

## CHAPTER I INTRODUCTION

### A. Background of the Research

Human around the world communicates with others using language. According to Sugono, there are two definitions of language. The first definition said that language is a system of arbitrary and conventional sound symbols that is used as a communication tool to show feelings and ideas. The second definition says that language is the utterance which is used by a community (ethnic, nation, region, etc.)<sup>1</sup>. Based on the definitions above, the researcher concludes that language is a system of sound symbols that represents human feelings and ideas which is approved and used by a group of people as a communication tool.

There are many languages exist over the world, such as, national, ethnic, and even slang languages. One of the famous languages that is used over the world is English. There are some countries as English native speakers, such as; United Kingdom, United States, Canada, Ireland, Australia, and New Zealand. English is also known as the international language. Brumfit said that English is an International Language and the most widespread medium of communication, both because of the number and geographical areas of its speakers and the large number of non-native speakers who use it for part of their international contact.<sup>2</sup>

Learning English is very important because of some based on the world fact. The first reason, English is used by a large number of countries. When people visit other country or meet foreign people, it is possible that they will use English to communicate. The second reason, English is dominant business language, so that the people who enter a

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<sup>1</sup> Dendy Sugono, *Kamus Bahasa Indonesia*, 4th ed. (Jakarta: PT. Gramedia Pustaka Utama, 2008).

<sup>2</sup> Nurul Hasanah Fajaria and Sixteen Amalia, "PROMOTING LEARNER INTEREST on ENGLISH WRITING THROUGH ENGLISH QUOTES," *Lingua* 15, no. 2 (July 1, 2019): 1–8, <https://doi.org/10.34005/lingua.v15i2.350>.

global workforce are necessary to publish in English. It has been proved by the international books, sciences, newspapers, movies, song lyrics and technologies mostly used English as the standard language. The last reason, the internet contents are mostly in English.<sup>3</sup> Although, there are many Indonesian contents are available in the internet and the contents which use other language can be translated using Google, but there are still many English contents that cannot be found their Indonesian version, even the translation of Google translate do not match with the real meaning of the contents.

Therefore, English is necessary to be learned and mastered. In Indonesia, English is also taught in Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and even taught in Kindergarten (TK) but not at all kindergarten teach English. English is taught in Indonesia as a foreign language.<sup>4</sup> It can be considered that English becomes the first foreign language in Indonesia. It can be seen that English is the only one foreign language that is tested in National Examination. It can be concluded that English get more attention in Indonesia as a foreign language.

There are four English skills taught in an Indonesian school. Those are listening, speaking, reading, and writing. When learning a new language, the order of acquisition is general. Budiyanoto said that when learning a new language, the order of acquisition is generally; 1) Listening: the learners hear new items (sound, word, grammar feature, and other materials). 2) Speaking; the learners try to repeat the new item, 3) Reading: the learners see the new item in the written form. 4) Writing: the learners reproduce the item in the written form.<sup>5</sup>

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<sup>3</sup> Zuliati Rohmah, "English as a Global Language: Its Historical Past and Its Future," *Jurnal Bahasa & Seni* 33, no. 1 (2005): 106–17.

<sup>4</sup> Subhan Zein et al., "English Language Education in Indonesia: A Review of Research (2011–2019)," *Language Teaching* 53, no. 4 (2020): 491–523.

<sup>5</sup> Darmawan Budiyanoto, "The Correlation between Translation Ability and Reading Habit toward Writing Ability," *Jurnal Didascia Bahasa* 4, no. 2 (2019).

Reading is an activity where a person sees and understands what is written in the text to understand the meaning of the text itself. Reading is a very mandatory activity for someone because good reading skills will make it easier for someone to get information or knowledge from various sources such as books, newspapers, magazines, letters, and others. Paulston states that reading is the most important skill for most English language students around the world.<sup>6</sup> Reading has become very active in the world of education in all fields, both formal and informal, including education in our country, Indonesia. Brown supports this view that reading is the most important skill in an educational context, as it can generally be an assessment of student's language ability.<sup>7</sup>

Reading comprehension is one aspect of language skills that students must master. Linda, Anas, et al define that reading comprehension is a complex process that involves not only the ability to read words and sentences correctly but also knowing the words to form the meaning of the text.<sup>8</sup> Furthermore, Nurman defines reading comprehension as the reader's activity to understand and extract information from the text in a simultaneous process. This process consists of three parts, this is Reader, Text, and Action. These three components are certainly related to different levels of reading comprehension, such as Pre-reading, while, and post-reading. Thus, the level of reading comprehension can be well determined from the interaction between these components.<sup>9</sup>

Besides reading comprehension, another skill plays an important role in learning English as a foreign language. This

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<sup>6</sup> Paulston Cristina Bratt, *Teaching English as A Second Language: Techniques and Procedures*. (Cambridge, Massachusetts: Winthrop publisher, 1976).

<sup>7</sup> H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa* (Jakarta: Pearson Education, 2008).

<sup>8</sup> Linda Septiyana, Anas Safitri, and Dyah Aminatun, "THE CORRELATION BETWEEN EFL LEARNERS COHESION AND THEIR READING COMPREHENSION," *Journal of Research on Language Education* 2, no. 2 (July 30, 2021): 68–74, <https://doi.org/10.33365/jorle.v2i2.1154>.

<sup>9</sup> Nurman Antoni, "Exploring EFL Teachers' Strategies In Teaching Reading Comprehension," *Jurnal Penelitian Pendidikan* 11 (2010).

skill is translation. The translation is the process of replacing textual material in one language (source language/SL) with its equivalent in another language (target language/TL).<sup>10</sup> Merris said that translation is the process of transferring written messages from the source language to the target language, and of course, the two languages have different sentence patterns or grammar. The translator must have good qualifications to understand the language, both the mother tongue and the target language.<sup>11</sup> This is relevant as Newmark says that translation is a job where one starts by reading the original text to gain understanding and finally translates it into the target language. In addition, he also explains that translation involves four processes: understanding the vocabulary of the text in the source language; understanding the meaning of the message in the source language text; reformatting the message in the target language; and finally assessing the appropriateness of the target language text.<sup>12</sup> It can be concluded that after reading and understanding the text, the translator can then reformulate the meaning into the target language equivalently and insert the meaning into the appropriate target language sentence structure to convey the meaning.

Based on this background, it appears that the comprehension process that occurs in translation is similar to the comprehension process that occurs in reading. It is also supported by Macizo and Bajo that language comprehension involves a series of processes, starting with language processing (segmentation and categorization of incoming input), lexical access (recognizing individual words and obtaining information about them), and sentential processing (extraction and combination of syntactic information to obtain sentence interpretation), to discourse processing (integration

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<sup>10</sup> Budiyanto, "The Correlation between Translation Ability and Reading Habit toward Writing Ability."

<sup>11</sup> D. M. Sari, "An Error Analysis on Students' Translation Text," *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 3, no. 2 (2019): 65–74.

<sup>12</sup> Peter Newmark, *Approaches to Translation* (London: British Library Cataloguing in Publication Data, 2001).

and interpretation of sequential sentences to arrive at a global mental representation) and all these comprehension processes are involved during reading and translation. Thus, in both translation and reading, text comprehension is required to reformulate the message into the target language. These similarities show the relationship between translation and reading.<sup>13</sup>

Translation skills and reading comprehension are also taught to students in grade XI of MA NU IF Dawe, Kudus in the 2023/2024 academic year. The researcher is interested in studying whether there is a positive correlation between Reading Comprehension and Translation Ability. Based on the explanation above, the researcher conducted a study entitled *The Correlation Between Reading Comprehension And Translation Ability (A Correlation Study to the Eleventh-Grade Students MA NU IF Dawe, Kudus in the Academic Year 2023/2024)*.

## **B. Research Question**

Based on the background of the study, the researcher focuses on some concerns identified follow:

1. How is the reading comprehension of eleventh-grade students at MA NU IF Dawe, Kudus?
2. How is the translation ability of eleventh-grade students at MA NU IF Dawe, Kudus?
3. Is there a significant correlation between students' reading comprehension and translation ability of eleventh-grade students at MA NU IF Dawe, Kudus?

## **C. Research Objectives**

In line with the statement of the problem above, the objective of this study is to get empirical evidence whether or not there is a significant positive correlation between Reading Comprehension and Translation ability of the students MA NU IF Dawe, Kudus in the academic year 2023/2024

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<sup>13</sup> Pedro Macizo and M. Teresa Bajo, "When Translation Makes the Difference: Sentence Processing in Reading and Translation," *Psicológica* 25, no. 2 (2004): 181–205.



#### **D. Research Significances**

The researcher is expected to be able to give contribution in teaching learning process both theoretically and practically as follows:

##### **1. Theoretically**

Theoretically benefit, this research is expected to contribute to the wider knowledge of English language education in reading habits and translation ability.

##### **2. Practically**

Practical benefit, this study has benefit for the students, English teacher, and other researchers. Those benefits as follows:

- a. For the students, the results of this study can provide information about the importance of reading comprehension and translation skills, so that students have more motivation in reading comprehension and translation ability.
- b. For English teachers, the results of this study can be used as input for English teachers to motivate their students to gain satisfactory understanding of reading or translation.
- c. For the other researchers, the results of this study can be used as information for others who want to study further, especially in English education to find out about reading comprehension and translation ability.

##### **3. Pedagogically**

Teachers are expected to understand the development of students' personalities, and teachers are also expected to understand the factors that affect students' reading comprehension and translation abilities so that teachers can develop more effective and efficient teaching methods.

#### **E. Definition of Key Terms**

1. Correlation: Correlation is a relationship between two or more variables, where one variable affects the other variable.

2. Reading: Reading is a process of active interaction between the reader and information derived from the text.
3. Reading Comprehension: Reading comprehension is the activity of readers to understand and get information from a text through several processes.
4. Translation: Rendering the meaning of a text into another language in the way that the author intended the text.
5. Translation Ability: capability to rendering the meaning of a text into another language in the way that the author intended the text.

#### **F. Organization of Thesis**

Organization of this thesis objectives to make it less difficult to understanding the contents of the studies discussed.

##### **1. Chapter I: Introduction**

This chapter to explained about the background of the study, the focus of the study, the formulation of the problem, the research objectives, and the significance of this research.

##### **2. Chapter II: Review of Related Literature.**

Deal with theoretical frameworks related to the previous chapter. This chapter contains materials on various theories and research matters.

##### **3. Chapter III: Research Methodology**

This chapter to explained about the research method, the research setting which include the place and time the research was conducted, participants involved, the instruments and data collection, data validity, data analysis, and research ethical consideration.

##### **4. Chapter IV: Research Findings and Discussion**

This chapter present the results of research and discussion that have been carried out, describes new discoveries in the field and answers from list of questions in the problems formulation.

5. Chapter V: Conclusions and Recommendation

This Studies presents summaries of the research that has been carried out and recommendations aimed at current problem and for further research.

