

## CHAPTER I INTRODUCTION

This chapter describes the background of the study, the research problems, the objectives of the study, the significance of the study, the hypothesis, scope and limitation, and the definition of key terms.

### A. The Background of Study

English has been a necessity in communication as the impact of globalization. The growth of English courses nearly in the entire Indonesia territory is the fact that mastering in English is very important. Since it is important to learn English, students are expected to master four basic of English language skills consisting of reading, listening, writing, and speaking.

Dealing with those skills, Khodabakhsh et al. believe that reading is the most important skill in the academic context.<sup>1</sup> It is quite clear why reading is important skill since the students who cannot read and comprehend a written language cannot be expected to be good in other content areas which will absolutely require reading ability. It is due to one of the difficult areas of concern for English as Foreign Language (EFL) learners is reading comprehension.

According to Grimes in Zoghi, reading comprehension is the ability to use prior knowledge, making connections, describing, inferring, determining

---

<sup>1</sup> Mohammad Reza Khodabakhsh, et al., The Effects of Translation Activities On Reading Comprehension of Iranian EFL Students, *IJLLALW*, 3 (4), 2013, 243

importance and synthesizing the materials in the text.<sup>2</sup> While Murcia defines reading comprehension is reading to understand main ideas and relevant supporting information.<sup>3</sup> Without comprehension, the reader only reads the text without getting the needed information from the text either explicitly or implicitly from the writer.

Reading comprehension plays an important role in teaching learning process. For students, it is important since those who are good in reading comprehension can absorb information from unlimited references to gain knowledge which is useful to support their learning process. To gather the comprehending, students consciously or unconsciously use translation to transfer meaning from source language to the target language in order to make it meaningful and also fully absorb the information.<sup>4</sup>

According to Angelelli, translation is the replacement of a representation in one language by a representation of an equivalent the translation in a second language.<sup>5</sup> Siyyari defines translation as a kind of process in which a piece of message from source language is transferred into target language.<sup>6</sup>

Munday states that translation is one of language components in English that students should be learned and practiced to find out the

---

<sup>2</sup> Masoud, Zoghi et al., The Effect Of Visually Enhanced Reading Tests On Toefl Students' Reading Performance. *Journal of Social Issues & Humanities*, 2 (4), 2014, 113

<sup>3</sup> Celece-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language (3th ed)*. (Boston: Heinle & Heinle, 2001 ), 187

<sup>4</sup> Müfit Şenel, Should Foreign Language Teaching be Supported by Mother Tongue? *Journal of Language and Linguistic Studies*, 6 (1), 2010, 116

<sup>5</sup> Angelelli, C.V and Jacobson, H.E. *Testing and Asseesment in Translation and Interpreting Studies*. (Amsterdam: John Publising Company, 2006), 39

<sup>6</sup> Masood, Siyyari, The Effect of Teaching Reading Comprehension Skills on Translation Quality of Iranian EFL learners, *IJALEL* 4 (1), 2015. 50

information and knowledge.<sup>7</sup> It implies that translating has been one of the instruments in language. Thus, it seems that the success of their study depends on their appropriateness in translating. By translating well, students are able to understand and comprehend the material which they are learning. Therefore, that is the reason why translation ability is needed by English as Foreign Language (EFL) students.

Basically, translation has good position in teaching and learning English as foreign language. Translation cannot be separated from the other abilities. It is in accordance with what Dagiliene states that translation activities are applied in the foreign language learning process to achieve progress in improving language skills in reading, writing, speaking, and listening.<sup>8</sup>

Previous study conducted by Sunandar points out that there is a correlation between reading comprehension and translation ability in her study conducted on eleventh grade students of MAN 1 Pati.<sup>9</sup> This is the same finding by Widiyanti points out that there is a significant correlation between the reading comprehension and the translation ability of the eleventh grade students of SMA 1 Bae Kudus in the academic year 2013/2014 in which the coefficient correlation is 0.403.<sup>10</sup>

---

<sup>7</sup> Jeremy Munday, *The Routledge Companion to Translation Studies Revised Edition*. (New York: Routledge, 2008), 45

<sup>8</sup> Inga Dagiliene, Translation as a Learning Method in English Language Teaching, *Studies about Languages*, No. 21, 2012, 124

<sup>9</sup> Dwi Sunandar, "The Correlation between Students' Reading Comprehension Ability and Their Translation Ability" (Undergraduate thesis, Fakultas Bahasa UNISSULA, 2014), 51.

<sup>10</sup> Resha Ristiyanti, "The Correlation between The Reading Comprehension and The Translation Ability of The Eleventh Grade Students of SMA 1 Bae Kudus in The Academic year 2013/2014" (Skripsi for Bachelor of Art, English Education Department of Muria Kudus University, 2013), 37.

Referring to the explanations above, it seems that reading comprehension and translation ability are closely related. It is predicted that the students who are good in comprehending the texts will be able to translate well. Regarding to the assumption, the research aims to find out the correlation between reading comprehension and translation ability at the students of the tenth bilingual class of MAN Kunir Wonodadi Blitar.

### **B. The Research Problems**

Based on the background of the study above, there are some problems that arise. Some of them can be identified as follows:

1. What is the reading comprehension of students of the tenth bilingual class of MAN Kunir Wonodadi Blitar?
2. What is the translation ability of students of the tenth bilingual class of MAN Kunir Wonodadi Blitar?
3. Is there any correlation between the reading comprehension and the students' translation ability of students of the tenth bilingual class of MAN Kunir Wonodadi Blitar?

### **C. The Objective of the Study**

Concerning with the research problem, this study has some objectives described as follows:

1. To know the students' reading comprehension of the tenth bilingual class of MAN Kunir Wonodadi Blitar.

2. To know the students' translation ability of the tenth bilingual class of MAN Kunir Wonodadi Blitar.
3. To describe the correlation between reading comprehension and translation ability of the students of the tenth bilingual class of MAN Kunir Wonodadi Blitar.

#### **D. The Significance of the Study**

The significances of this study can be formulated as follows:

Theoretically, this study is expected to be a reference for further researcher who is interested in reading comprehension and translation.

Practically, this study is intended to give some contributions for educational field, especially in teaching reading comprehension and translation. It is expected to give the English Educational students an awareness of the importance of reading comprehension to improve their translation ability.

#### **E. The Hypothesis**

Based on the research above the hypothesis is formulated as follow:

The alternative Hypothesis ( $H_a$ ) = There is a significant correlation between reading comprehension and translation ability of the students of the tenth bilingual class of MAN Kunir Wonodadi Kota Blitar.

#### **F. The Scope and Limitation**

The limitation and scope are necessary in order to make the writer more focus on answering the research problems.

In this study, the writer tries to investigate the students' skill by limiting the problems only in the reading comprehension and translation ability. Meanwhile, the scope of the study is tenth bilingual students of MAN Kunir Wonodadi Blitar.

#### **G. Definition of Key Terms**

1. Correlation is a relationship or connection between reading comprehension and translation ability.
2. Reading is an activity to gain information.
3. Reading Comprehension is obtaining the information all of the text.
4. Translation ability is the ability of transferring meaning from the source language; English to the target language; Indonesian.