CHAPTER II

LITERATURE REVIEW

This chapter elaborates (1) correlational research, (2) the concept of reading comprehension, (3) the nature of reading comprehension, (4) the importance of reading comprehension, (5) level of reading comprehension, (6) concept of translation, (7) criteria for a good translation, (9) the kinds of translation, (10) the method of translation, (11) the process of translation, (12) the relationship between translation ability and reading comprehension, (13) Hypotheses, (14) criteria for testing hypotheses, (15) previous related study

2.1. Correlational Research

Correlation is one from some kinds of research that measure the relationship between two or more variable. Supported by Johnson and Christensen (2012) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation

is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction

– as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012)

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

To provides information how variables are associated. Creswell (2005) shows that there are two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. The characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

Explanatory design consists of a simple association between two variables

or more than two. Johnson and Christensen (2012), add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions-one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

2.2   The Concept of Reading Comprehension

Reading comprehension is an activity that can give someone know the process of uniting word a word in a sentence. According to Hidayat and Aisah (2013), reading is a catch process or to obtain meant concepts by writer, to interpretation, evaluate writer concepts and reflect or make action like meant in that concept. They also mention that reading is a process to know a word and to unite a word a mean in a sentence and reading structure.

Reading is regarded is one of English skills that need reader's interpretation from the text. In regarding with Nuttal (2005), reading essentially focuses on meaning, especially delivering meaning from writer to reader. Williams (1996) states reading as 'a process' through which one looks at and understands a written

text. It means that reading activity builds thinking collaboratively among the reader, the writer, and the text.

2.3   The Nature of Reading Comprehension

Reading comprehension is a receptive skill, like listening. This means it involves responding to the next, rather than producing it. Spratt, Pulverness, and Williams (2005) explains that reading is one of the four language skills listening, speaking, reading, and writing. Simply, reading involves making sense of the next at word level, sentence level and whole-text level need to be understand and also the message of the next to our knowledge of the world need to be connect Ershandi, Syafri, and Sumbayak (2012) says that reading is a skill that everyone need whether he is a student elementary, secondary, or university and it is one of the four language skills that should be mastered by every student if they want to comprehend the text entirely.

Reading is a thinking process in which it requires the reader to understand. According to Akabuike, Asika, and Emmanuel (2012), reading needs the reader's participation in arriving at the meaning. They argue that reading involves a process if deriving meanings in print itself. They are printed symbols which merely represent the sound of language. To derive meaning from print, readers must translate the written symbols into the sound symbols of language and utilize his or her knowledge of language to reconstruct the writer's message. It means reading is a thinking process in which it requires the reader to understand and perhaps to use different skills in gaining the information from the text such as

inferring, questioning, predicting, and drawing conclusions (Zainal and Husin, 2002). Reading comprehension is an activity that can give someone know the process of uniting word a word in a sentence.

2.4   The Importance of Reading Comprehension

Reading extended someone's knowledge of the world and experience. Students must read regularly. It is important to sharpen the comprehension of reading. Meneghetti, Carreti, and Beni (2006) argue that reading comprehension is a complex cognitive ability requiring the capacity to into grate text information with the knowledge of the reader and resulting in the Elaboration of a mental representation. Muschla (2006) stated that reading can present the reader with new ideas, add information to old ideas, and stimulate reflection on ideas Morever, Kareni (2016) argues that reading cannot separated from comprehension, reading comprehension is that main purpose of reading activity, all readers intend to have connection to the material that they read. Of course, that process of reading comprehension is also complex and it takes time for reader to acquire that meaning of a reading material. In addition, Reading is a basic requirement for students in academic education. Akabuike and Asikan (2012) add that there is a strong correlation between reading and academic achievement. In other word, a student who is a good reader is more likely to do well in school and pass the exams than a student who is a week reader. Moreover, reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. Kurniawan (2011) argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time. Further, reading provides experience to the individual so that people may expand their horizons, identify, extend and intensify their interest and gain deeper understanding of themselves and other human being and of the world.

The ability to read is at the heart of self-education and lifelong learning. Reading is a very important issue which is not only about enjoyment but necessity. Level of Reading Comprehension

In accordance with Barrett's taxonomy, there are three level of reading comprehension.

They are literal, inferential, and evaluative. The Barrett taxonomy is following:

2.4.1 Literal

In this level, write questions that have correct answers, which may be found in the text. Write down all the facts, characters, locations and sequential events. This can include the plot and the themes, setting, turning points, anything that can be draw directly from

the text of the story and is factual. Example: Whom did Little Red Riding Hood's mother send her to meet?

2.4.2 Inferential

In this level, write questions and answers, which require the reader to make an "educated guess" or prediction/s about what is going to happen in the story or why something is so. Write down all the possibilities that can be inferred (predicted or guessed) while reading the story about the plot, about the characters, about anything that you have to guess what might happened next or in the conclusion. If one is reading a novel – (for you final project) then at the end of each chapter write on the large post-it-not all the things you can guess might happen in the story, or to the characters. Example: Do you think Little Red Riding

Hood will make it to her grandmother's house safely? Why or why not?

2.4.3   Evaluative

In this level, write questions and answers that require the reader to make judgment about an aspect of the story such as a character's action. Write all possible judgments about characters and issues within story – we judge people around us every day. Judge the characters as if u knew them as if they were real. Is someone cranky? or mean? justified? or self-righteous? or stuck-up? or a bully? Judge the characters. Example: Do you think it was right for Little Red Riding Hood's mother to send her of into the woods alone? Why or why not?

2.5   Criteria for a Good Translation

Translation means changing the meaning and form of the source language to another that should be based on criteria for a good translation. Criteria for a good translation are used as the measurement in translating to produce the good product of translation. A good translation is one that carries all the ideas of the original was as well as its structural and cultural features. Masssoud (in Abdellah, 2002, p. 2) set criteria for a good translation as follows;

A good translation is easily understood.

1.   A good translation is fluent and smooth.

2.   A good translation is idiomatic.

3.   A good translation conveys, to some extent, the literary subtleties of the original

4.   A good translation distinguishes between the metaphorical and literal.

5.   A good translation reconstructs the cultural / historical context of the original

6. A good translation makes explicit what is implicit in abbreviation, and in allusions to sayings, songs, and nursery rhymes.

7.   A good translation will convey, as much as possible, the meaning of the original text.

El Shafy (in Abdellah, 2003) explains that other criteria for a good translation that includes in three main principles.

1.   The knowledge of grammar of the source language plus the knowledge of vocabulary, as well a good understanding of the text to be translated.

2.   The ability of the translator to reconstitute the given text (source-language text) into the target language.

3.   The translation should capture the style or atmosphere of the original text, it should have all the ease of an original composition.

2.6   The kinds of Translation

Translation is a transfer process which aims at the transformation of a written (SL) text into an optimally equivalent (TL) text. This term refers to 'the linguistic level at which ST is recodifies in TL' (Shuttlewot and Cowie 1997). In other words, the element used by the translator when working on the ST. It may be the individual word, group, clause, sentence, or even the whole text. Hatim and Munday (2004) says translation an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process as a product, and identify such sub-type as literary translation, technical translation, subtitling and machine translation, moreover more typically it just refers to the transfer of written text, the term sometimes also includes interpreting.

Translation is a craft consisting in the attempt to replace a written message and, or statement in the language by the same message and, or statement in another language. Jakobson (2000) say distinguish three ways of interpreting a verbal sign, it may be translated into other signs of the same language, into another language, or into another language, nonverbal system of symbols. These three kinds of translation are to be differently labeled:

1.   Intralingual translation or rewording is an interpretation of verbal signs
   by means of other signs of the same language.

2.   Interlingual translation or translation paper is an interpretation of verbal
    signs by means of some other language

3.   Intersemiotic translation or transmulation is an interpretation of verbal
   signs by means of signs nonverbal sign system.

2.7   The Method of Translation

Method means a way of doing something, especially in accordance with a definite plan. In translation process, there are many different methods that are used by translators in the world. Newmark (1998) states the kinds of translation method into eight categories as follows:

1.   Word-for-word translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of source language or to construe a difficult text as a pre-translation process.

2.   Literal translation

The SL grammatical construction are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As pre-translation process, this indicates the problems to be solved.

3.   Faithful translation

It attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

4.   Semantic translation

It differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version.

5.   Adaptation

It is frees form of translation, and is used mainly for plays (comedies) and poetry;

the themes, characters, plots are usually preserved, the SL
culture is converted the TL culture and the text is rewritten.

6.   Free translation

Free translation reproduced the matter without the manner, or the content without

the form of the original. Usually it is paraphrase much longer than original.

7.   Idiomatic translation

Idiomatic translation reproduced the 'message' of the original but tends to distort

nuances of preferring colloquialisms and idioms where these do not exist in the

original.

8.   Communicative translation

Communicative translation attempts the render the exact contextual meaning of

the original in such a way that both content and language are readily acceptable

and comprehensible to the readership.

2.8   The Process of Translation

The process of translation here is a model that is forced to explain the thought process (internal) that humans do when doing the translation. Suryawinata (1989) argues that translation occurs directly and occurs in one direction. This process is often described in the following chart:
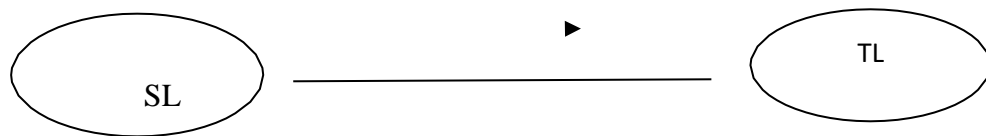
Sketch 1.1 Process linier translation

The above picture is meant to explain that the translator directly rewrote the SL text in the TL text. For example *" she kicked the farmer. Dia menendang petani itu"* if you are given the sentence, of course you also directly translate so. Direct and one-way. But what if it should be translated is a more complex sentence? For example *" social control is a process whereby conformity to norms is maintained in a society"* we cannot quickly translate She Kicked the farmer. we must carefully cultivate the meaning of the sentence by all means, by looking at the dictionary, considering the structure called relative clause, etc. However, the two processes of translation of sentences above are not different, only for the first sentence, the process is so fast, for the second sentence the process runs slowly. Therefore, Nida and Taber (2003) describe the process of translation is dynamic translation, as follows:

SL   TL

↓   ▲

Analysis   Restructuring

↓   ▲

Text SL ————▶———— ——Transfer   Text TL
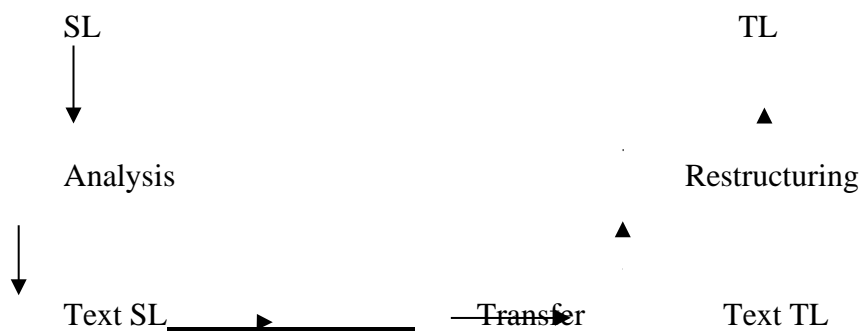
Sketch 1.2 Process of translation follows Nida and Taber

   In this process there are three stages, namely the phase of analysis, transfer, and restructuring . In the analytical phase, the translator analyzing the text of SL and in the meaning of TL can be understood, then transferred in the mind of the translator from SL to

TL, after which in the restructuring phase, the meaning is poured back in the SL in accordance with the rules of rules contained in SL text.

2. 11 The Relationship between Translation Ability and Reading Comprehension

In relation to the aim of the study, this research use correlational method. Gay (2009) add that a correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more variables, because the purpose of the study is to find out the correlation between students' reading comprehension and translation ability. The result of correlation coefficient indicates the degree of the relationship between two variables.

In relation to translation, 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 argue that language comprehension includes a set of processes going from speech processing (segmentation and classification of the incoming input), texical 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.

2. 12 Hypotheses

   The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_O: There is no significant link between translation ability and reading comprehension at senior high school YPI Tunas Bangsa in Palembang.

H_1: There is significant link between translation ability and reading comprehension at senior high school YPI Tunas Bangsa in Palembang.

2. H_O: Translation ability does not significantly influence reading comprehension at senior high school YPI Tunas Bangsa in Palembang.

H_1: Translation ability significantly influences reading comprehension at senior high school YPI Tunas Bangsa in Palembang

2.   13 Criteria for Testing Hypothesis

To test the hypothesis above, the researcher will use these criterions;

1.   If p- value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_O is accepted and H_1 is rejected.

   If p- value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_O is rejected and H_1 is accepted.

2. 14 Previous Related Study

There were three previous studies which were related to the writer's presented, first study was conducted by Rahemi, Jufri, Ardi (2013). This research was conducted in English Department of UNP. The problems of this research was the difficulty that faced by students' reading comprehension and their translation ability. The purpose of this study was to find out whether or not there was a significant correlation between reading comprehension and

translation ability. To analyze it, it used allocated time 60 minutes. First, the students were given reading comprehension test that used multiple choice. Then, they were given translation ability test where they have to translate a text into Indonesia. The result of correlation coefficient indicated the degree of the relationship between two variables.

The second study carried out by Tavokali, Shafiei, Hatam (2011). This research was conducted in Irian University Student. The problems of this research was the difficulty that faced by students' reading comprehension and their translation ability. The purpose of this study was to find out whether or not there was a significant correlation between reading comprehension and translation ability. To analyzed it, they used two types of translation test, open-ended and multiple choice test and two types of reading comprehension test, multiple choice reading comprehension test and open-ended cloze tests were developed in this study. The result indicate that the open ended translation test was more reliable and valid than the multiple choice one, translation has a high potentiality to work as a reliable and valid tool to assess reading comprehension and there were exists

a high positive correlation between the participants' proficiency in reading comprehension and their proficiency in translation.

The third study was conducted by Jawardhani and Karjo (2011). This research conducted in English Department Bina Nusantara University. The problems of this research was the difficulty that faced by students' reading comprehension and their translation ability. The purpose of this study was to find out whether or not there was a significant correlation between reading comprehension and translation ability. To analyze the data source were the theories of expert and the questionnaire, the test was given to 30 respondents with two task; the first, task was reading comprehension in a form of multiple choice and second task was deals with translation tests of short passages from a fiction book. The result showed that there was significant correlation between students' reading comprehension and their translating ability.