

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some review of related literature. There are reading comprehension in English Language Classroom, the concept of translation, and previous related studies.

A. Reading Comprehension in English Language Classroom.

1. Reading Comprehension

Reading comprehension is the ability of a reader to make inferences about a text based on prior knowledge and experience, and then connect those inferences to what they read. 2004 (Pardo). Reading comprehension is essential for academic success in all subjects. Reading comprehension also necessitates the development of vocabulary and advanced skills in word recognition and fluency. Reading comprehension is divided into various levels, the first of which is an understanding of the text's literal meaning. Skilled readers, on the other hand, go beyond the literal meaning to gain a comprehension of the passage's context. Its genre, goal, and relevance to other global knowledge and the specific scenario in the book are all addressed throughout the text.

Academic learning, career accomplishment, and lifelong learning all require reading comprehension. According to Levine et al. (2000), states that the most significant ability that university students of English as a second language and English as a foreign language must acquire is the capacity to read academic writings. There are many different types of reading for university students. Extensive reading is one of them. Extensive reading, which has cognitive benefits,

helps students establish a good attitude toward reading any type of content. Students study somewhat simpler topics in comprehensive reading than they would in intensive reading, and they are not normally asked to demonstrate understanding to the same degree as they would in intensive reading. Students are instead expected to read a substantial array of literature while having fun doing so.

A general EFL student needs to be able to read in a variety of ways. This list does not cover those reading skills required for more specific purposes, such as speed reading and reference skills, because they are not typically part of the ordinary EFL student's more obvious demands. According to Grabe (2009), states the following reading skills are required: a) reading groups of letters as words; b) understanding the meaning of punctuation, vocabulary items, and grammar of the sentence; c) making inferences; d) skimming for gist; e) scanning for specific information; f) reading for detail.

2. Assessment of Reading Comprehension

Janatte, et al (2007) found that traditional reading comprehension assessments are limited in that they only provide a broad indication of how well a student comprehends text and are not based on experts' expertise of how good readers digest information. There is a large selection of procedural evaluation devices available. Reading comprehension assessment can help teachers keep track of their students' comprehension over time and provide information for developing reading comprehension intervention programs. To determine how far the learners' reading comprehension should be measured, a reading evaluation should be used. According to Alderson (2001, p. 207), there are several approaches for evaluating reading: The first, cloze and gap filling tests are two types of tests. Cloze tests are

often created by eliminating every n-th word (usually a number between 5 and 12) from selected texts and expecting the test-taker to simply restore the word that has been eliminated. Gap filling tests are distinct in that the test teacher does not employ a pseudo-random technique to select words for deletion: she chooses which words to delete based on some rational criteria, but strives to leave at least five or six words between gaps (since such a lack of text can make gaps unduly difficult to restore). Secondly, true/false, yes/no, multiple-choice techniques. The answer is hidden inside the questions or directions in these questions. The text's detail and more than 15 general characteristics are the topics of multiple-choice questions. It is not always the case that the correct answer is shorter or longer than the distractor. Thirdly, information transfer. Incomplete information can be utilized to determine text comprehension. The students read the text and make short notes to fill up the graphic (Nation, 2009).

A. Translation for EFL

Translation is one of the skill that learners must have to get the information, many researchers believe that translation is also very useful in EFL classrooms. Translation is one of the skills that learners must have in order to obtain knowledge. Translation is commonly utilized in EFL courses for a variety of reasons. According to Tayloor (1972), foreign language teachers employ translation to aid learning by making concepts clear to their students. According to Atkinson (1987), translation in EFL classrooms can be a useful tool for assessing students' comprehension of conceptual frameworks. Based on the definition above, the researcher concludes that translation in EFL classes is highly valuable and provides various advantages, such as allowing teachers to know their students' understanding

levels and making learning more understandable.

B. The Correlation between Reading Comprehension and Translation Ability

Many experts have examined the correlation between reading comprehension and translation ability. Farahani and Siyyari (2015), stated that the objective of reading the original text is to understand and interpret the material based on the translator's perspective or point of view. This assumption is founded on the fact that reading comprehension is key in determining the quality of translation. All of the skills listed in reading comprehension have a significant impact on translating and will hurt language translation if the translators have less ability.

Translation errors, according to Nitaya and Tipas (2009), occur as a result of the translators' low reading ability. It means that reading ability has components and is important for the translation process, which includes reading source text and interpreting it into the target language. Rahemi et al. (2013) and Galina and Ligijas (2009) found that the student's capacity to read comprehension affects their ability to translate. Based on the descriptions above, it can be concluded that reading comprehension can affect a student's ability to translate an appropriate language. So, students must master reading comprehension because it can be important to fully comprehend and translate a sentence, text, or discourse.

C. Previous Related Studies

Some previous studies are relevant to this study. Firstly, the study conducted by Iftanti (2018), this survey research is to investigate the English reading habit of Indonesian students of EFL. The data are taken from 546 EFL college students in

East Java. According to the data, it can be concluded that only a few of them are identified to have good English habits. Secondly, Muawanah (2016), with the title the relationship between students' reading habit and their reading comprehension. The goal of this quantitative study is to discover the correlation between reading habits and reading comprehension. The participants in this study are 70 second-grade SMA Ciputat. As a result, there is a correlation between students' reading habits and their comprehension of what they read. Finally, 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.

Therefore reading comprehension and translation ability are very important in learning English. When students have good reading comprehension, they can strengthen their translation skills. Another benefit of students who can translate is that their reading comprehension will increase. So, the researcher focus on the relationship between students' reading comprehension and translation ability.