CHAPTER 1

INTRODUCTION

This section discusses the research's background, research question formulation, study purpose, hypothesis formulation, significant of the study, scope and limitation of the research, and definition of key terms.

A. Background of The Research

Language is one of the most important component in our life because we use language to communicate with other people. Human nature as social beings requires them to communicate with other people, then language is the way. Keraf (1997) states that language has certain functions that are used according to the needs, such as for self-expression and communication. People are able to express their opinions, exchange informations, and ideas by using language. However, there are numerous languages in the world, and each community/country has its own language that is not understood by all other communities/countries.. Therefore, we need a language that can be used globally or internationally so that we can interact with other communities or countries. English is currently is used as the global language. When a language has a defined role that is recognized in every country in the world it is classified as a global language (Crystal, 1997). Obtaining recognition from a government does not imply that the language must be used as the primary language by its citizens. People do not exclusively communicate in English with other English speakers. People with a variety of first languages speak

English. It is utilized not only when speaking to English speakers, but also when people from other countries meet. A global language can be used as a first language, a second language, or a foreign language. A global language's distinguishing feature is that it is the most extensively used language for communication in most parts of the world.

The most crucial component of learning a language is understanding its meaning so that we can properly translate Source Language into Target Language. Translation is the process of converting a source language into a target language. Translation is the activity of "replacing" the SL text with the equivalent text in the TL and what is translated is the meaning intended by the author. Translation, according to Larson (1984), is the transfer of meaning from one language to another. It can be inferred that translation is the process of changing text from one language to another, whether written or spoken.

Thornbury (2002) explains that limited vocabulary mastery is one of the main obstacles in translation. Therefore, the most basic aspect to master is vocabulary. Nuttall (1996) states that many English vocabularies have the same spelling but have various meanings and the words with multiple meaning have the potential to cause the problem. Algeo (2010) explain that the term for vocabulary that has the same spelling but has a different meaning is called a homograph. Delanhuty and Garvey (2010) give the statement that homograph is a single spelling that has two or more unrelated meanings. Words that have multiple interpretations but are written in the same way are called homographs. In addition, Wijana and Rahmadi (2011) propose that

homograph lies in orthographic similarity (writing and spelling). Homograph means "written the similar", and homographs are words with the same spelling, but different meanings or different pronunciations, or both. For example, the word 'wind', this word has more than one meaning, it can be interpreted as 'to turn in the circle' and 'moving air in the atmosphere'. As state by Cramer (1970 cited in Gee and Harris, 2010) the fact that many words are spelt similarly yet have different meanings complicates English. Therefore mastery of homographs has an important role in translation so that we can produce translation products that are equivalent, precise, and reliable, because translation cannot be done arbitrarily.

Mastery of homographs is essential in translation since word meaning selection is one of the most prevalent sources of translation mistakes. Tan and Zarei agree with this (2011), that the choice of meaning can cause difficulties for English learners, especially when dealing with words with multiple meanings. They go on to say that students tend to choose the meaning of the word that appears first in the dictionary entry without considering the context in which it appears, so they may not be able to choose the appropriate meaning of the word in a given context because the meaning of the word can vary depending on the context. Laufer (1997) proposes that one of the big obstacles for non-native learners in understanding the vocabulary in reading comprehension is words that they think they know such as word with multiple meanings. The wrong assumption of the learner in this case is that the familiar meaning is the only meaning. Baker (1992) states in translation there is errors

in prepositional meaning. Propositional meaning refers to the relationship between a word and what is referred to or described as understood by the speaker as true or false. Some fledging translators such as students select a wrong alternate meaning of a word. For example, the word "pen" can be translated as pen as a writing tool using ink and pen as cage for animals. In the following example, the translator translates the word as a writing tool using ink, but actually, it should have a different meaning. Hence, the translator must have good homograph mastery in order to produce a proper translation.

The studies on homograph and translation show variety of results. The first study is conducted by Laongphol (2013). The result of the study indicates that both before and after training, the most influential factor affecting students' ability to choose the right meaning of homonyms and homographs is vocabulary skills. The second study is conducted by Hardiyanti (2018). The study's findings demonstrate that students have a high knowledge of English phrasal verbs, a fair translation skill, and a good relationship between students' mastery of English phrasal verbs and their translation ability. Their ability to translate is influenced by their comprehension of English phrasal verbs. The third study is conducted by Saputri et. al. (2018). According to the findings, there is a link between students' vocabulary proficiency and their capability to translate. This fourth study is conducted by Watriani (2018). The findings of this study reveal that there is a significant connection between students' vocabulary mastery and their abilities to translate English texts into Indonesian, as well as a positive relationship between students' vocabulary

mastery and their ability to translate English texts into Indonesian. The fifth study is concucted by Kulsum (2020). The results of this study show that students' vocabulary knowledge and their ability to translate English texts into Indonesian have a substantial correlation, as well as a positive relationship. The outcomes of this study show that "misuse of homographic objects" is a common error committed by second language learners. This mistake happens with contextual homographs, indicating a lack of syntactic and semantic knowledge of lexical elements.

The previous studies focus on the use of vocabulary which are not bound by the context such as single vocabulary and phrasal verb, and some previous studies focus on the developing students' homograph mastery and the challenges of homographs among the EFL learners. Meanwhile, the present study is aimed at the students understanding in using vocabulary bound within context, in this, homographs. Homographs function when the words are used in a particular context.

Many students have good vocabulary mastery but they are still often make misinterpretation in translation. They tend to focus on the meaning of words that are often used, familiar, and choose the meaning that first appears in the dictionary. Therefore, the researcher is interested in conducting a study entitled "The Correlation between Homograph Mastery and Translation Ability of The Third Year Students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung".

B. Formulation of Research Problem

The researcher formulates the research question for this study based on the foundation of the research above, and the research question is "Is there any correlation between homograph mastery and translation ability of the third year students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung?"

C. Research Objective

Base on the research question, the purpose of this study is to know whether there is any correlation between homograph mastery and translation ability of the third year students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

D. Formulation of Hypothesis

The researcher formulates the study's research hypothesis in carrying out this study as follows :

1. Null hypothesis : There is no correlation between homograph mastery and translation ability of the third year students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

2. Alternative Hypothesis : There is a correlation between homograph mastery and translation ability of the third year students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

E. Significant of The Research

Through this paper, the researcher hopes that this paper can be useful for :

1. The English Teacher or Lecturer

The researcher hopes that the findings of this study will provide more information that will aid in the teaching of homograph in translation. The researcher also hopes that the findings of this study will provide further information regarding the importance of homograph mastery in translation, allowing the instructor or lecturer to discover a more appropriate way for improving students' understanding of homographs and translation.

2. The Students

The researcher hopes that the results of this paper may provide new knowledge on learning translation, particularly homograph.

3. The Other Researcher

The researcher expects that the findings of this study will be valuable for future researchers.

F. Scope and Limitation of The Research

In order to be more focused in this study, the researcher must limit the analysis. The focus of this study is on the relationship between homograph mastery and translation ability, particularly for written text.

G. Definition of Key Terms

1. Homograph

Algeo (2010) defines homograph as words that are written alike. According to Delahunty and Garvey (2010), homograph is a single spelling has two or more quite related meanings. Hence it can be concluded that homograph is a word that has the same spelling, but it has different meaning. Mastery of homographs is important for avoiding ambiguity, especially when the words

are written and unsaid, and one must depend solely on context to derive meaning from identical spellings. Homograph mastery refers to the capacity to comprehend homograph words, including their meanings and how to use.

2. **Trlanslation**

Bell (1991) defines translation as the process of substituting a representation of a text in one language with a representation of an equivalent text in another. It can be stated that translation is the process of creating a substitute text that may be written or spoken in the target language. The translator must be able to transfer text from the source language to the target language appropriately. As a result, they must have excellent translating skills. The capability to transfer ideas or thoughts from one language to another, or from source language to target language, is known as translation ability.