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CHAPTER II

THEORETICAL FRAMEWORK

A. The Concept of Reading

According to Nunan (2003:68), reading is approached as a thinking process one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. The text also facilitates comprehension monitoring a strategy that encourages students to be aware and conscious of their levels of understanding. Relation to this idea Grabe (2009:14) says that reading is centrally agreed as a comprehending process, thus, comprehension is very important. Students read the text to understand what the writer is intended to convey in writing. In reading, students not only read the text but also comprehend it. Snow and Chair (2002:11) say that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

The successful reading of the students, the students have to understand the text. It is important to apply reading skill to the student in order that students are successful as a good reader. According to Idham (2014:29), reading is categorized as Receptive Skill, as the learners can learn a language through what they hear or listen and read. Furthermore, Idham adds that students have reasons for reading; the reasons are divided into four board categories:

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- a. For Maintaining Good Social Relations
- b. For Entertainment
- c. For Obtaining Information Necessary for Day-to-Day Living
- d. For Academic Purposes

Pertaining to Brown (2004:189) states that good reader can identify the text, knowing what text is talking about, making conclusion and taking information from the text. There are five basic types of reading performance, they are:

- a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied.

- b. Selective

In this category, the students can give brief response from the text that is intended as well, in other word, a combination of bottom-up and top-down processing in teaching reading.

- c. Interactive

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

- d. Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

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All that components above can sign for students' reading performances. To achieve these reading performance purposes we need to be active in kind of text. People cannot imagine that it is the same as develop oral language ability. Therefore, in developing reading skill involves qualitatively different process, in other Hand, Reading skill must become habit to achieve it. Briefly, reading is achieving meaning from the writer to the reader in order to get new information. Reading activity is important because it includes message communicated and to understand something that is not found from oral communication.

1. The Concept of Reading Comprehension

The first point to be made the reading process is reading comprehension. Reading with comprehension means understanding what has been read. According Kustaryo (1998:12), comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating. A relatively important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story. The purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Comprehend the reading text is very crucial thing in reading process, because the purpose of reading is to catch the meaning from what the readers have read. If the readers only read the reading passage without trying to comprehend the text, it is very useless and only spends much time and they will get nothing. Moreillon (2007:21) states that comprehension is very important part of learning

to activate and use background knowledge. It means that when the reader tries to comprehend the reading text they will use the previous knowledge that they already have. It is not only about the ability to read the text, but how to use the background knowledge that can build the comprehension.

Finally, skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

2. The Concept 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. From the notions above, it can be concluded that translating includes the act of transferring message from the source text to the target text. The

aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant. Furthermore, translating a literary work into another language is creating a new literary work in another language.

According to Larson (1984: 15), translation is classified into two main types, namely *form-based* and *meaning-based* translation. Form-based translation attempts to follow the form of Source Language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation. Larson (1984: 16) says that idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language.

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 of 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

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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.

Translation practices are related to translation competence, which has been described in various models. It has proposed a holistic model comprising six interacting sub-competences or components. Three of them are considered common to all multilingual producers of texts: the bilingual and extralinguistic sub-competences and the psycho-physiological components. However, the other three (the translation-knowledge, instrumental, and strategic subcompetences) are assumed to be specific to translation. The translation-knowledge subcompetence involves knowledge of translation principles and the profession, which can be assessed in interviews and questionnaires. The instrumental sub-competence includes research, information literacy, and IT skills, which can be observed as translators perform their tasks. The strategic sub-competence is assumed to control the entire translation process and can only be accessed indirectly, potentially when translators reflect on their actions and decisions. Such reflection can lend insight into translators' concepts of their roles and responsibilities as linguistic mediators and text producers, which Kiraly (1995: 100) describes as follows:

The self-concept includes a sense of the purpose of the translation, an awareness of the information requirements of the translation task, a selfevaluation of capability to fulfill the task, and a related capacity to monitor and evaluate translation products for adequacy and appropriateness. Classic

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distinction between the cognitive translation act and the situated, communicative, socio-cultural event in which that act is embedded, we can therefore loosely define translator self-concept as the awareness of the multiple responsibilities and loyalties imposed by both the act and the event of translation. Kiraly (1995: 101), places translator self-concept at the center of his psycholinguistic model of the translator's mental space, a model based on analyses of concurrent verbalizations. Their answers might support the hypothesis that the development of self-concept is indeed related to the development of translation competence.

According to Eugene (1982:49) Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several seemingly contradictory elements. Translating must aim primarily at reproducing the message. To do anything else is essentially false to one's task as a translator. But to reproduce the message one must make a good many grammatical and lexical adjustments. The best translation does not sound like a translation. translation. Nevertheless, this does not mean that it should exhibit in its grammatical and stylistic forms any trace of awkwardness or strangeness. That is to say, it should studiously avoid translationese formal fidelity, with resulting unfaithfulness to the content and the impact of the message.

3. Types of Translation

According to Newmark (1988:45), types or methods of translation is divided into eight types, those are:

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1. Word-for-word translation

Translating word by word and usually it is difficult words. The main use of word-for-word translation is either to understand the mechanics of the source language or to co construe a difficult text as a pre-translation process.

2. Literal Translation

Literal Translation is translating by the nearest meaning and context. The SL grammatical constructions are converted to their nearest TL equivalents but the lexical word are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

3. Faithful Translation

Faithful Translation is translating by following the grammatical of target language. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norm) in the translation. It attempts to be completely faithful to intentions and the text-realization of the SL writer.

4. Semantic translation

Translating the meaning, the more message rather than form and use sense. There is esthetic value and esthetic mean. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits

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the creative exception to 1005 fidely and allows for the translator's intuitive empathy with the original.

5. Adaption Translation

Adaption Translation does not translate the word but adapt that word based on the source language. This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and text rewritten.

6. 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.

7. Idiomatic Translation

It is translating idiom colloquialism. It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialism and idiom where these do not exist in the original.

8. Communicative Translation

Communicative translation is attempts to 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. It is translating communicatively, contextual meaning and ready acceptable.

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Seeing all the types above , the researcher used a communicative translation for type of students' translation ability test. In order to make students easy to do translation, it is also the most appropriate type of translation that should be used to the type of test of students' translation ability.

B. The Relevant Research

Relevant research requires some previous researches by other researchers in which that are relevant to our research itself. It is supported by Syafii (2007:122) that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Besides, the writer has to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. The research was conducted by Ratih Widiyarsari (2013) entitled "The Correlation between Students' Reading Comprehension and Students' Translation on Fourth Year Students at English Department UNP". She concluded that there was a positive correlation between students' reading comprehension and their translation ability.
2. The research was done by Umi Kultsum (2016) entitled "The Correlation between Students' Vocabulary Mastery and Their Translation Ability at Vocational High School Dwi Sejahtera Pekanbaru" She concluded that there was a positive correlation between Students' vocabulary mastery and their translation ability.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'I that all related theoretical frameworks can be operated in the operational concept. There were two variables used in this research. Variable X refers to the students' translation ability and variable Y refers to Students' reading comprehension. Therefore, variable X is independent and Y is as dependent.

The indicators of variable X (translation ability) are as follows:

- a. Students are able to understand that the information of the source text is reflected clearly in the target language.
- b. Students are able to translate in which in the results are linked into the given target language genre.
- c. Students are able to employ the functional aspect of target text in their translation.
- d. Students are able to employ sentence structure well.

Based on syllabus on MTs Ummatan Wasathan, The indicators of variable Y (reading comprehension) are as follows:

- a. Students are able to identify the main idea of narrative text.
- b. Students are able to classify the generic structures of narrative text.
- c. Students are able to predict the reference of narrative text.
- d. Students are able to interpret the language features of narrative text.
- e. Students are able to justify the information consisted in narrative text.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are have translation ability will have better reading comprehension. Furthermore, the better the implementation translation in reading, the better the students' reading comprehension will be.

2. The Hypothesis

- a. H_a : There is a significant correlation between students' translation ability and their reading comprehension.
- b. H_o : There is no significant correlation between students' translation and their reading comprehension at the eighth grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau.