

CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) research problems, (3) research objectives, and (4) the significance of the study

1.1 Background

English is international language used by many people in the world different purpose such as to communicate to other people from different countries. According to Richard (2002), English is international communication, commerce and trade media pop culture, different motivation for learning, it comes to play language. It stated that English is very important and it is needed around the world as it is the most commonly used language among foreign languagespeakers.

In Indonesia, English has been included in Indonesia education system. English is taught from elementary school until University level. English is also as a major subject too besides Indonesian Language, Religion, Mathematic and Natural Science. According to Braine (2011), English has been described as the first foreign language in Indonesia and it is officially taught to students in secondary school. Students learn English as a mean to broaden their knowledge about science, technology, culture, and arts. It is stated that the teaching of English in Indonesia is to utilize the language to broaden the students' reasoning horizon as well as to improve their communicative competence.

In learning English there are four skills that students have to know and learn. There are listening, reading, speaking and writing. Kyzykeva (2006) supports that reading is the important academic language skill for foreign language students. It means that, reading is the important skill for students to learn because English is a foreign language in teaching learning process.

Reading is one of important skills in English which the language users need to understand the meaning provided in texts. Komiyama (2009) supports that reading is very important skill for English language learners in today's world. It supports the development of overall proficiency and provides access to crucial information at work and in school. It is arguable to say that reading plays important part in developing students' knowledge.

Reading can increase knowledge about something that is read and very helpful for students in getting information. In accordance with Abdellah (2004) reading can become essential because it can increase our knowledge; through reading we can get a lot of information, enjoyments, and even problem solution. Dreyer and Nel (2003) added that reading comprehension has come to be the essence of reading, essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning.

In learning reading, some students still have problems concerning reading. According to Ogano (2012), reading may be described by difficulties in.. single word of reading sounding of word or letters, reading sight word,

comprehension and they cannot understand that sentences consist of word, comprised of syllables which are also made up of single sounds or phoneme. To comprehend the content of the problem, the students should not only have good mastery of English but also in reading. Therefore, the researcher is interested to prove a solution to help the students improve the reading comprehension. Chesla (2001) added that finding and understanding the main idea of a text is an essential reading skill. In short, the students need to comprehend the component in reading and understanding main idea in the text.

Every year there is a survey of countries in students' reading English proficiency. According to PISA (2015), reading average score of Indonesian students at the rank 69th out of 76 countries were surveyed. Furthermore based on the English Proficiency Index..(EPI) in 2015, the English Proficiency of Indonesian people is moderate proficiency in the rank 32nd out of 70 countries Indonesian's score on the worldwide ranking was 52.91 only a negligible increase from 52.74 in 2014. Last year Indonesia ranked 28th out of 63 countries (jong, 2015). From the data above, it could conclude that Indonesian students' reading achievement still is poor. In addition to reading understanding processes also occur in translation. According to Newmark (1988), translation work begins by reading the original text in order to gain an understanding and with rewriting the target language. In addition, he explained that the process involves the translation; understanding of the vocabulary of the source-language text of the original; understanding of the source-language meaning of the original message,

reformulating the message in the target language, and assessment of the adequacy of the target language text. That is, after reading and understanding the text, the translator then both define the meaning into the target language and enter the equivalent meaning in the target language sentence structure appropriate to convey meaning. It seems that the process of understanding occurs in the same translation as the process occurs in reading comprehension.

Related to translation and reading, it seems that the comprehension process happens in translation same as the comprehension process happens in reading. It is supported by Macizo and Bajo (2004), who argues language comprehension put a set of processes from speech processing (segmentation and classification of the incoming input) ,process access (recognition of isolated words and access to information associated with them), and sentential processing (extraction and combination of syntactic information to obtain a sentence interpretation), to discourse processing (integration and interpretation successive sentence to arrive at a global mental representation) and all of these comprehension processes are involved during both reading and translation. This, in both translation and reading, comprehension of the text is needed to reformulated the message to the target language. This similarity shows that there is a relationship between translation ability and reading comprehension.

Translation is one of the most important skills that should be learnt and developed by students. Basically, translation is a process of rendering meaning from source language to the target language. Supported by Nida and Taber (1969),

translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in term of style. It seems that the comprehension process happens in translation same as the comprehension process happens in reading.

Based on the informal interview conducted to the 10 students of YPI Tunas Bangsa Palembang senior high school who had taken allthe reading courses, it was found that some of them were not satisfied wit their reading score. Most of them preferred playing games, read the text about story and were not interested in their English subject. However, they felt happy when they read a story about text but sometimes they did not understand about the meaning in sentence. Furthermore, they did not translate it from internet because the regulation in their school banned them to bring cellular phone and access the internet. In addition, the informal interview conducted to the 2 teachers of English, it was found that some of students felt difficult in translating English text specifically learned reading text.

Regarding the problem above, studies have been undertaken to investigate the relationship between translation ability and reading comprehension. Rahemi (2012) found that there was a relationship between translation ability andvreading comprehension. Also, Tavokali, Shafiei and Hatam (2011) found out there was a significant positive correlation between translation ability and reading comprehension.

1.2 Problem of the Study

Based on the background of the study, the research problem is formulated in the form of a question as the following:

1. Was there any significant link between students' translation ability and reading comprehension at senior high school YPI Tunas Bangsa Palembang?
2. Did translation ability significantly influence reading comprehension at senior high school YPI Tunas Bangsa Palembang?

1.3 Objective of the Study

In accordance with the problem above, the objectives of this study are:

1. To find out whether or not there was a significant link between students' translation ability and reading comprehension at senior high school YPI Tunas Bangsa Palembang
2. To find out whether translation ability significantly influenced reading comprehension at senior high school YPI Tunas Bangsa Palembang.

1.4 Significance of the Study.

It is hope that this study will give some information to the development of language teaching and learning which are as follows:

1. For Teacher of English translation ability hopefully help the teachers develop better teaching approaches and pedagogies in students the cope with difficulties in teaching reading English test.
2. For the students, it is hoped that this study give information for the students to increase their translation ability and motivate the students to be interested in reading.
3. For the other researcher, it is hoped that this research will be beneficial as a reference for conducting another research especially in relation to translation ability and reading comprehension in narrative text.
4. For the researcher this study will improve her English and give her some experiences of conducting in educational research. The result of this study can be useful and be her reference for teaching later especially in teaching reading.