

CHAPTER I

INTRODUCTION

This chapter presents and introduce the background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key term.

A. Background of the Study

In their position as a social being, human needs other humans to interact with by communicating in fulfilling their needs. Communication is the act of giving, receiving, and sharing information from one person to others. In its role as a tool of communication, language plays a crucial role in communication. Shamsudin (19:82) gives two understandings of language. First, language is a tool used to shape the mind and feelings, desires, deeds and a tool used to influence and be influenced. Second, language is a clear sign of a good personality or bad, a clear sign of the family and the nation, a clear sign from the mind of humanity.

Every country has its own language to communicate with others. In order to be able to communicate with people from different countries, someone has to understand what language is used in the country. In relation to that, English is defined as an International language which is used by

people around the world. Richard (2002) states that English is international communication, commerce and trade media pop culture, different motivation in learning, it comes to play language. It can be understood that English plays a very important role in the relation to international communication that is commonly used among foreign speakers.

Besides as a social being, human has a curiosity. This condition makes them doing exploration, investigation, and learn. They will look for information to answer their curiosity and one of the way they do to dig informations is through reading. Reading is one of the skill that human should have in their life, particularly for students, because reading is an activity to find informations through a written text. According to (Tarigan (1990:7) in Jaenal 2010) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.

By reading we can enrich our knowledge from many written sources. However, it is not enough just reading, but also we need to understand what the author mean in the text we are reading. In order to absorb the information from the text being read, the readers must comprehend the text well. Comprehension of reading is an essential part of reading, because it is the main goal of reading which it means is process of understanding what is being read. Mc Horter (1994) states that comprehension is the main goal of reading that refers to the process of understanding what is

being read. Comprehending the text is not easy for foreign learners, because they need to understand the content of the whole text. In understanding the written text, readers usually make use of background knowledge, vocabulary, grammatical knowledge, experiences with text and other strategies.

Besides comprehension, another process that happens in reading is translation. The ability of translating cannot be separated from students as foreign learners. When students are listening, reading or speaking English, as a foreign language, they are actually translating. They translate from the source into the target language.

Remembering its role as a foreign language in Indonesia, so that English is not used as a daily communication. Indonesian people tend to use their mother tongue for communicating in daily life and English is only used when they are in the class. This condition can be viewed that Indonesian students lack of practicing English. Therefore, it is not surprising whenever they find English words they tend to think and search the equivalent words in their mother tongue. Dealing with this, translation seems necessary for the process of learning and understanding English.

Basically, translation is understood as a process of rendering meaning from one language which is called as source language (SL) to one another language which is called as target language (TL). According to Bell (1991), translation is the replacement of a representation of a text in one language

(SL) by a representation of an equivalent in a second language (TL). In addition, Larson (1998) explains that translation is an activity to transfer the meaning of the source language into the receptor language. Another definition of translation also states by Nida and Taber (2003) who define translation as a process of reproducing the receptor language the closest natural equivalent of the source language message.

Understanding the translation of text plays a crucial role in reading comprehension. The learners with good understanding in translation will easy to find the intended meaning that has provided through the text. When comprehension in reading and comprehension in translation are combined, automatically it will create a perfect understanding in comprehending a text.

Newmark (1998: 80), states that the work of translation covers: reading the original text in order to get understanding and ends with re-writing it into the target language. In addition, he clarifies that translation involves four processes: comprehension of the vocabulary of the original source-language, comprehension of the meaning of the source-language message, reformulation the message in the target language, and the last is judgement of the adequacy of the target language text. According to Schulte (2013:1) reading is already translation, and translation is translation for the second time.

Macizo and Bajo (2004: 181) say that language comprehension includes a set of processes going from speech processing, lexical access, and sentential processing to discourse processing and all of these comprehension processes are involved during both reading and translation. In both translation and reading comprehension of the text is needed to reformulate the message to the target language. Those similarities show that there is a relationship between reading comprehension and translation ability.

Several previous studies with the same topic were conducted by some researchers. The first study were done by Riesma, Urai Salam and Iwan Supardi (2016) entitled “A correlational Study of Reading Comprehension With Translation Ability”. The purpose of this study was to find out the correlation between reading comprehension and translation ability. The result of the research showed that the students’ reading comprehension has a positive correlation with their translation ability.

The second study was conducted by Ratih Widiyari, Ujang Suparman and Sudirman (2015) entitled “The Correlation Between student’s Translation Ability and Reading comprehension”. The study was aimed to find out whether there is significant correlation between students’ translation ability and reading comprehension. The result of the study was there is significant correlation between students’ translation ability and their reading comprehension.

The last study was carried out by Elsa Fadica Rahemi, Jufri and Havid Ardi (2013) entitled “The Correlation Between Reading Comprehension and Translation Ability: A correlational Study on Fourth Year Students at English Department of UNP”. The purpose of the research was to reveal the correlation between reading comprehension and translation ability of fourth year students in English Department of UNP. The result of the research showed that there was a significant correlation between reading comprehension and their translation ability.

The reason of the researcher for conducting this research is because the importance of reading to enrich knowledge through written source. Secondly, the role of translation to support English learning due to the role of English as a foreign language in Indonesia.

In accordance with the background above, the researcher intended to conduct a research by seeing and digging deeper the correlation between students’ reading comprehension and their translation ability. Based on the previous studies before states that there is a relationship between students’ reading comprehension toward their translation ability. Similar to the previous study, this study is intended to find the correlation between reading comprehension and translation ability. The difference between this study with the previous study is the test instrument. Different research instrument will provide new findings that lead to different result. From this reason, the researcher has a high interest to conduct a research study entitled *THE*

CORRELATION BETWEEN THE SIXTH SEMESTER STUDENTS' READING COMPREHENSION AND THEIR TRANSLATION ABILITY AT ENGLISH EDUCATION DEPARTMENT OF UIN SAYYID ALI RAHMATULLAH TULUNGAGUNG.

B. Formulation of Research Problem

Based on the background of study, the research question can be formulated as “Is there any significant correlation between students’ reading comprehension with their translation ability?”

C. Purpose of the Study

Based on the formulation of research problem, the main purpose of this study is to know whether there is a correlation between students’ reading comprehension with their translation ability or not.

D. Formulation of Hypothesis

There are two kind of hypothesis that will be used in this research:

1. Null Hypothesis (H_0)

There is no relationship between students’ reading comprehension and translation ability on sixth semester students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

2. Alternative Hypothesis (H_a)

There is a relationship between students' reading comprehension and translation ability on sixth semester students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

E. Significant of the Study

From this research, the researcher hopes the result of this study might give benefits both practically and theoretically for teachers, students and future researchers.

1. Teachers

By doing this research, the researcher hopes that the result of the study will be useful to give contribution of developing English reading comprehension especially in teaching translation and reading.

2. Students

It can be useful for students to help them measure their reading comprehension skill and it can be used to motivate the students to improve their English skills especially for reading comprehension.

3. Future researchers

The researcher hopes that the result of this study can give advantages to

other researchers and become appropriate reference to conduct a research.

F. Scope and Limitation

In

this research, the researcher will focus on correlation between reading Comprehension and translation ability on sixth semester students of English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung.

G. Definition of Key Terms

1. Correlation

It is derived from the word “correlate” meaning a connection between two things in which one thing changes as the other does. Correlation is having mutual relationship or connection between two or more things.

2. Reading Comprehension

Reading comprehension means the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a

passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

3. Translation

Translation is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language into their equivalents into another language.

4. Translation Ability

It's a capacity of students to translate one language to another language.