

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, hypothesis of the study, significances of the study, scope and limitation of the study, and definition of the key terms.

#### **A. Background of the Study**

Reading one of the important skills that the student must master because reading cannot be separated in the teaching and learning process. Besides, reading is one of the most effective ways to learn about a variety of topics, including science and technology. People can absorb a lot of information by reading. Reading is the method of connecting written symbols with the reader's expertise to understand the content material of the textual content (Farha & Rohani, 2019). By reading, students can get some information from the writer of the book, so we must read to get it. Reading gives many advantages for students, including the ability to gain additional information, the ability to communicate the information they have gained from reading with others, and the ability to enrich their knowledge (Rusmiati, 2017). Students will make more progress and development in all other aspects of learning if their reading comprehend are improved. Understanding a written material is not enough to get the gist of it; further in-depth comprehension is required.

Reading comprehension is the ability to use prior knowledge, making connections, describing, inferring, determining importance, and synthesizing the materials in the text (Zorgi, 2014). Then, comprehension in analyzing may be very useful within the coaching-learning procedure. For students, who are top at

analyzing comprehension can take in data from limitless references to gain information this is beneficial to guide their studying method (Mickulecky & Jeffries, 2004). To accumulate comprehension, students consciously use translation to transfer meaning from supply language to goal to make it significant and also fully soak up the statistics (Mufit, 2010). Without understanding of reading, the reader simply reads the material without gaining the necessary knowledge from it, whether explicitly or implicitly from the researcher. In other words, students do not get new knowledge from what they have read if they do not understand the topic of the reading.

Reading comprehension is the ability to understand what is being read. In other words, comprehension is the fundamental purpose of reading, it has a process that refers to the process of understanding what is being read. To gain understanding, the reader must understand words and recognize the relationships between the author's intentions, as well as make judgments and analyzes. It seems that the comprehension process occurs in reading in the same way that it occurs in the ability to translate. The process of replacing textual content in source language (SL) with textual material in target language (TL) is described as the ability to translate. The process of translating meaning from one language to another is known as translation.

According to Newmark (1988), translation is defined as a series of translation lessons given to students in the advanced or final stages of foreign language education, either as a form of control or to train their brains to improve their proficiency. A set of learning objectives for the ability to read various English texts can be included in each reading component of English education (Alyousef,

2006). This is a long-term goal that can be achieved in the EFL classroom by teaching students to read independently. In other words, when learning English, students must be able to understand the meaning. The value of students in both classes should be the same, according to theory (Macizo and Bajo, 2004), because the process of understanding in translating is the same as the process of understanding in reading. If a student gets a good grade in translating, they will get a good grade in reading as well, and vice versa. According to the explanation above, students' reading comprehension and translation ability are related, and students who are good at comprehending texts will also be good at translating.

Previously, there have been a study by Ulaa (2016), used a sample of 40 students from the ninth bilingual science class in his study. The correlation between reading comprehension and translation has a value of 0,429 at a significant level of 0.01. Referring to the criteria of a correlation coefficient standard. It may be inferred that reading comprehension is critical in the development of language abilities when studying English. Another study from Muawanah (2016), this study has found out the relationship between Students' reading habits and their reading comprehension (A correlation study at the second grade of SMA Dua Mei). This using quantitative study and the participants in this study are 70 second-grade SMA Dua Mei. As a result, there is a correlation between students' reading habits and their comprehension of what they read.

Based on the preceding, the current research conducts different studies; in this study, the current researcher has a different subject of investigation; the subject is a student in an English study program who has taken and learned about reading comprehension and has a basic understanding of translation. As a result,

students have a better understanding of reading comprehension and translation skills. This study's participants are in their sixth semester. In addition, the study's location and execution were conducted offline. The purpose of this study is to determine the relationship between students' reading comprehension and their ability to translate.

Based on the background above, students who have good reading comprehension and translation ability. The current research interest in investigating the relationship between reading comprehension and translation ability is the variable. As a result, the current researcher conducted under a study entitled: **“Correlation between students' reading comprehension and translation ability in English Department of IAIN Kediri”**.

## **B. Research Problem**

Referring to the background above, the research question is:

1. Is there a significant correlation between students' reading comprehension and translation ability in English Department of IAIN Kediri?

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

Based on the research question above, the objective of the study is as follow: to find out whether or not there is any significant correlation between students' reading comprehension and translation ability in English Department of IAIN Kediri.

#### **D. Hypothesis of the Study**

Based on the research problem and the research objective, the researcher formulate the hypothesis as follows:

1. Alternative Hypothesis ( $H_a$ ). There is a correlation between students' reading comprehension and translation ability in English Department of IAIN Kediri.
2. Null Hypothesis ( $H_0$ ). There is no correlation between students' reading comprehension and translation ability in English Department of IAIN Kediri.

#### **E. Significances of the Study**

The researcher conducts with the purpose to give several advantages practically and theoretically. The following are some of the aspects of this research:

1. For the students  
Students will be able to participate more completely in class. As a result, they will be more motivated to improve their reading comprehension and translation ability.
2. For the teachers  
The researcher expects that this study will serve as a source of positive inspiration for teachers in the classroom, particularly in the areas of reading comprehension and teaching translation.
3. For the future researchers  
This study can be utilized as a model for a new study of a similar sort, and the students can take part in the elegance in a completely different way.

## **F. Scope and Limitation of the Study**

This study focuses on reading comprehension and translation ability. This study will find out whether or not there is any significant correlation between students' reading comprehension and translation ability in English Department of State Islamic Institute of Kediri. This study is specified the sixth-semester students in the English Department of IAIN Kediri.

## **G. Definition of Key Term**

1. Correlation study examines the relationship between two or more groups or variables within a single group (Ary et al, 2010). The researcher concludes that that correlation is a relationship between two variables.
2. Reading comprehension an activity in which the reader not only reads but also tries to think and understand the meaning of a given material.
3. Translation ability in this study refers to the ability to transfer meaning from the source language (English) to the target language (Indonesian).

