number of group participants is important in making a successful process of FGD. We need to think about the suitable number of group participants so the process of FGD can be efficient. Merton, Fiske, and Kendall (1990) report that there are two considerations in deciding the size of groups, they should not too large or too small that it fails to provide substantially greater coverage than that of an interview with one individual (p. 137). It is clear that a lecturer has to pay attention in deciding the number of the group so the discussion will be effective. If a group consists of many participants, they will lack of time so it makes all members may not get an opportunity to speak or share their ideas.

The ideal numbers of group participants are small-sized groups which consist of four to six participants because it will be productive since they engage members to take part in the discussion. Consequently, a considerable number of different ideas may be created on the topic under discussion within a certain time limit. If the number of group participants is four to six, each member will have an opportunity to share their idea while discussing. Therefore, a group should be small enough so that everybody has an opportunity to share his or her perceptions.
and big enough to provide diversity of perfection (Krueger, 1998). Diversity of perfection here means that there are many ideas, information, and experiences from each group of the participants. Hence, FGD help translation students to comprehend the materials by sharing ideas while discussion.

c. The Process and Elements of FGD

Focus Group Discussion (FGD) requires careful planning and preparation in its application. According to Gibbs (1997), the ideal length of the session of FGD is from one until two hours. FGD will not be effective if it is more than two hours. The situation will not be conducive because the participants will feel tired if the discussion takes too long. In doing FGD, open-ended questions are most appropriate at the start of the discussion because they allow participants to answer from different angles. Open-ended questions also help the researcher and the groups to obtain detailed information.

There are four roles in FGD namely moderators, note taker, reporter, and participants.

1) Moderator

Moderator, called as a group facilitator or leader, is someone who opens and introduces the topic in discussion and helps the group to participate during the discussion. Kruger (1998) states that moderator is responsible for facilitating the discussion, prompting members to speak, requesting overly talkative members to let others talk, and encouraging all the members to participate. A moderator will give similar opportunity to all participants who want to ask or share their opinions and ideas. Group members will choose a
moderator who has an ability to manage the communication process and facilitate all group members to have same right in speaking during the discussion. Prince and Davies (2001) argue as follows:

Moderators who display an intrinsic interest with the research topic, overt friendliness, a sense of humor, an insatiable interest in people, a curiosity and openness to new insights, and a willingness to listen are more likely to encourage participants to share their experiences (p. 208).

Also:

Gibbs (1997) also argues that moderators will need to possess good interpersonal skills and personal qualities, being good listeners, non-judgmental and adaptable. These qualities will promote the participants’ trust in the moderator and increase the likelihood of open, interactive dialogue.

Those statements mean that a moderator should master moderating technique to lead a discussion and have good personal skills. A moderator has to have a good personality who cares to all participants by giving them an opportunity to contribute. Besides, according to Kruger (1998), a moderator should be able to use appropriate conclusion. According to Kruger (1998), there are three steps of conclusions, namely (1) summarize with confirmation, (2) review purpose and ask if anything has been missed, and (3) thanks and dismissal. Therefore, all groups can comprehend the topics well and a process of FGD can run well.

2) Note Taker

A Note taker is someone who takes notes about the name of group participants, date, and information during discussion. A note taker is also known as a moderator’s assistant. A note taker does not only write down the participants’ responses but also records non-verbal participants’ responses during FGD. Non-verbal responses include facial expressions, gestures, and eye contact. There are
two ways in recording the discussion. According to Hennink (2014), a note taker uses an audio and/or video recorder and note taker’s written summary. The moderator and participants can use an audio and/or video to analyse the results of focus group because a note taker will not be able to write information completely during FGD. On the contrary, if something goes wrong to the audio or video during FGD, the moderator and participants can use note taker’s summary. It is clear that a note taker has also an important role in FGD.

3) Participants

Participants are the people who also contribute in discussion. After a moderator opens discussion and introduces a specific topic, participants discuss and share their thoughts and experiences of selected topic together. Therefore, it is clear that participants can share ideas and opinions when doing FGD. By sharing ideas and opinions, students gain much knowledge about the materials of translation in discussion.

Participants are expected to give their participation during discussion. FGD is likely to involve participants in discussion. The ideal numbers of group participants who consist of four up to six may be productive since they encourage members to take part in discussion. A group which consists of four up to six is good because each member has an opportunity to share their experiences. If a group consists of a large group, for example each group consists of 10 members, each member of the group will not get a chance to speak because of the limited time. In doing discussing, a larger group is difficult to control and get equal
opportunity. Therefore, by having a small group, students can get a chance to share their ideas.

4) Reporter

The last step of doing FGD is a report. After finishing FGD, a reporter will report the result of discussion to lecturer. The result is obtained from note taker’s summary. According to Irwanto (2006), there are four things that can be reported. They are consensus, different opinions, experiences, and innovative ideas. First, consensus is a similar point of view among participants about the issue which is being discussed during FGD. Second, different opinions, for example, if a topic is talking about units of translation, each student will have different opinions about the topic. It makes the information about the materials in translation wider. Third, different experiences, it is normal to have different experiences from each participant in discussion. The last is innovative ideas that appear in the discussion. Innovative ideas are as parts of successful program or ways to solve problem that can be mentioned in a report.

According to Schmuck and Schmuck (1975), define the important characteristics of discussion are emphasizing on speaking, nonverbal, and listening process. They say that students rely on two learning modalities, namely reading from a text book and writing in a workbook or doing writing assignment. Discussion engages the students to learn reading, speaking, observing, and listening because they deal with other students. A lecturer believes that by giving a chance for students to speak or share their own idea, opinion, or knowledge, and listen to other while speaking, help students to learn better. Nevertheless, in this
study the researcher more focused on reading. The role of reading in FGD is an important part for the students in having understanding in translation. By reading, students can gain many advantages such idea, knowledge, critical thinking, and vocabulary. These can also impact on their performance by seeing the quality of their speech. Therefore, it is clear that the process of FGD involves reading. As it has been mentioned that FDG requires translation students to read. Students’ reading interest in reading the materials in translation through FGD is important. The students who have high reading interest will understand the materials well. The more the students read, the more they will be ready to do FGD. Hence, reading interest can influence students’ performance in Focus Group Discussion (FGD).

3. **Reading Interest**

   According to Dadzie (2008) reading is the ability to comprehend the words in the document and help someone to develop better. It is clear that by reading, translation students will have better understanding that increases their personality development. Reading is the most important skill in understanding the materials. It is supported by Palani (2012) who mentions that comprehension skills help the learner to understand the meaning of words in context. Students who have good reading habits can use it as a strong weapon for them to have better life. By reading, students can expand their view about a topic in translation when doing FGD. Moreover, the students can develop their mind, comprehend the materials, and create new ideas toward reading interest.
People who like reading are different to people who do not like reading. There are some facts that show people love to read. The facts are people who like reading are able to think in terms of problems and identify the conflicts of what are happening. They are able to assess the situation and quickly find the way to take a decision of what suitable action is needed. They can also speak better. They have qualified speech and richer vocabulary. People who like reading can formulate and write better. They also get more sociable and have greater need for freedom and independent in judgments and behavior.

People who like to read are people who have a high reading interest. McKool (2007) defines reading interest as a reading activity which is done by students outside the school. This means that students will read without any command from others. Besides, based on US Department of Education (2005), a reading interest is an activity which is done by the students in their spare time whether it is in library or at home. This means that students will use their spare time to read the materials of translation at their home. According to research which was conducted by Taylor, Frye, and Maruyama (1990), reading interest has a strong positive relationship for students to make a successful both in school and life. It means that a reading interest is a link to academic success for students to be able to write well, expand their views and thoughts, and become more creative and innovative. The more students read, the more knowledge they get. On the contrary, the less students read, the less knowledge they get. Alvermann and Earle (2003) argue that without a skill of reading comprehension and the motivation for
reading to learn, students’ academic progress is limited. The students will lack of knowledge if they do not have a reading interest.

Palomba and Banta (1999) state that “focus groups provide an excellent opportunity to listen to the voices of students, explore issues in depth, and obtain insights that might not occur without the discussion they provide” (p.196). That is why FGD is used by the lecturer because of its functions to help translation students to understand the materials and collaborate with other students about the materials they read. By having good implementation, the lecturer can also encourage the students to have high awareness in participating during FGD. Besides, by providing the interesting topic in translation, the lecturer can engage the students to have a high reading interest.

Reading becomes a major component of learning translation because there is much information they get through reading. It is clear that by having high reading interest to read, translation students can comprehend the materials and improve their skills. It has been supported by Belloni and Jongsma (1978) who state that “students comprehend better when they are interested in what they are reading” (p. 107). When the students are interested in the assigned material, they will read more in order to fully comprehend the ideas presented and make connection to their own experiences and relate it to the new ideas. The students will find out the information about the topic of translation by reading the journals, articles, or books to understand the topic or issue that will be discussed. Therefore, reading interest can influence students’ performance in FGD in Translation course.
The role of a lecturer is also important to help the students understand the materials of translation and increase students’ reading interest to read the materials during the process of FGD. A good lecturer wants to spend their time and energy to support students’ motivation and engagement in reading. The students who are interesting in reading will understand the text fully and know the information deeply. Moreover, a lecturer needs to make sure the implementation of FGD so that all students can participate in discussion. Hence, their performance while discussion show good result.

In addition, students who have a reading interest can think critically about a topic or issue they discussed. Reading is an activity which engages students to think conceptually and use comprehension strategies during learning activities. FGD provides the students not only take part in discussion but also engage them to read the materials so that they can think critically toward an issue in translation when doing FGD. By having reading interest, students will read the information about the topic deeply. After getting much information, the students can discuss and share their perspectives and ideas together.

**B. Theoretical Framework**

In this section, the researcher discusses the relevant theories that are used to answer the research question. There is one research question in this study. The research question is to what extent reading interest influences Focus Group Discussion (FGD) in Translation course.

In answering the research question, the researcher will use theory of Focus Group Discussion (FGD) by Kruger and Casey (2000). The important part in
having a successful FGD is reading. Moreover, the researcher will use theory by Belloni and Jongsma (1978) who state that “students comprehend better when they are interested in what they are reading” (p. 107).

Then, the researcher will use the research which was conducted by Taylor, Frye, and Maruyama (1990). Those researchers find that reading interest has a strong positive relationship for students to make a successful in both school and life. They also say that a reading interest has been linked and related to vocabulary development, comprehension, fluency as well as general intellectual development. It is supported by Stansberry (2009), reading interest is also link to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher discusses the used methods to answer the research question as a mentioned in chapter I. This chapter consists of five parts. They are research method, research setting, research participant, instrument and data gathering technique, and data analysis technique.

A. Research Method

The focus of this research was to find out the influence of reading interest in FGD in Translation course. Therefore, the method of this research was qualitative research. According to Ary, Jacob and Razavieh (2010), mention that the focus of qualitative research is on the understanding the social phenomena from the perspective of human participants (p. 22). However, this research used survey method because the data was explained descriptively. Fraenkel and Wallen (2008) define survey method as research tool to collect and describe the information about the abilities, opinions, beliefs, and knowledge from the participants (p. 389). Ary, Jacobs and Razavieh (2010) state that survey method (also called descriptive research) uses instruments such as questionnaires and interviews to gather information from groups of individuals (p. 28). A research method is a proper research tool in gathering the data because it uses questionnaire and interview as the instruments. In this research, the researcher used questionnaires and interviews as the instruments to gather the data which was explained more in research instruments and data gathering technique. This
research was conducted to find out the data about the influence of reading interest on Translation students’ performance Focus Group Discussion (FGD) in Translation course at ELESP of Sanata Dharma University.

B. Research Setting

The research was conducted in Translation class of class C, at ELESP of Sanata Dharma University in the academic year 2015/2016. The researcher conducted the observation on May 12, 2016 in the class. The researcher also gathered the data on November 5, 2017 by distributing the questionnaires through email to all participants. Moreover, the researcher conducted the interviews to five students who answered disagree on November 12, 2017.

C. Research Participants

The participants of this research were the sixth semester students of ELESP of class C in Translation course. The students were from batch 2013 who took Translation class in the academic year 2015/2016. The researcher chose 27 students of class C in Translation course as the participants.

The researcher chose that class because the researcher was one of the students of the class C in Translation course. Although the researcher was one of the students in Translation course but in this research, the researcher’s position was just an observer. So, the data was fully been got from the students except the researcher. The researcher thought that it would be easy to conduct the research because the researcher has already known the participants. After distributing the questionnaire, the researcher analyzed the data. Then, the researcher chose five
students who answered “disagree” based on the results of the questionnaires to obtain deeper information about their reasons.

D. Research Instruments and Data Gathering Technique

In order to obtain the data of this research, the researcher used three instruments, namely observation, questionnaire and interview. Those instruments will be described in the following parts.

1. Observation

Observation was done in order to know the real implementation of FGD in the class. Wallace (2002) has stated that by doing the observation, we can know what happens in the classroom. It is clear that observation can directly help the researcher to know the situation and characteristics of the students while doing FGD in the class. In this research, observation was not used to get the data but to know the implementation of FGD in Translation course of class C batch 2013 of ELESP at Sanata Dharma University. When doing the observation, the participants did not aware if they were being observed by the researcher because the researcher wanted a natural situation. Observation was done on May 12, 2016 in the class. Hence, the researcher knew the natural situation of the students during the implementation of FGD in the class.

Here is the brief explanation about the implementation of FGD in Translation course based on the observation. The lecturer used FGD as a teaching strategy to help the students to comprehend the materials and work with others well. After that, the lecturer divided the students into some groups which were
selected randomly. Each group consisted of five and six students because there were 28 students in that class. After dividing the group, the lecturer gave the different topics which were presented by each group. The allotted time for each FGD was two hours which was divided for two groups. Each group had one hour to present their own topic and discuss with the other students. When doing FGD, there were four important roles namely moderator, participants, note taker, and reporter.

2. Questionnaire

In this research, the questionnaire was conducted on November 5, 2017. It took a long time to prepare the questionnaire after the observation because the researcher changed the title and research question in the middle of writing this research. Therefore, the researcher needed to prepare new materials and the readiness of all respondents to answer the questionnaires. The researcher spread the questionnaires by using email to all of the students. The questionnaires were used to find out to what extent reading interest can influence FGD in Translation course. According to Babbie (1990), a questionnaire is defined as a document which contains of the questions and other types of items that can be used to analysis the data. Questionnaire contains of a set of questions which has to be answered by participants. In his research, the researcher only used close-ended questions in the questionnaires. The participants were given 12 questions in a form of multiple-choice. The students had to answer the questions based on their own choice and experience by giving a tick mark (✓) on the column of degree of
agreement which consisted of four options. They were Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D).

3. Interview

After conducting the questionnaire, the researcher conducted the interview on November 12, 2017. According to Kvale (2003), interviews compared to questionnaires are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth. By doing the interview, the researcher can obtain more information from the participants. Interview is conducted to obtain clearer and stronger information about their reasons why answered “disagree” based on the results of the questionnaire which have been answered by the participants. According to Kvale (2003) an interview is a conversation with the interviewee in gathering the description of the interviewees about their results of questionnaires (p. 174). In the interview, the researcher chose five students who answered disagree based on the results of the questionnaire to clarify and get detail information about their reasons to answer “disagree”. In addition, the results of this research could help the lecturer to deal with FGD.

E. Data Analysis Technique

In analyzing the data, the researcher used two main parts of data analysis techniques, namely questionnaire and interview. Nonetheless, the researcher just gave brief explanation about the implementation of FGD in the class because the previous researcher had explained the implementation of FGD more details. In analyzing the data from the questionnaires, the researcher used numerical
percentage. The researcher counted the results of each statement, and then the results of each statement were divided by the number of the students. After that, from the results of each statement were multiplied by 100%.

The formula was:

\[ \frac{\sum x}{\sum n} \times 100\% \]

\(\sum x\) = the number of respondents based on the degree of agreement

\(\sum n\) = the number of all participants

After finding the degree of agreement percentage of each statement, the data of the questionnaire was put on the table as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree %</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After finishing the calculation of the percentage of the degree of agreement, the researcher gave the descriptions of each statement. Besides, the researcher used qualitative data to provide explains and identify the results of the questionnaires and interviews. The researcher analyzed the data and provided deeper information about the influences of reading interest on students’ performance in Focus Group Discussion (FGD) in Translation course.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher presents data findings and data analysis from the questionnaires and interviews to answer the research question. It is about to what extent reading interest influences Focus Group Discussion (FGD) in Translation course.

A. To What Extent Reading Interest Influences Focus Group Discussion (FGD) in Translation course

In this section, the research is going to explain the answers of research question. It is about to what extent reading interest can influence Focus Group Discussion in Translation course. In order to gather the data, the researcher had spread questionnaires to 27 students of class C in Translation course at the academic year 2015/2016. The questionnaire consisted of close-ended questions with 12 statements. The researcher also conducted the interviews to describe the results of questionnaire. The interviews were done to five students who answered “disagree” in order find more information why they answered “disagree” so that the lecturer can evaluate the implementation of FGD. The researcher found that there were five influences of reading interest on students’ performance in FGD in Translation course, namely reading interest improved students’ understanding, critical thinking, speaking skill, vocabulary and knowledge, and performance in FGD. The results of the questionnaire were presented in percentages which could be seen on table 4.1.
Table 4.1 The Results of the Questionnaire on Translation Students’ Reading Interest

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading helps me to comprehend the material of the topic on translation well</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40.74%</td>
<td>59.26%</td>
</tr>
<tr>
<td>2</td>
<td>Reading more sources (articles, journals, books, etc) helps me to be ready to conduct FGD</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29.63</td>
<td>70.37</td>
</tr>
<tr>
<td>3</td>
<td>After having reading interest to read the materials about the topics, I am able to relate them to new ideas or situations that exist</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55.56%</td>
<td>44.44%</td>
</tr>
<tr>
<td>4</td>
<td>The more interesting the topic in FGD, the more interested I am in reading and finding the information about the topics in FGD</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37.04%</td>
<td>62.96%</td>
</tr>
<tr>
<td>5</td>
<td>I initiate my own reading not because my lecturer asked me to read but it is because I want to understand the topics on FGD</td>
<td>-</td>
<td>2</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.41</td>
<td>70.37</td>
</tr>
<tr>
<td>6</td>
<td>Reading interest helps me to think more critically about the specific issues that we discuss in</td>
<td>-</td>
<td>1</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.70%</td>
<td>51.85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>In my opinion, if other students also read a lot, their knowledge becomes broader. Therefore, I can get new knowledge from their opinions and ideas through FGD.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The more I read, the more I am able to express my ideas, opinions, and experiences by using the proper words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Reading a lot helps me to increase my speaking skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Through reading, I can enrich my vocabulary and knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The more sources I read, the more I feel confident while speaking and sharing ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>In my opinion, my reading interest impacts on my performance while doing FGD because I can explain the information about the topics well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
1. Reading Interest Improved Students’ Understanding

In order to have better understanding about the materials in translation, a student must have high awareness in reading interest. Based on the data gathered, it was found that all of the students agreed with the first statement which stated that “reading helps me to comprehend the material of the topic on translation well”. There were 11 students (40.74%) who agreed and 16 students (59.26%) who strongly agreed. This statement is supported by Taylor, Frye, and Maruyama (1990), which find that reading interest has a strong positive relationship for students to make a successful both in school and life. When students read, they would understand the materials of translation when doing FGD. Without having reading interest and understanding the materials well, the discussion would not run well because the participants could not explain the topics clearly and or there would not be any question and answer sections because the participants did not know what to ask.

A reading interest was clearly useful for the students to comprehend the materials well. Besides, interesting topics could influence Translation students’ reading interest to read the materials. It was stated on the questionnaire of statement number four, “the more interesting the topic in FGD, the more interested I am in reading and finding the information about the topics in FGD”. As the result of the questionnaires, there were 10 students (37.04%) who answered “agree” and 17 students (62.96%) who answered “strongly agreed”. Hence, the interesting topics had a strong role to increase students’ reading interest to read the topics. It is supported by Belloni and Jongsma (1978) who
mention that “students comprehend better when they are interested in what they are reading” (p. 107). Statement number five said that “I initiate my own reading not because my lecturer asked me to read but it is because I want to understand the topics on FGD”. The results of the statement number five showed that there were 19 students (70.37%) who agreed and six students (22.22%) who strongly agreed. Although, almost all of the students agreed with it, there were two students (7.41%) who disagreed. The researcher conducted an interview to the respondents who disagreed with the statement number five. Based on the result of the interview with student one (S1), he said that:

“Honestly, I do not like reading especially for the materials on PBI except the novel. I will always have my own initiation for the novel because it makes me happy and allows me to imagine something beautiful. So, I do not have reading interest to read the materials on Translation except for novel. That is why I disagree with this statement”. [S1]

From the result of the interview, it showed that student one would initiate herself to read if the materials were about novels. It was clear that through reading interest, the students could improve their understanding in translation. In this case, Translation students had improved their understanding because they have a high reading interest to read the materials of translation when doing FGD.

2. **Reading Interest Improved Students’ Critical Thinking**

As stated earlier that translation is not easy, reading interest helps the students to improve their critical thinking about the topics while discussion. Critical thinking is one kind of cognitive ability. Cognitive orients on the students’ ability to think that includes intellectual skill which consists of remembering, understanding, learning and thinking. Students who were interested
in reading were capable to think critically about the topic on translation while doing FGD. Critical thinking is needed because it is important for the students to understand the topics on translation and find other ways to make the topics easy to be understood. On the statement of the questionnaire number six stated that “reading interest helps me to think more critically about the specific issues that we discuss in the class”. The results of statement number six showed that almost all students agreed that by having reading interest to read the materials on translation, it helped the students to think critically in FGD. There were 14 students (51.85%) who answered “agree” and 12 students (44.44%) who answered “strongly agree”.

By having desire to read, students could understand, identify, and compare the issues on translation with the cases that were happening, so that it helped them to think out of box when doing FGD. Although, almost all of students agreed with it, there was one student (3.70%) who answered “disagree”. The result is stated as follows:

“I disagree because I do not have reading interest to read but I can think critically toward an issue. In my opinion, critical thinking could be got by watching news”. [S1]

Moreover, reading interest helped translation students to relate the topic to the new ideas or situations that exist. The ability to relate the topic to the new ideas or situations that exist is the ability to make the content about the topics easier to be understood by giving the real-life examples. Based on the result of the questionnaire on statement number three, “after having reading interest to read the materials about the topics, I am able to relate them to new ideas or situations that exist”, all of the students agreed with it. Students tried to find an easier example to
make the audiences to understand the topics that they talked about. It is supported by Stansberry (2009) who states that reading interest is a link to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative. Therefore, it was clear that reading interest improved students’ critical thinking in FGD.

3. Reading Interest Improved Students’ Speaking Skill

Since FGD required translation students to read, so it affected on reading interest. Reading in FGD was successful to make translation students to speak fluently. It was proven by the results of the questionnaire on statement number nine “reading a lot helps me to increase my speaking skills”. It showed that there were 15 students (55.55%) who agreed and eight students (29.63%) who strongly agreed. Nonetheless, there were four students who disagreed with statement number nine. The result was stated by student four (S4):

“In my opinion, reading interest cannot make me fluent in speaking because reading without practice cannot make me speak fluently”. [S4]

Based on the statement, student four thought that reading interests could not help her to speak fluently. Although, some students did not agree, the results showed that many students agreed. Therefore, it seemed clear that FGD influenced students’ reading interest to improve students’ speaking skill. The result of statement number eight also supported that translation students’ speaking skill had increased. Statement eight said that “the more I read, the more I am able to speak my ideas, opinions, and experiences by using the proper words”. There was one student (3.70%) who disagreed with this statement whereas the rest of them
agreed. The researcher interviewed the student who disagreed with the statement.

The statement is stated as follows:

“In my opinion, in expressing my ideas, opinions, and experiences are not only by having reading interest but also by listening to others”. [S5]

Based on the statement, student five refused that reading interest was not the only way to express his ideas, opinions, and experiences. However, most of the students agreed that reading interest helped them to express their ideas, opinions, and experiences. In addition, students could feel confident while speaking and sharing their ideas or opinions. It was supported by Kruger and Casey (2000) stated that the purpose of FGD is to promote a comfortable atmosphere in which people can share their ideas, experiences, and attitudes about a topic confidently.

Based on the results of the questionnaire on the statement number 11 which stated that “the more sources I read, the more I feel confident while speaking and sharing ideas”. It showed there were 10 students (37.04%) who agreed and 14 students (51.85%) who strongly agreed but there were three students (11.11%) who disagreed with it. One of the students stated that:

“In my opinion, although I read more sources, I am still not sure that it can influence my confident while speaking or sharing my ideas or opinions in front of other students because there are many factors that can make me feel unconfident. One of them is the audience’s behaviours”. [S2]

Based on the statement, student two could not feel confident while speaking although he had high reading interest to read more sources. However, most of the students agreed that by having reading interest to read more sources, it helped them to feel confident to speak. Therefore, based on the results of all the
statements which had been explained, it showed that FGD influenced students’ reading interest to improve their speaking skill.

4. **Reading Interest Improved Students’ Vocabulary and Knowledge**

In having reading interest in FGD, students enjoyed reading the materials in translation. The more they read, the more they understood the topic of translation well. There were a lot of new vocabularies they found during reading in discussion. It was proven by the results of questionnaire on statement number 10 “through reading, I can enrich my vocabulary”. All of the students agreed with this statement. Therefore, reading interest could enrich Translation students’ vocabulary. Translation students also obtained new knowledge by having reading interest. The results of questionnaire on statement number seven, “in my opinion, if other students read a lot, their knowledge become broader”. The result showed that all students agreed with that statement. Therefore, students could get new knowledge from other students’ opinions and ideas through FGD. Reading interest provides more information and enriches knowledge. Therefore, it was clear that by having reading interest, translation students enriched their vocabulary and knowledge during FGD.

5. **Reading Interest Improved Students’ Performance in FGD**

After getting many advantages of reading interest, students could improve their performances in FGD by increasing their understanding, critical thinking, speaking, vocabulary and knowledge. Statement number 12 on the questionnaire stated that “in my opinion, my reading interest impacts on my performance while doing FGD because I can explain the information about the topics on translation
Based on the data gathered, it showed that all of the students agreed that reading interest improved their performance.

Based on the results of the questionnaires and interviews which had been explained, the researcher concluded that most of the students agreed that reading interest influenced students’ performance in Focus Group Discussion (FGD) well. It could be concluded that reading interest was not only influencing translation students to improve their understanding, but also critical thinking, speaking skill, vocabulary and knowledge, and performance in FGD.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents two major parts, namely the conclusions and recommendations of this research. In the first part, the researcher presents the conclusion of the research findings and data analysis. The second part contains the recommendations for lecturer of Translation course, students, and future researchers.

A. Conclusions

The aim of this research was to find out to what extent reading interest can influence Focus Group Discussion (FGD) in Translation course. Based on the results of the questionnaires and interviews with the students, it was found that almost all of the students agreed that reading interest influenced their performance in FGD well. There were five influences of a reading interest on students’ performance in FGD. They were reading interest improved students’ understanding, critical thinking, speaking skill, vocabulary and knowledge, and performance in FGD.

Reading interest improved Translation students’ understanding of the materials through FGD. By having reading interest, students were enjoying their time while reading. It helped them to have better understanding to the topics. Besides, an interesting topic also influenced students’ reading interest in FGD. By
providing an interesting topic, students would be able to initiate themselves to read.

In addition, FGD influenced students’ reading interest to improve their critical thinking by thinking out of the box and relating the topics to the reality. As the results, students were able to explain the topic well to the audiences. Besides, FGD influenced students’ reading interest to improve their speaking skill by reading a lot of sources. The desire to read more sources helped the students to feel confident in expressing their ideas in FGD. Moreover, reading interest improved Translation students’ vocabulary and knowledge. While reading the materials of translation during FGD, students would get new vocabulary and knowledge from the text and also other students’ opinions. Those influences affected students’ performance in FGD. They would have a good performance after having better understanding, critical thinking, speaking skill, vocabulary, and knowledge.

B. **Recommendations**

These are some recommendations for lecturer and students of Translation course of the academic year 2015/2016, and for future researchers.

1. **Lecturer of Translation Course**

   A lecturer should give feedback to the group who has performed so that they can have better performance on the next FGD. By giving feedback, a lecturer could help students to know their weaknesses. Besides, students can also deal with their weaknesses and have better self-confidence.
2. **Students of Translation Course**

Students should have high awareness to be active in FGD as the audiences. By being active, the implementation of FGD could go well. Besides, students should understand the topic in FGD by initiating themselves to have high reading interest. In addition, students should pay attention to other students who are performing.

3. **Future Researchers**

Future researchers can use this research as a reference in conducting research related to reading, reading interest, and FGD. Future researchers can also conduct the research with a different method such as class action research to calculate students’ achievement in translation course which implements FGD.
REFERENCES


APPENDICES
Appendix 1: The Questionnaire Blueprint

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Theories</th>
<th>No</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent can Focus Group Discussion (FGD) influence the translation students’ reading interest?</td>
<td>Belloni and Jongsma (1978) stated that “students comprehend better when they are interested in what they are reading” (p. 107).</td>
<td>4</td>
<td>The more interesting the topics in FGD, the more interested I am in reading and finding the information about the topics in FGD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>I initiate my own reading not because my lecturer asked me to read but it is because I want to understand the topics on FGD</td>
</tr>
<tr>
<td></td>
<td>Reading interest is a link to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative (Stansberry, 2009).</td>
<td>1</td>
<td>By reading, it helps me to comprehend the material of the topic well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Reading more sources (articles, journals, books, etc) helps me to be ready to conduct FGD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>After reading the materials about the topics, I am able to relate them to new ideas or situations that exist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Reading helps me to think more critically about the specific issues that we discuss in the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>In my opinion, if other students also read a lot, their knowledge becomes broader. Therefore, I can get new knowledge from their opinions and ideas through FGD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>The more I read, the more I am able to express my ideas, opinions, and experiences by using the proper words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Reading a lot helps me to</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Through reading, I can enrich my vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The more sources I read, the more I feel confident while speaking and sharing ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>In my opinion, my reading interest impacts on my performance while doing FGD because I can explain the information about the topics well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: The questionnaire’s sheets

QUESTIONNAIRE:

This questionnaire is used as the instrument in gathering data for my research, entitled “The Study of to What Extent Focus Group Discussion (FGD) Influences Students’ Reading Interest in Translation Course”. Your answer will be kept confidentially and your name will be also kept secretly, please answer this questionnaire honestly. Please read all the statements carefully and put a tick mark (√) in the columns based on your choice! I would like to thank you for your kindness and willingness to help me answering this questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD: Strongly Disagree</th>
<th>D: Disagree</th>
<th>A: Agree</th>
<th>SA: Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading helps me to comprehend the material of the topic well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading more sources (articles, journals, books, etc) helps me to be ready to conduct FGD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>After having reading interest to read the materials about the topics, I am able to relate them to new ideas or situations that exist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The more interesting the topics in FGD, the more interested I am in reading and finding the information about the topics in FGD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I initiate my own reading not because my lecturer asked me to read but it is because I want to understand the topics in FGD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading helps me to think more critically about the specific issues that we discuss in the class</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>In my opinion, if other students also read a lot, their knowledge becomes broader. Therefore, I can get new knowledge from their opinions and</td>
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</table>

Name: 
Stu. Number:
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<tbody>
<tr>
<td>8</td>
<td>The more I read, the more I am able to express my ideas, opinions, and experiences by using the proper words</td>
</tr>
<tr>
<td>9</td>
<td>Reading a lot helps me to increase my speaking skills</td>
</tr>
<tr>
<td>10</td>
<td>Through reading, I can enrich my vocabulary and knowledge</td>
</tr>
<tr>
<td>11</td>
<td>The more sources I read, the more I feel confident while speaking and sharing ideas</td>
</tr>
<tr>
<td>12</td>
<td>In my opinion, my reading interest impacts on my performance while doing FGD because I can explain the information about the topics well</td>
</tr>
</tbody>
</table>
Appendix 3: Student’s questionnaire result

Name: Maria Srimeitika
Stu. Number: 131214074

QUESTIONNAIRE:

This questionnaire is used as the instrument in gathering data for my research, entitled “The Study of to What Extent Focus Group Discussion (FGD) Influences Students’ Reading Interest in Translation Course”. Your answer will be kept confidentially and your name will be also kept secretly, please answer this questionnaire honestly. **Please read all the statements carefully and put a tick mark (√) in the columns based on your choice!** I would like to thank you for your kindness and willingness to help me answering this questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD: Strongly Disagree</th>
<th>D: Disagree</th>
<th>A: Agree</th>
<th>SA: Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>By reading, it helps me to comprehend the material of the topic well.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading more sources (articles, journals, books, etc) help me to be ready to conduct FGD.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>After reading the materials about the topics, I am able to relate them to new ideas or situations that exist.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The more interesting the topics in FGD, the more interested I am in reading and finding the information about the topics in FGD.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>I initiate my own reading not because my lecturer asks me to read but because I want to understand the topics in FGD.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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<tr>
<th></th>
<th>Statement</th>
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<tbody>
<tr>
<td>6</td>
<td>Reading helps me to think more critically about the specific issues that we discuss in the class.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>In my opinion, if other students also read a lot, their knowledge becomes broader. Therefore, I can get new knowledge from their opinions and ideas through FGD.</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>8</td>
<td>The more I read, the more I am able to express my ideas, opinions, and, experiences by using the proper words.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Reading a lot helps me to increase my speaking and listening skills.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Through reading, I can enrich my vocabulary.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>The more sources I read, the more I feel confident while speaking and sharing ideas.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>In my opinion, my reading interest impacts on my performance while doing FGD because I can explain the information about the topics well.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
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</table>
Appendix 4: The result of close – ended questionnaire

<table>
<thead>
<tr>
<th>No</th>
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<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading helps me to comprehend the material of the topic on translation well</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40.74%</td>
<td>59.26%</td>
</tr>
<tr>
<td>2</td>
<td>Reading more sources (articles, journals, books, etc) helps me to be ready to conduct FGD</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29.63</td>
<td>70.37</td>
</tr>
<tr>
<td>3</td>
<td>After having reading interest to read the materials about the topics, I am able to relate them to new ideas or situations that exist</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55.56%</td>
<td>44.44%</td>
</tr>
<tr>
<td>4</td>
<td>The more interesting the topic in FGD, the more interested I am in reading and finding the information about the topics in FGD</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37.04%</td>
<td>62.96%</td>
</tr>
<tr>
<td>5</td>
<td>I initiate my own reading not because my lecturer asked me to read but it is because I want to understand the topics on FGD</td>
<td>-</td>
<td>2</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.41</td>
<td>70.37</td>
</tr>
<tr>
<td>6</td>
<td>Reading interest helps me to think more critically about the specific issues that we discuss in the class</td>
<td>-</td>
<td>1</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>In my opinion, if other students also read a lot, their knowledge becomes broader. Therefore, I can get new knowledge from their opinions and ideas through FGD</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>The more I read, the more I am able to express my ideas, opinions, and experiences by using the proper words</td>
<td>-</td>
<td>1</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Reading a lot helps me to increase my speaking skills</td>
<td>-</td>
<td>4</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Through reading, I can enrich my vocabulary and knowledge</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>11</td>
<td>The more sources I read, the more I feel confident while speaking and sharing ideas</td>
<td>-</td>
<td>3</td>
<td>10</td>
<td>14</td>
</tr>
</tbody>
</table>
In my opinion, my reading interest impacts on my performance while doing FGD because I can explain the information about the topics well.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>9</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>33.33%</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
Appendix 5: The result of interview with the students

Students 1

1. Why do you disagree with statement number 5?

“Honestly, I do not like reading especially for the materials on PBI except the novel. I will always have my own initiation for the novel because it makes me happy and allows me to imagine something beautiful. So, I do not have reading interest to read the materials on Translation except for novel. That is why I disagree with this statement”.

2. Why do you disagree with statement number 6?

“I disagree because I do not have reading interest to read but I can think critically toward an issue. In my opinion, critical thinking could be got by watching news”.

Students 2

1. Why do you disagree with statement number 11?

“In my opinion, although I read more sources, I am still not sure that it can influence my confident while speaking or sharing my ideas or opinions in front of other students because there are many factors that can make me feel unconfident. One of them is the audience’s behaviours”.

2. Why do you disagree with statement number 9?

“I disagree because someone who can speak well does not make sure that it is because she or he reads a lot. Because I am a kind of person who can speak well without reading a lot”. (menurut ku sih ya) Hehehe

3. Why do you disagree with statement number 5?
“I disagree because I do not like reading. I prefer to ask my group to tell me about the topic or I will listen to my group when we are discussing about the topic together but I will read if my lecturer asks me to read”.

Students 3
1. Why do you disagree with statement number 9?
   “Because I think that it is only reading which does not influence in increasing my speaking skills”.
2. Why do you disagree with statement number 11?
   “I disagree because I am an insecure person so even though I read more sources, I am still not confident to share my ideas. It makes me to be more silent and become a good listener”.

Students 4
1. Why do you disagree with statement number 9?
   “In my opinion, reading interest cannot make me fluent in speaking because reading without practice cannot make me speak fluently”.

Students 5
1. Why do you disagree with statement number 9?
   “I disagree because in my opinion, there are many people who read a lot have many vocabularies but it is not certain that they are able to deliver the information that they get from reading. I like reading but when I get an opportunity to speak in front of the class, I will feel nervous and not be able to share my ideas”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2. Why do you disagree with statement number 8?

“In my opinion, in expressing my ideas, opinions, and experiences are not only by having reading interest but also by listening to others”.

3. Why do you disagree with statement number 11?

I disagree because I am also kind of person who is not confident enough to speak in front of many people especially my friends. I will become a note taker in FGD. If I have questions about the topics during FGD, I will ask my friend besides me to ask my question to the group who is having presentation.