

CHAPTER I

INTRODUCTION

This chapter presents a brief description of whole content of the research. This chapter includes background of the study, research questions, aims of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of the Study

People from all around the world use and learn language. Language learners face numerous challenges as they tread their way through the boundless maze of foreign language learning. One of the thorny areas of concern for English as Foreign Language (EFL) learners is reading comprehension (Zoghi et.al, 2014). Reading comprehension is not confined solely to the ability to restate the text, rather it refers to the ability to use prior knowledge, making connections, visualizing, inferring, determining importance and synthesizing the materials in the text (Grimes, 2004).

English as the international language is used and learnt by many students in Indonesia. Because many Indonesian students study their subject areas in English, reading is essential for their academic and professional success. Indeed, this research tells that reading is an important measurement of their academic success. Yet most of EFL students in Indonesia find it difficult when they are asked to read a passage and answer comprehension questions especially in cases where the topic of the texts are unfamiliar because of cultural differences or lack of background knowledge. The students' weakness in English proficiency and very limited experience with reading and the written word in both their mother tongue and English make them become weak readers who poor at comprehending what they read.

Test of language comprehension, be they tests of reading or listening, traditionally purport to measure only one factor: accuracy of comprehension (Lee, 2002). Test of English as a Foreign Language (TOEFL) is probably the most often examination in the admission process of foreign students to college and university in the United States (Pyle & Munoz, 2002). TOEFL test is used as a standard assessment of English proficiency. It implies that TOEFL is a tool to predict students' ability in reading comprehension. It emphasizes and measures English usage and communication ability in academic setting (TOEFL iBT Tips, as cited in Ali, 2012, p. 49).

Reading is not merely a process of decoding of codes in printed form but a process of creating meaning as a result of the transaction between the reader and the text (Kabilan et.al, 2010). When talking about translation, most people think of it as a means of communication or a process of transferring meanings from one language to another. Translation is regarded as an activity confined to those who have already achieved a high degree of language skill. A good translation cannot be achieved without mastery of the second language (Lado, as cited in Hosseini-Maasoum, 2012).

Since translation and reading comprehension deal with the meaning of a written text, it would seem particularly important that educators and students to understand the correlation between reading comprehension and translation. So far, there has been little research to examine the relationship between students' reading comprehension in TOEFL and the ability in translating English texts into Indonesian. In order to fill this gap this research aims to identify the students' reading comprehension in TOEFL, the students' ability in translating English texts into Indonesian, and the relationship between the students' reading comprehension in TOEFL and their ability in translating English texts into Indonesian.

1.2 Research Questions

There are three problems which will be investigated in this study. The problems are formulated in the following questions:

1. How is the students' reading comprehension in TOEFL?
2. How is the students' ability in translating English texts into Indonesian?
3. Is there any relationship between the students' reading comprehension in TOEFL and their ability in translating English texts into Indonesian?

1.3 Aims of the Study

Based on the background of the study and the research questions above, the aims of the study can be formulated as follows:

1. To identify the students' reading comprehension in TOEFL.
2. To identify the students' ability in translating English texts into Indonesian.
3. To identify the relationship between the students' reading comprehension in TOEFL and their ability in translating English texts into Indonesian.

1.4 Scope of the Study

The scope of this study is limited to two concerns. First, the study focuses on investigating whether or not there is a relationship between students' reading comprehension in TOEFL and their ability in translating English texts into Indonesian. Second, this study also investigates the students' reading comprehension in TOEFL and the students' ability in translating English texts into Indonesian.

1.5 Significance of the Study

The significances of this study can be formulated as follows:

Theoretically, this study is expected to be a reference for further researcher who is interested in reading comprehension and translating English-Indonesian.

Practically, this study is intended to give some contributions for educational field, especially in teaching reading comprehension and translating. It is expected to give the English Education students an awareness of the importance of reading comprehension mastery to improve their translating ability.

1.6 Clarification of Term

The following are the key terms which are used in the study to avoid misunderstanding the term of this study:

Reading comprehension is the ability to understand the meaning of words, ideas, and their relationship presented in the text (McNamara, 2007).

Translation is the reproduction in a receptor language of the closest natural equivalent of the source language message, first in the term of meaning, and second in terms of style (Nida& Taber, 1982).

1.7 Organization of the Paper

There are five chapters in this research paper. Chapter I is Introduction, this chapter consists of the background of the study, research questions of the study, aims of the study, cope of the study, significance of the study, clarification of the terms and organization of the paper. Next is chapter II which presents some theoretical foundations of the research that are relevant to this research. Chapter III is Research Methodology. This chapter discusses the methodology of the research, including the research design, variables, hypothesis of the study, participants and instruments of the study, research procedures and data analysis. Chapter IV presents the research findings and discussion of the study to answer the research questions. Last chapter is chapter V, in this chapter discusses the conclusion and also some suggestion from the findings of the study.

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The Relationship Between Students' Reading Comprehension In Toefl And Their Ability In Translating English Texts Into Indonesian

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