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## CHAPTER II REVIEW OF RELATED LITERATURE

### A. The Theoretical Framework

#### 1. The Concept of Reading Comprehension

##### a. The Definition of Reading Comprehension

There are some experts' definitions about what reading comprehension really means, it can be found in Wayne Tennent's book (2015,p.29) under the title **“Understanding Reading Comprehension: Processes and Practices”**.

According to Cain (2010), reading comprehension is retrieving the sense of individual words, combining clauses to make sentences, and make meaning from successive sentences and paragraphs. Pardo (2004) says that reading comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in the relationship to the text. Moreover, Hock and Daryl (2005) say that reading comprehension is a collective term that describes the result of grasping the meaning from a text with one's intellect 59 a task that involves many skills. Van den Broek & Espin (2012) say that reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.

By having brief discussion about reading comprehension, the researcher concludes that comprehension is the major goal of reading activity. Reading comprehension is an active thinking process through a reader to construct the meaning more deeply to understand the concept and information that presented in a text or ability that should have by the students to get information from written text or reading comprehension is the process how the reader interacts with the text, relates ideas from the text to prior experiences or facts to

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construct meaning and require the reader to understand how the author has organized his/her ideas.

### b. Components of Reading Comprehension

There are some components in the reading comprehension skill. The components have their own characteristic. King and Stanley (2010,p.331) state that there are five components that may help students to read carefully. Five components of reading comprehension, those are:

#### 1. Finding Factual Information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

#### 2. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. Zainil (2003,p.43) states that the main idea of a paragraph is what the author wants to know about the topic.

The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

#### 3. Finding the meaning of vocabulary in context.

It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly

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equivalent meaning when it has it or nearly the same meaning as another word.

#### 4. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, this, etc.

#### 5. Making inference from reading text

Inference is skill where the reader has to be able to read between lines, King and Stanley divide it into main attentions, draw logical inferences and make accurate prediction. Reading comprehension as discussed above indicates that it is a complex process in which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

Reading comprehension as discussed above, the researcher concluded that a good reader will understand the text by comprehend all components of reading. They should comprehend the main idea and supporting ideas, identify inference and tell the information. It is indicates that components of reading comprehension is a complex process which a reader tries to reconstruct a message encoded in clear language by researcher. It is like an interaction between reader and author.

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### c. Students' Reading Comprehension

The result of reading comprehension is when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Reading comprehension is one of the first steps towards learning a language. Reading comprehension is more important because reading English as a foreign language will be difficult without comprehending the reading. However, the students do not know clearly which the good ways that can help them to improve their comprehension in reading English. In fact, there are some students who still get difficulties to comprehend the text. The Teachers should help their students in comprehending texts, encouraging them to build world knowledge through reading and should teach their students to use active comprehension strategies to improve their reading comprehension, also the teachers should give correction to students' reading mistake directly or indirectly when students make incorrect in complete or answer the tasks.

## 2. The Concept of Translation Ability

### a. Definition of Translation Ability

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. According to Newmark (1988:7) Translation is a craft consisting in the attempt to replace a written message statement in one language by the same message or statement in another language. Translation is a process of rendering written message, from source language to target language without adding or reducing the message. In line to the definition above Catford (1974:20) says that Translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language). In his definition, Catford states that the replacement of textual material from source language into target language has to be equivalent.

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Translation is 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 or final stage of language teaching. The term “translation” is normally reserved for written renditions of written materials. A successful translation is one that conveys the explicit and implicit meaning of the source language into the target language as fully and accurately as possible. From the standpoint of the user, the translation must also meet the prescribed specifications and deadlines. 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.

From explanations above, the researcher concludes that translation ability is the quality of students of transfer language without any changes meaning of the source language or transferring the message or the meaning and not the word. The translation ability in this research is intended to know what the students have qualified in a translation, especially in translating Analytical Exposition Text, such as how to translate from the source language to the target language clearly, how to employ the functional aspects in their translation, how to translate in which the results are linked into the target language, and how to make sentence structure well.

## b. The Process of Translation

According to Rudolf Nababan's book (2003, p.24), “*Teori Menerjemah Bahasa Inggris*”, there are three processes of translating:

### 1. Analysis

In this process, the message as given in the source of language is analyzed in terms of grammatical relation and the meaning of the words and combination of the words.

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## 2. Transfer

The analyzed material is transferred in the mind of translator from the source language to the target language.

## 3. Restructuring

In this process, the transferred material is restructured in order to make a final message fully acceptable in the target language.

To connect with the process of translation, Suryawinata and Efendi (2004,p.27) in theirbook *Translation* state that the process of translation can be defined as follows:

- a) Understanding the meaning or message of the text in the source language.
- b) Looking for an equivalent meaning or message in the target language.
- c) Restructuring this equivalent meaning or message in the target language into accepted from of text in the target language.

In conclusion, this process is not easy to translate each word in the target language, but looking for the equivalence of the meaning or message in the source language to be transferred into the target language.

## c. Ability in Translation

The ability in translating a language into another language is indicated by the quality of translation. A good translator, indeed, produces a good translation that meets some requirements, such as componential analysis, relation result, descriptive equivalent, functional aspects, cultural equivalent, clearness, and accuracy. (Newmark, 1991:3).

Translators and student translators encounter problems in the translation process. A translation problem may appear at any stage of the translation process. Students who find a problem in the source text can either ignore it or try to solve it. They have to decide to solve

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it because they want the readers to understand or receive the target text and this is only possible if they have a particular concept of translation in the back of their minds.

#### d. The Kinds of Translation

According to Larson (1984,p.15), as quoted by Choliludin in his book “the Technique of Making Idiomatic Translation”, translation is classified into two main types, namely form-based translation (is known as literal translation) and meaning-based translation (is called as idiomatic translation). The explanation about the kinds of translation can be defined as follow:

##### 1. Literal translation

Literal translation attempt to follow the form of the source language, although literaltranslation may be very useful for purposes related to study of the Source Language,they are of little help to speakers of the receptor language who are interested in the meaning of the source language text. A literal translation sound like nonsense and has little communication value.

Based on the researcher’s opinion, literal translation is how to translate to another language word for word which can cause misunderstanding.

##### 2. Idiomatic Translation

Idiomatic translation makes every effort to communicate the meaning of the sourcelanguage text in the natural forms of the receptor language. Idiomatic translations use the natural forms of the receptor language both in grammatical constructions and in the choices of lexical items.

In practice, however, it is hard to be consistent to translate idiomatically or literally. These translations are often a mixture of literal and idiomatic form language. But, the success of a translation is

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decided by whether it can be interpreted successfully by the target recipient in a manner that is consistent with what is expected of it.

Based on the researcher's opinion, idiomatic translation is the source language is re-conveyed but there are some deviations in meaning because it places the vocabularies in daily life and idioms which there is no in source language.

Another expert, Brislin in Choliludin (2007,p.122) classify the kind of translation into pragmatic translation, aesthetic-poetic translation, ethnographic translation, and linguistic translation.

### 3. Pragmatic Translation

Pragmatic translation refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form and it is not concerned with other aspect of the original language version.

Based on the researcher's opinion, pragmatic translation is a translation that refers to accuracy of information from the source language so that the written text from the source language should be explained clearly.

### 4. Aesthetic-poetic translation

Aesthetic-poetic translation refers to the translation in which the translator takes into account the effect, emotion, and feeling of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of it are translation of sonnet, rhyme, heroic couplet, dramatic dialogue and novel.

Based on the researcher's opinion, Aesthetic-poetic translation is a translation that focus on senses or the how the writer looks like to face the problems.

### 5. Ethnographic translation

The purpose of ethnographic translation is to explicate the cultural context of the source and target language version. Translators

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have to be sensitive to the way words are used and must know how the words fit into culture.

Based on the researcher's opinion, ethnographic translation is how the sentences in the source language and the target language should be explained clearly and suitable with the culture.

### 6. Linguistic translation

This is concerned with equivalent of the constituent morphemes of the source language and grammatical form, an example is a computer program and machine translation.

Based on the researcher's opinion, Linguistic translation is focus on equality of forms morpheme and grammatical in the source language and the target language.

Also another expert, Newmark (1988,P.9) has divided kinds of translation into three sections, those are:

### 7. Communicative translation

In theory, communicative translation addresses itself solely to the second reader who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary, communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under translate. Basically, communicative translation emphasize the sift of messages. This method, pay attention to the reader or listener of target language that hope there is no difficulties and unclearly in text of target language and also effectiveness of target language.

Based on the researcher's opinion, the researcher conclude that translation could repair the logic sentence in a source language. It changes the words and structure that was cliff with the smoother and delete part of the sentences that not clear. This translation tries to

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convey contextual meaning from the source language so that the target language acceptable and understandable by the readers.

### 8. Semantic Translation

Semantic translation remains within the original culture and assists the reader only in its commutations if they constitute the essential method is that where is a conflict. Semantic translation tends to be more complex more awkward, more detailed, more concentrated, and process the thought-process rather than the intention of the transmitter.

Semantic translation is objective and neutral, only to translate naturally, is not adding, reduce or repairing. It only changes the meaning and text force of source language to the target language. Semantic translator should be considered element of estetic text of source language with compromise the meaning since in fittingness.

Based on the explanation above, the researcher conclude that semantic translation is the election of foreign words, it attempts to preserve the authors' idiolect. Semantic translation is accurate, and more emphasis on naturalness. so that it is only suitable for people who have imaginative literature.

### 9. Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all. It means explanation translation or doing paraphrase some idea.

Based on the explanation of types of translation above, the researcher concluded that all the criterias can used as reference to the translator to get a good translation. Therefore, the translator can determine how to get the target language that has quality where the information from the writer is can not be changed. So that the readers able to understand the core of the target language in a text. But the

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researcher thoughts that communicative translation is more flexible and can be used by the students generally and also this translation tries to pay attention to the language level of the readers, and the last is this translation is suitable for use in informative text or vocative text.

### 3. The Concept of Analytical Exposition Text

The researcher has limited in the research that the researcher is only uses analytical exposition text in reading comprehension, the researcher will discuss briefly about analytical exposition text.

#### a. Definition of Analytical Exposition Text

According to Wahidi (2009), “*Analytical exposition is a text that elaborates the writer’s idea about the phenomenon surrounding*”. Analytical Exposition Text as one of ‘argumentation text’ that learned by the students in Senior High School especially in the second grade.

In researcher’s opinion, *analytical exposition is the writer’s idea that used to persuade the readers to believe that something was happened. So this text gives point of view and arguments about the case.*

#### b. Purpose

According to Martin in Painter (2001), *the purpose of analytical exposition text is to explain some aspects of the world and bring the addressee to share the writer’s point of view. In addition, Coffin (2001) states that analytical exposition text is used to put forward a point of view or an argument. To make it clear, the researcher made the purposes in two points:*

- 1) To persuade the reader or listener that there is something that, certainly, needs to get attention
- 2) To analyze a topic and to persuade the reader that this opinion is correct and supported by argument.

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### c. Generic Structure:

- 1) **Thesis:** Introduces the topic and shows speaker or writer's position; Outlines of the arguments to be presented.
- 2) **Arguments :** It consists about Point and Elaboration Point, states theMain argument. Elaboration develops and supports each point of argument.
- 3) **Reiteration :** Restatement, restates speaker or writer's position.

### d. Language Features

- 1) Focus on generic human and non human participants.
- 2) Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
- 3) Need material processes. It is used to state what happens, for example: has polluted,etc.
- 4) Use of simple present tense.
- 5) Use of relational process

### e. The Example of Analytical Exposition Text

#### Cars should be banned in the city

#### *Thesis*

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, *cars*, as we all know, contribute to most of the pollution in the world.Carsemit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.Secondly, the city is very busy. Pedestrians

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wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

#### *Reiteration*

In conclusion, cars should be banned from the city for the reasons listed.

### **5.The Correlation between Students' Reading Comprehension and Their Translation Ability of Analytical ExpositionText**

According to Mc Whorter (2000), reading comprehension is the main goal of reading that refers to the process of what is being read. The readers usually make use of background knowledge, vocabulary, grammatical knowledge, experience with the text, and other strategies to help them understand written text. So, it seems that reading comprehension process happens in translation. It is supported by Macizo and Bajo (2004), they said that language comprehension includes a set of processes going from speech processing (segmentation and clasification of the incoming input), lexical 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 ( intergration and interpretation of successive sentences to arrive at a global mental representation) and all of these comprehension processes are involved during both reading and translation. Furthermore, they also assume that comprehension occurs in translation same as comprehension occurs in reading. The student's score



in both subjects should be equal. if students get good mark in translation, they will also get good mark in reading, If So, reading comprehension is needed to reformulate the message to the target language. Those similarity shows that there is a correlation between reading comprehension and translation ability of analytical exposition text.

## B. The Relevant Research

According to Syafi'i (2007), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point was focused on, information the designs, finding and conclusion of the previous research, that of:

Fauzi Hanafi researched about "The Correlation between Student's Reading Comprehension and Their Translation on four year at English Department UIR. He found that there was a positive and significant correlation between Student's Reading Comprehension and Students' Translation Ability ( $r_{xy} = 0.641$  and  $r_{table} = 0.361$  and  $0.463$ ). The researcher makes an assumption of the hypothesis, that  $r_{xy}$  is bigger than  $r_{table}$ , namely  $0.361 (0.641) 0.463$ . The correlation Fauzi's research and my own proposal is the variable X of the research, but the researcher focuses on translation ability as variable Y.

Another relevant research was conducted by Aris Sumianto. He researched about "The Correlation between "The Mastery of Reading and Students' Translation Ability at the second year's student in SMAN 4 Pekanbaru 2011-2012." The data was collected by using observation, questionnaire, and test. The result is showed that there was a positive and significant correlation ( $r_{xy} = 0.686$  and  $r_{table} = 0.325$  and  $0.418$ ). The researcher concluded that  $r_{xy}$  is bigger than  $r_{table}$  or in short  $0.325 < 0.686 < 0.418$ . It means that there is significant correlation between the Mastery of Reading and Students' Translation ability.

In this case, the researcher states the relevant studies which are possible in adding the readers view about the correlation between Reading Comprehension and Their Translation Ability. The difference of Fauzi's research with my own

research can be seen at the respondents used. He focused on college students of English Department UIR, but the researcher focused at the students of MA Ummatan Wasathan.

The second by Aris Sumanto, the difference of his research with my own research can be seen on the variable x used. In his research, he made Mastery of Reading as variable x, but my own research made Reading Comprehension as variable x.

### C: Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are variable X and variable Y. The variable X as independent variable is about the reading comprehension. The variable Y as dependent variable is students' translation ability.

#### Variable X

According to Brown, an independent variable is variable selected and systematically manipulated by the researcher to determine whether, or the degree to which, it has any effect on the dependent variable (Brown, 2005, p:11).

The independent variable of this study is the students' ability in reading comprehension which is indicated by the reading comprehension test of analytical exposition text.

Based on syllabus of MA Ummatan Wasathan, The indicators of variable X which got from English K-6 modules Board of Studi New South Wales, to know the students' ability in reading comprehension, the researcher identifies them in some indicators as follows:

1. The students are able to find the main idea in reading analytical exposition text.
2. The students are able to identify arguments of analytical exposition text.

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3. The students are able to understand word meaning of analytical exposition text
4. The students are able to identify the generic structure of analytical exposition text
5. The students are able to find communicative purposes of analytical exposition text.

**Variable Y**

A dependent variable is observed to determine what effect, if any, the other types of variable may have on it. In other words, it is the variable of focus the central variable on which other variables will act if there is any relationship (Brown, 2005:10).

The dependent variable of this study is the students' ability in translation which is indicated by the translation test or subjective test of analytical exposition text.

To know the students' translation ability of the eleventh grade students of MA Ummatan Wasathan Pesantren Teknologi Riau, the researcher determines some indicators based on "A Textbook of Translation" that written by Peter Newmark for translation ability as the follows:

1. The students are able to translate in which the results are linked into the given target language genre of analytical exposition text.
2. The students are able to use the functional aspects of analytical exposition text in their translation.
3. The students are able to clear the sentences of analytical exposition text.

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## **D. Assumption and Hypotheses**

### **1. Assumption**

In this research, the researcher assumes that the better students' reading comprehension of analytical exposition text is the better their ability on translation analytical exposition text will be. While the worse students' reading comprehension of analytical exposition is, the worse their ability in translation analytical exposition text will be.

The students' translation ability can be developed through the reading comprehension. On the other hand, the students' translation ability plays an important role in reading English text.

### **2. The Hypothesis**

**Ha:** There is a significant correlation between reading comprehension and students' translation ability of analytical exposition text students of MA Ummatan Wasathan Pesantren Teknologi Riau.

**Ho:** There is no significant correlation between reading comprehension and students' translation ability of analytical exposition text of MA Ummatan Wasathan Pesantren Teknologi Riau.