

CHAPTER I

INTRODUCTION

This chapter provides general explanations of what the researcher will discuss in this research. The introductory part contains several subheadings such as background of research, research problem, research objectives, significance of study, scope and limitation, and definition of key terms.

A. Background of the Research

Reading is one of language skills, it should be mastered well by the students because reading is an essential factor that influence activity in communication. Reading is an important skill that must be honed. Students can gain a lot of information and knowledge by reading. Sergio (2012) argues that reading is important for academic purposes because it is one of the most commonly used language skills in everyday life, as evidenced by the use of the internet. According to Brown (2004:185) reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It's a way to communicate, learn a language, and exchange ideas and information. Reading is mainly used to understand the text. Every comprehension model acknowledges that readers must construct a mental image of the text, a process that necessitates integrating data from a variety of sources. Students who read are expected to comprehend the objective of reading as well as the material itself, in addition to the context. Because of this, reading comprehension is essential for students to constantly advance and become better at reading comprehension.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. So that reading comprehension is the ability to understand the meaning to integrate with what the reader already know. According to (Klinger & Geisler, 2008) Reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences. Pardo (2004:272), describes the process of comprehension begins before we start to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. Reading comprehension, as defined by Jarmianik (2012), is the ability to derive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer. Furthermore, Klingner, Vaughn, and Boardman (2015) defined reading comprehension as a complex process involving the interaction of many components, including readers' background knowledge, reading strategies, the text, readers' interest in the topic, and readers' knowledge of type text. A reader's comprehension is required to grasp the message or information contained in the text.

Since English in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties in understanding reading

text, it is caused by wrong word identification and recognition. Realizing that understanding text is very important to be achieved by the students in reading skill, these difficulties in understanding reading text should be known and solved both by the students and the teacher because the difficulties will give negative impact on the students' ability and motivation to achieve the reading target. Oberholzer (2005) stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive." The students should master those aspects so they can comprehend the text and answer the questions which are served well. Many students who make mistakes while working on reading questions, the mistakes resulted their low reading achievement. These mistakes happened probably because they do not understand the content of the text.

Translation is another ability that is important to be learned and developed by the students (Venuti, 2004). Translation is very useful to grasp in mastering English. Moreover, some students were still confused the meaning of translation. Definitions of translation have been proposed by a number of translation experts. Regarding this, it is defined by Newmark (Syahrída, 2016: 18) that translation is "the process of rendering the meaning of a text into another language in a way that the author intended the text". In addition, Bell (Syahrída, 2016: 18) states that translation is the replacement of a representation of a text in a second language. Nida and Taber (Choliludin, 2009: 3) proposes that translation consists in duplicating in the receptor

language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

Translation and reading are connected to one other. Although translation students must be able to scan or skim a material. They also need to read for more detailed understanding because they are only reading for translation purposes at the moment. There is no doubt that comprehension of any text requires proper reading of this text; incorrect reading of this text is certain to lead to misunderstanding of the text and the production of imperfect or weak translation. As a result, reading comprehension is an essential and significant component of translation practice. "Any good translator should have reading comprehension ability in a foreign language," says Newmark (2000). Furthermore, Gaber (2005) claims that "a translator cannot translate a text without understanding the meaning(s) of that text." Through we can conclude that reading comprehension becomes a vital step during the translation process.

As an Islamic boarding school that has a broad outlook and looks far into the future, the MA Darul Hikmah Tawang Sari Boarding School also prepares its students with these facilities. For the time being, MA Darul Hikmah Tawang Sari Boarding School has only made two foreign languages (English and Arabic) a mandatory communication medium for its students, both when studying in the classroom and in their daily interactions in the Islamic boarding school dormitory environment. Daily conversation is a golden opportunity for students to practice what they have learned in class. Even after implementing daily conversation, there are still obstacles when students work on reading

comprehension. Issues with reading comprehension occur when students struggle to understand the meaning behind words, phrases and other texts.

Moreover, the writer would like to investigate the correlation between students' reading comprehension and their translation ability for the tenth grade students of MA Darul Hikmah Tawang Sari. The writer would like to do the research at MA Darul Hikmah Tawang Sari because, during the observation, the writer found out many students still get low score in reading comprehension. The students' English reading comprehension low score are mostly below Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). Whereas, the KKM for English subject at MA darul Hikmah tawang Sari is seventy five. The writer believes that translation skills, also influences the students' understanding in reading texts. According to Sriwantaneeyakul (2018) that analyzed the pragmatic, syntactic, and semantic components of Thai EFL students' critical reading abilities and translation competence. Students with a high level of critical reading ability also do better in translation. Because the students have to understand about text's literal meaning and also the students understand outside the lines of the text and are consequently better at translation.

Several studies have explored the relationship between reading comprehension and translation ability. The researcher takes several previous studies as a comparison and reference. The first research taken from Suryaningsih (2010) entitled "*The Correlation between the Mastery of Reading and the Students' Translation Ability at the Tenth Grade Students of*

SMAN 1 Pulung Ponorogo in Academic Year 2009/2010". The researcher was concluded that there is correlation between the mastery of reading and the students' translation ability at the tenth grade students of SMAN 1 Pulung Ponorogo in academic year 2009/2010.

Next study by thesis by Raremi (2013) entitled "*The Correlation between Reading Comprehension and Translation Ability: A Correlational Study on Fourth Year Students at English Department of UNP*". The finding showed that there is a positive correlation between students' reading comprehension and their translation ability. It is proven by the value of coefficient correlation between students' reading comprehension and their translation ability (0.667) is higher than r -table (0.355). Meanwhile, the result of hypothesis testing showed that t -observed found 4.952 is higher than t able 1,699 with $df = n - 2$ (29) in the level of significance 0.05. Therefore, H_0 is rejected and H_1 is accepted.

Based on the background about, there is limited research that specifically examines the relationship between reading comprehension and translation ability. Therefore, this study aims to fill this gap in the literature and provide insight into the correlation of reading comprehension and translation ability at MA Darul Hikmah Tawang Sari academic year 2023/2024. For this knowing the researcher also believe that students with a high level of critical reading ability also do better in translation. It is necessary for the researcher to analyze the correlation between the reading comprehension and the students' translation ability. It relates to the subject of study; "The Correlation between Students'

Reading Comprehension and their Translation Ability at Tenth Grade Students' of Ma Darul Hikmah Tawang Sari".

B. Statement of the Problem

1. Is there any significant correlation between reading comprehension and the students' translation ability at the tenth grade students of MA Darul Hikmah Tawang Sari?

C. Research Objectives

1. To know if there is any significant correlation between reading comprehension and the students' translation ability at the tenth grade students of MA Darul Hikmah Tawang Sari.

D. Significance of the Research

This research focused on the correlation between the comprehension of reading and the students' translation ability. The result of the study is expected to have its benefits pointed to :

1. Teachers

This study is expected to give teachers a contribution in enriching their teaching skills, particularly the English teacher of MA Darul Hikmah Tawang Sari.

2. Students

This study is expected to give students an awareness of increasing their reading comprehension and translation ability.

3. Other Researchers

This study is expected to give readers a contribution for further study to do scientific researches concerning with the reading comprehension and the students' translation ability, particularly the students of MA Darul Hikmah Tawang Sari.

E. Scope of the Research

This study focused on the reading comprehension and the translation ability. Reading materials are descriptive text and recount text. The students' comprehension in reading especially in simple definition (lexical), significance or meaning (the goal of the author), and evaluate the text (the contents and form of the text). While in students' translation ability especially in translating a text from English into Indonesian, focus on accuracy.

F. Definition of Key Terms

The following definitions are given to create readers have similar understanding or perception for a few terms employed in this research. They are also intended to avoid confusion or misunderstanding in comprehending the research. The terms are provided:

1. Reading Comprehension

Reading comprehension is the ability of students to understand and interpret information in a descriptive text correctly or get meaning from written descriptive text, a major goal of

reading instructions is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

2. Translation

Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target). In this research, the writer focused translation on sentence. Translation Sentence by sentence means that translate each sentence in the source document to the target language before proceeding to the next sentence in the source document. Each sentence in the source document may become one sentence, part of a sentence, or more than one sentence in the translated document.