

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

English is a universal language that people use to connect with each other worldwide. In certain nations, English is the primary or second language spoken. The United States, Canada, Ireland, and the United Kingdom are among the nations that speak English as their first language. Norway, Sweden, Denmark, the Netherlands, and other nations are among those where English is spoken as a second language. Both first and second languages are spoken and understood in English. It indicates that the primary language of communication is English. Engaging in talks with individuals from many cultures and languages across the globe can help resolve this issue.

Reading is one of the language skills that students in Indonesia, from elementary school to college, need to be proficient in. Nowadays reading can be anywhere, with technology we can read through cellphones, laptops, and other technologies. Reading is important in daily activities in life that can help increase

knowledge. Reading is an important skill that can be a tool for success in education. through reading students can get various information and knowledge. Reading is the process of using sight or touch to interpret the meaning or sense of symbols, frequently those of a written language. “Reading has grown in importance as a talent, and it may be used for other things as well. Students are encouraged to comprehend written language whenever they are exposed to it”.¹

The process of reading comprehension occurs when students apply what they have learned from reading to an academic setting as part of their education. Some educators frequently use a text or book as a source of information when teaching a subject in the classroom. Reading has an impact on the human brain, emotions, and beliefs. “The process of reading is heavily influenced by the reader's brain, emotions, and beliefs. This includes the knowledge, information, and strategies for digesting text, as well as the reader's moods, fears, and joys”.² When reading a scientific paper or an argument, readers' dominant brain functions are used. When kids read letters, novels, and other materials that heavily emphasize feelings, they employ their emotions. Readers must apply their beliefs to comprehend the meaning of newspapers or religious texts that they read.

The define reading comprehension, which calls for superior technique, word knowledge, and a general understanding of the world, is the relationship between

¹ J Harmer, ‘How to Teach English: An Introduction to the Practice of English Teaching’, *England: Adison Wesley Longman*, 1998.

² C Weaver, *Reading Process: Brief Edition of Reading Process and Practice*. Portsmouth, NH: Heinemann., 2009.

the reader and the text with the aim of deriving meaning from it.³ Moreover, reading comprehension includes extrapolating meaning from text. As mentioned before, reading comprehension is a sophisticated process that requires not only accurate word and sentence reading but also the application of word meaning and contextual cues to understand the text. The text is a string of words that might appear in multiple sentences. This means that when we read a text, the reader must be able to understand not just one or two sentences but several interrelated sentences and make sense of diverse textual areas. Reading media consists of texts written in the English language. These texts can be of various forms, including narrative, report, process, review, recount, descriptive, and explanatory texts.

Although reading is basic and an important skill, for English as Foreign Language (EFL) Students sometimes still have difficulties in how to read well. Three common issues that pupils face when learning to read are as follows: 1) Students' lack of interest, motivation, and seriousness; 2) The teacher's choice of less appealing reading material, which deters students from reading it. 3) The teacher's chosen learning model is less engaging, less successful, and does not inspire pupils to read.⁴ Based on findings from observations made by the researcher at SMK Islam 2 Durenan in April 2024 The author wants to look into the

³ M. Ayu, M., Diem, C. D., & Vianty, 'The Influence of Reading Attitude and Reading Strategy on Students' Reading Comprehension. *International Journal of Education and Literacy Studies*', 2017, pp. 42–49.

⁴ Olifia Rombot, Endry Boeriswati, and M. Atwi Suparman, 'Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning', *Al Ibtida: Jurnal Pendidikan Guru MI*, 7.1 (2020), p. 56, doi:10.24235/al.ibtida.snj.v7i1.6045.

relationship between the reading comprehension and translation skills of SMK Islam 2 Durenan's eleventh grade students.

When the writer watched students learn in a classroom, students' comprehension to read tends to be low. The students' English reading comprehension low score are mostly below Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. All students can read, but only a few can understand what they read, especially texts in English. For a variety of reasons, including the discrepancy between the text being read and its content, pupils mistakenly believe that English is an extremely challenging, dull, and frightening language. Many pupils who make mistakes when working on reading questions end up with low reading achievement as a result of their mistakes. These errors most likely occurred as a result of their ignorance of the text's content. The author believes that translation skills can be improved through reading texts.

Another crucial skill that students should acquire and hone is translation.⁵ Translation is very useful for anyone who wants to master English. The definition of translation has been explained by several translation experts. Regarding this, it is defined that translation is "the process of translating a text's meaning into another language according to how the author intended the text to be understood".⁶ In addition translation is the replacement of a representation of a text in a second

⁵ L Venuti, 'Translator's Invisibility: A History of Translation,(e-Library)', *London & New York: Routledge*, 2004.

⁶ P Newmark, 'A Textbook of Translation (Issue 1)', *Shanghai: Prentice*, 1998.

language. "The science of translation involves attempting to substitute a written statement or message in one language with its equivalent in a different language".⁷

Reading and translation are related to one another. Despite this, students studying translation must be able to scan or skim content. Since they are now reading just for the sake of translation, they also need to read for a deeper understanding. Without a doubt, accurate reading of any book is necessary for comprehension; poor reading will undoubtedly result in misunderstandings of the text and the creation of shoddy or inadequate translations. Reading comprehension is therefore a crucial and important aspect of translation practice. "Any good translator should have reading comprehension ability in a foreign language,".⁸ Thus, it follows that reading comprehension is a crucial component of our translation process.

Understanding a language's meaning is essential to learning it since it allows us to convert the source language accurately into the target language. Translation is the process of transforming a source language into a target language. The act of "replacing" an equivalent text in the target language (TL) with an SL text is known as translation, and what is translated is the author's intended meaning. Translation is the transfer of meaning from one language to another. It is clear that translation is the process of converting written or spoken texts from one language to another.⁹

⁷ E Armellino, 'Translating Culture-Bound Elements in Subtitling: An Example of Interlinguistic Analysis: A Scene from 'Scent of a Woman'', *Translation Journal*, 2008.

⁸ P Newmark, 'Translation Now-4', *LINGUIST-LONDON-INSTITUTE OF LINGUISTS*- 2000.

⁹ M L Larson, *Meaning Based Translation: A Guide To Cross-Language Equivalence*. Lantham Maryland (United States University Press, 1984).

Mastering a few techniques in language translation could help you become an expert translator. In magnum opus, *A Textbook of Translation*, separated the translation process into eight categories: faithful translation, idiomatic translation, communicative translation, word-for-word translation, literal translation, free translation, word-for-word translation, and semantic translation.¹⁰ There are two primary categories of translation: literal translations and idiomatic translations. A literal translation is the first step in any translation process. Then it was transformed into a modified translation.¹¹ From this point forward, the translation gets erratic or unclear. Next, start translating in a way that is almost natural. Additionally, it is now an excessively free translation.

Research gap is a situation where there is an inconsistency between research results and the data that supports them. This means that new research is needed to address the 'gap.' The research gaps of this study is there could be a lack of research focused specifically on vocational high school students (SMK) in Indonesia, particularly in rural or less-studied areas like Durenan. Previous research may not have targeted eleventh-grade students specifically, making it unclear how reading comprehension and translation ability correlate at this stage.

There are 5 previous studies taken by researchers:

The first thesis by Etha (2024) entitled “The Correlation between Students' Reading Comprehension and Their Translation Ability at Tenth Grade Students' of MA Darul Hikmah Tawang Sari.” The researcher was concluded that there is

¹⁰ P Newmark, ‘*A Textbook Of Translation*’, *London: Cassell*, 1988.

¹¹ Larson, 17-20.

correlation between students' reading comprehension and their translation ability at tenth grade students' of MA Darul Hikmah Tawang Sari.

The second thesis by Siti (2022) entitled "The Correlation between the Sixth Semester Students' Reading Comprehension and Their Translation Ability at English Education Department of UIN Sayyid."

The third thesis by Diah (2021) entitled "The Correlation Between Students' Reading Comprehension and Their Translation Ability at the sixth semester of English Language Education at UIN Raden Intan Lampung in the Academic year of 2020/2021."

The fourth thesis by Fitri (2018) entitled "The Correlation between Students' Reading Comprehension and their Translation Ability of Analytical Exposition Text at the Eleventh Grade Students of MA Ummatan Wasathan Pesantren Teknologi Riau."

The fifth 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".

This research also has the same interest in studying the correlation between students' reading comprehension and their translation ability, but this research has differences in the place where the research is carried out. This research took place at SMK Islam 2 Durenan. The average place of research in previous studies that researchers took place at the University or MA.

Based on the explanations above, the researcher is interested to conduct a research entitled *“The Correlation Between Eleventh Grade Students' Reading Comprehension and Their Translation Ability at SMK Islam 2 Durenan”*.

B. Formulation of Research Problem

In accordance with the study's background, the researcher formulates the research problem as follows: Is there any significant correlation between students reading comprehension and their translation ability the eleventh grade students at SMK Islam 2 Durenan?

C. Objective of the Study

Based on the formulation of research problem, the objective of this study is to know if there any significant correlation between students reading comprehension and their translation ability the eleventh grade students at SMK Islam 2 Durenan.

D. Research Hypothesis

Based on the above premise, a hypothesis is a tentative response to a variable in which the veracity must be confirmed. The researcher should put forward the null hypothesis (H_0) and alternative hypothesis (H_1) in order to obtain the answer to the query. These are described in the sections below:

1. H_0 (null hypothesis)

There is no significant correlation between reading comprehension and the students' translation ability at the eleventh grade students of SMK Islam 2 Durenan.

2. H_1 (alternative hypothesis)

There is a correlation between reading comprehension and the students' translation ability at the eleventh grade students of SMK Islam 2 Durenan.

E. Significance of the Research

The purpose of this study is to look at the relationship between eleventh-grade students at SMK Islam 2 Durenan's reading comprehension and translation skills.

The following summarizes the study's significance:

1. For Teachers: It is anticipated that the results of this study would aid English teachers in better understanding the connection between translation skills and reading comprehension, especially at SMK Islam 2 Durenan. This knowledge can help them create more efficient teaching methods that enhance both abilities at the same time, improving students' language competency overall.
2. For Students: This study can help students understand which particular areas of language acquisition they should concentrate on by demonstrating the relationship between reading and translation abilities. Improving their reading comprehension skills could help them translate more effectively and help them succeed academically in English
3. For Future Researchers: The empirical data presented in this study adds to the corpus of knowledge already available on language acquisition, particularly as it relates to vocational high schools. It can be used as a guide

for upcoming research projects that aim to investigate related subjects or broaden the study to include other factors, populations, or environments.

F. Scope and Limitation of the Research

This research exclusively centers on examining the relationship between students' reading comprehension and their translation abilities within the context of eleventh-grade learners at SMK Islam 2 Durenan in the academic year 2024/2025. The investigation is directed toward understanding how well students interpret English reading materials and how this comprehension influences the accuracy and quality of their sentence-level translation into Indonesian.

The scope of this study is intentionally restricted; it does not encompass other core language skills such as speaking, writing, or listening, nor does it extend to other student cohorts or institutions beyond the designated setting. Furthermore, the focus remains solely on sentence-by-sentence translation rather than broader textual translation involving paragraphs or entire passages. This limited yet concentrated approach is intended to yield more precise insights into how comprehension skills directly correlate with students' translation performance in a specific academic and linguistic environment.

G. Definition of Key Terms

The following terms are given:

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 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.

3. 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