

II. THEORITICAL FRAMEWORK

This chapter deals with two major points, that is, review of the previous research and review of related literature.

2.1 Review of Previous Research

In relation to this research, there were some previous studies which had been conducted by some researchers, they were reviewed to support the theories used in this reasearch:

First, a research was done by Riana (2011), a student of Sebelas Maret University, by the title “*correlation study between translation ability, habit of watching movies, and reading comprehension*”. The population was all of the fourth semester students of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the academic year of 2011/ 2012. The sample was 30 students that were selected by using cluster random sampling technique. The instruments used to collect the data were tests and questionnaire. The tests were used to collect the data of translation ability and reading comprehension, while the questionnaire was used to collect the data of habit of watching English movies. The techniques used to analyze the data were simple and multiple regression and correlation by using Statistical Product and Service

Solutions (SPSS). The results of the study show that (1) there is a positive correlation between students' translation ability and students' reading comprehension; (2) there is a positive correlation between students' habit of watching English movies and students' reading comprehension; and (3) there is a positive correlation between students' translation ability and habit of watching English movies simultaneously and students' reading comprehension. Furthermore, the results show that 32.7% variance of reading comprehension is determined by translation ability, while 13.1% variance of which is determined by habit of watching English movies, and 33.1% variance of which is determined by translation ability and habit of watching English movies simultaneously. With regard to the results of the study, it can be concluded that positive correlation between translation ability and habit of watching English movies and reading comprehension indicates that both translation ability and habit of watching English movies are able to support and ultimately give contribution to reading comprehension. Hence, students' translation ability and habit of watching English movies need to be considered in the teaching and learning activities of reading for more variations.

The second is Setianing (2008). In her research, entitled “*a correlation study on students’ translation ability, reading habit, and reading comprehension of the tenth students’ of SMUN 1 Kebakramat academic year 2008-2009*”. The population of this research is all the tenth grade students of SMA N Kebakkramat in academic year 2008/2009, consisting of 314 students. The sample of this study is class X7, which consists of 50 students. The sampling technique used is cluster random sampling. In collecting data, the researcher used questionnaire for reading habit, and test for translation ability and reading comprehension. The Form of questionnaire was close type questionnaire. Meanwhile, the forms of the tests were multiple choice translation ability and reading comprehension. The techniques of data analysis are simple and multiple regression, and correlation. From the result of the study, it can be concluded that (1) There is correlation between students’ translation ability and reading comprehension; (2) There is correlation between students’ reading habit and reading comprehension; (3) There is correlation between students’ translation ability, reading habit toward reading comprehension. The correlation among those variables is shown by the regression line $=11.9932 + 0.31$. The analysis also indicates that the coefficient determination of translation ability and reading habit to reading comprehension is 62.41%. It means that 62.41% variance of reading comprehension ability. It concluded that there was a strong correlation between Students’ Translation Ability, Reading Habit, and Reading Comprehension of the tenth students’ of SMUN 1Kebakramat 2008-2009.

The third is Fadica (2013:3), conducted her research to investigate the correlation between translation skill and reading comprehension on fourth years students at English department of Universitas Negeri Padang. The population and samples of this research was the fourth year students who took translation subject in the seventh semester of academic year 2012 in English Department of UNP. The instrument of this research was a reading comprehension test and translation test. The result of this research showed that the r -calculated (0,677) > r -table (0,355). The hypothesis was tested by using t -test formula observed (4,952) > t -table (1,699) with $df = n - 2$ (29) in level of significance 0,05. In short, the research hypothesis which stated that there was a significant correlation between student's translating skill and reading comprehension was accepted.

Therefore, the researcher will carry out an investigation of the correlation between students' translating ability in their reading comprehension and find out the correlation between students' translating skill in their reading ability at SMA Muhammadiyah 1 Trimurjo.

2.2 Review of Related Literature

In relation to this research, there were some related literatures as follows:

2.2.1 Reading

Reading is one of the skills that students should have in their life. It is generally accepted that reading is one of the most crucial skills needed by the students of secondary school, of senior high school and university. By reading, the learners can have further practice of language that they have further practice of language they have already met through listening and speaking, they will also get much

information, such as education, science, technology and culture, they require from the text as well. Dealing in these facts, Paulston (1976:157) states that reading is the most important skill for most students of English around the world. Dubin and Eskey (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message. Meanwhile DeBoer (1978:33) emphasize that reading is a process involving meaningful reaction to printed symbols.

2.2.2 Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities (Grellet, 1981), those are intensive and extensive reading.

a) Intensive reading

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: reading dosage instruction for medicine.

b) Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component parts and their contribution in the overall meaning, usually for one's own pleasure. This is a fluency activity mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

So, we can see that the types of reading are according to the purpose when the students read something. As explanation above, the researcher used extensive reading related to read more the long text.

2.2.3. Strategies of Reading

There are two strategies in reading techniques. Grellet proposes the way of reading; he defines the strategies of reading into several points, and they are skimming and scanning.

a. Skimming

In skimming, readers are reading rapidly over a text in order to get main point. In other word, skimming is a process of over viewing the general concept of the material; it can be started by selecting sub chapter move to larger content material. Skimming permits reader to preview the text to get the scheme of a text not to read word by word. For example reading news paper, people dismiss unimportant material and quickly identify main idea. People usually do skimming in a multiple speed because of limited time.

b. Scanning

Scanning is quickly scanning through a text to find a specific words, numbers, and steps. The concept of scanning can be defined in this way, in scanning the eye glances over the material aimed to find specific information. In other words, scanning means readers search trough the material for a specific purpose, e.g. finding the answer to a question, and seeking words in dictionary or prices in a catalogue.

2.2.4. Reading Comprehension

Reading comprehension is part of reading text. It means that when students read text, of course students have the purpose to do it, for example, they want to analyze a text and how they can know the content of the text if they do not comprehend the whole text.

Nuttal (1992) states that there are five sort reading skills that should be mastered by reader to comprehend the text deeply, that is:

1. Determining main idea

The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words (Kelly R, 2004).

2. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text/speech. To understand the unit refers to by a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference unit,

on the other hand, refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

4. Finding inference

Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Understanding vocabulary

Understanding vocabulary means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper. Since comprehension is ultimate goal of reading, the reader cannot underestimate the importance of vocabulary development.

Considering the theories above, the five reading skills is important to correspondence the text. So in this research, the researcher uses all of sort reading skill.

2.2.5. Translation

According to Ross (2000) translation is sometimes referred to as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing: translation holds a special importance at an intermediate and advanced level: in the advanced of final stage of language teaching, The term “translation” is normally reserved for written renditions of written materials. Translation is thereby distinct from interpretation, which produces a spoken equivalent between two languages. While there are correspondences between translation and

interpretation skills, the following applies only to document-to-document renderings.

Hatim and Munday (2004) said that “translation is a phenomenon that has a huge effect on everyday life.” The first of these two senses relates to translation as a *process*, the second to the *product*. The first sense focuses on the role of the translator in taking the original or *source text* (ST) and turning it into a text in another language (the *target text*, TT). The second sense centers on the concrete translation the *product* produced by the translator. Machali (2000) noted that “translation as an operation performed on languages: a process of substituting a text in one language for a text in another”.

Larson (1998) stated that “translation is basically a change of form. In translation, the form of the source language is replaced by the form of receptor (target) language”. It can be concluded that translation is a process of transferring the meaning of the source language into the target language.

2.2.6. Types of Translations

Larson (1984:15) divides two kinds of Translation. One is *form-based* the other is *meaning-based*. Form-based translation follow the form of source language. Such translations are usually known as literal translations. Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translations are usually called idiomatic translations.

Form-based translation can be easier to be done than meaning-based translation.

The literal translation are possible to be worked out because both source language and target language have the same grammatical form. For example; “ I go to school” into “Saya pergi ke sekolah”, The word I there is replaced by “saya” “go” becomes “pergi”, “to” becomes “ke” and “school” becomes sekolah”. There is no grammatical difference from those two language (English and Indonesia).

Meaning-based translations will take place when there is an odd meaning if a text is translated by using literal translation, so another alternative to have the correct meaning of the text by using idiomatic translations. There is an example; “The examination is a piece of cake”. It does not make sense if a translator translates it in such a way because the meaning of source language text has not been caught. The most equivalent transformation of that sentences is “Ujian itu sangat mudah”. Translating in such a way is categorized as idiomatic translation because the lexical and grammatical forms are different.

2.2.7. Process of Translation

In translating process, the translator has to deal with two different languages expressed in the forms of words, phrases, clauses or sentences. The translator must concern with finding the target language translation equivalents. That is why in every stage of translating process, a translator often finds some difficulties which canbe classified into :

(1) Difficulties in the analysis and understanding of the source language,

(2) Difficulties in the process of transferring and in finding target language equivalents, and

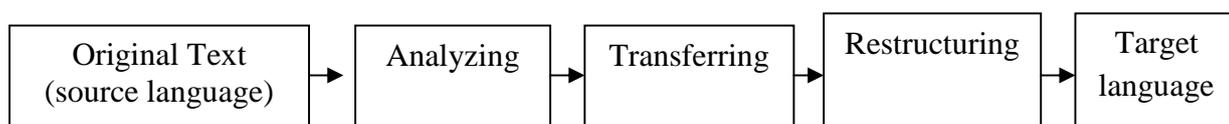
(3) Difficulties in restructuring the transferred material to get the best result of translation.

Seguinot (1989) mentions three kinds of translation process :

(1) Translating without interruption for as long as possible, (2) Correcting surface errors immediately, (3) Leaving the monitor for qualitative or stylistic errors in the text to the revision stage.

In line with the theories describe above, Hasan (1999:7) mentions three process of translating, (1) analyzing he source language text to get the message s quoted. It is focused on understanding the relationship between the grammar in source language and the meaning of the word, (2) transferring the messages by finding the suitable word in target language, and (3) restructuring the final draft from the complete translation. The following chart described the translation process :

Fig.1 The process of Translataion.



source: Fenny 2012

From the concepts of translation process mentioned, the writer takes the concept proposed as the basic theory in analyzing student's translation work. This is

because the students's translation errors an by the steps of the process of translation mentioned above.

2.2.8. Translating skill in reading comprehension

The term translation itself has different meanings: It can be referred to us the general subject field, the product (the text has been translated) or the process (the act of producing translation, known as translating). The source language (SL) into a written text (the target text or TT) in a different verbal language (the target language or TL) Munday (2001). We can view translation as a pragmatic-integrative language activity that integrates different skills; it requires competence in both the source language (SL) and the target language (TL).

Translation is the process in which a word, segment or text is conveyed from one language into another, going beyond sheer words; it includes interlingual relationships, cultural differences -and when spoken, gesture -in order to ultimately transfer the source text's message in the target language (Sewell, 1996).

One of the most important aspects of translation, requiring careful and skillful handling, is that translation is “not just transferring of information between languages, but a transfer from one culture to another” (Hervey et al., 1995,p.20).

It necessarily involves the treatment of cultural issues although the relative importance will vary depending on text as well as on the reader and functions of translated text, among other considerations.

Miremadi (1991) states that “translation is a two way process from one culture to the other, and from one culture into one’s own culture”. Generally speaking, a give and take procedure involved (Miremadi, 1991, p.23). The main purpose of translation is to use it as a cross-cultural bilingual communication vehicle amongst people. In the past decades, this procedure has International Journal of Language Learning and Applied Linguistics World (IJLLALW).

Despite the wide spread popular assumption that translation should play a major role in the field of foreign language, the recent theories of language teaching and learning have at best disregarded the role of translation, and at worst repressed it. From the beginning of twentieth century onwards, almost all famous theoretical works on language teaching have assumed without argument that a new language (L2) should be taught without reference to the student’s first language (L1).Needless to mention that most modern and so called innovative methods have their roots in the former traditional or old fashioned methodologies; however, these new approaches have often resulted in throwing out well established procedures instead of rethinking of them. It may be some comfort for the experienced teacher to be aware that yesterday’s ‘old fashioned’ method has come back, albeit in a slightly different form.

Rogers (1996) reports that the practice of using translation in English classes of university in Tolca Mexico, proved to have been very successful. He has concluded that translation as a teaching technique is enjoying a return as an ‘innovation’. Based on Pieneman’s teachability hypothesis (1989), there are two

sequential dimensions of language learning relevant when teaching translation as a tool to enhance language ability and not for the sheer purpose of teaching a separate skill (Azizinezhad,2007):

1. Progressive sequence takes place regardless of the learner or the method of teaching and is controlled by the inherent nature of each learner's language acquisition scheme, which is ordinary to all language learners.
2. Variational sequence explains the language learning process using different methods in which language learners acquire language skills, according to the relationship between them and their individual situations, i.e. level of intelligence, ability to acquire a foreign language and socio economic status.

2.2.9. Hypothesis

To find the answer to the problem, the writer proposes the following hypothesis:

1. H_0 : There is no correlation between students' translation ability and their reading comprehension ability in first grade of SMA Muhammadiyah 1 Trimurjo.
2. H_1 : There is a correlation between students' translation ability and their reading ability in first grade of SMA Muhammadiyah 1 Trimurjo.

That was the literature review of this research. This chapter discussed the concepts and findings which are reviewed from related literature. Then the next chapter will discuss the method of this research.