

CHAPTER I

INTRODUCTION

The section introduces the background of the study, the research question, the purposes of the research, the significance of the research, the conceptual framework, and previous studies

A. Research Background

In English language learning classes, students are referred to as English Foreign Language learners in accordance with what is said by Luisa (2010) that English Foreign Language (EFL) are individuals for whom English is not their first language. They come from diverse linguistic and cultural backgrounds. It is well known that there are various approaches to teaching English as a foreign language (EFL). Each educator uses a unique set of techniques in his classroom, whether it be for reading, writing, or listening lessons.

Reading is the practice of using text to create meaning (Johnson, 2008). Meanwhile, Eskey (1985) states that reading is the ability to make sense of written or printed symbols to guide the recovery of information from her human memory and subsequently use the written message. It becomes essential for teachers to teach the reading lesson to their students, considering that without reading skills, there can be no comprehension or acquisition of knowledge. In the reading lesson, EFL students are challenged to identify words in print, then construct the meanings of the text and coordinate identifying words and making meaning to reach their reading fluency. The use of appropriate strategies in reading lessons may improve students' reading comprehension.

As previously stated, reading skills are no doubt an important criterion in students' lives. However, EFL learners face obstacles when they come across reading materials. They thus experience obstacles with reading comprehension. The writer has found in general, EFL learners face challenges in learning English due to their limited vocabulary, interpreting terms, word equivalence, understanding of pronunciation, etc. (Omolu, Mappewali, Sundariyah, & Putri,

2022). Unquestionably, implementing cognitive and metacognitive methods is difficult since EFL students nevertheless struggle with various aspects of reading comprehension learning.

In relation to the reading comprehension discussion above, building awareness of reading comprehension strategies or learning elements influencing students' reading comprehension can help overcome the challenges faced by EFL learners in the classroom. According to research by Widiyanti, Suparman, & Sudirman (2015), translation and students' reading comprehension are significantly correlated. Besides, to reach a good reading comprehension level, it is very important to know the main idea and understand the text's vocabulary (Nuttall, 1992). To know the meaning of the vocabulary, EFL learners, for whom English is not their first language, should translate it to comprehend what the words mean so when vocabulary mastery improves, reading comprehension will be more profound.

A preliminary observation is conducted as supporting material to collect the primary data and information to prepare a more comprehensive research project. This preliminary observation aims to facilitate the exploration and clarifying the problem to be studied and discover the reasons for, benefits of, and implementation of the research. The preliminary observation was conducted at the SMP Mekar Arum. According to the preliminary observation, it is found that indeed half or more of the students in English class have not passed the qualification or the passing grade of English reading comprehension lesson.

Several studies with a focus relevant to the current study have been conducted. Firstly, a study conducted by Ibrahim (2020) investigating teacher's views and perceptions about how to improve reading comprehension skills found EFL Sudanese university students encounter reading comprehension difficulties. The second one is a study conducted by Aisha and Ageli (2020), who are trying to find out whether translation helps enhance students with different language proficiency and determine to what extent translation is a learning strategy used by specific classes of students.

The researcher found that many teachers often instruct their students to translate their English reading text. Many students experience this, as it is a common phenomenon. This research attempts to know deeply about the students' experiences in reading comprehension through translating activity and find the effects students would gain from this. Therefore, this study aims to explore the students' experience in reading comprehension by translating English Narrative text at SMP Mekar Arum.

B. Research Questions

This study explores experience in reading comprehension by translating English narrative text and finds the benefits of using translation in students' reading comprehension. Therefore, this research is intended to answer the two following questions:

1. How are the students' experiences in understanding English narrative text through translating activity?
2. What are the students' challenges in understanding the text through translation activity?

Both research question requires a questionnaire and interview as a tool to collect data about students' experience in reading comprehension through translating narrative text and the following obstacle. An interview could provide rich data with open-ended questions employed in this research (Creswell, 1994) and obtain depth information related to the research question. Practically, the questionnaire will be implemented in order to gain the student's experiences in the reading comprehension process that students carry out in class and their translating activities. The interviews will be conducted after students do the questionnaire and have prepared to strengthen and have deeper results of the interviews.

C. Research Purposes

This study explores the students' experience in reading comprehension by translating English narrative text, and it has two research focuses, (1) to discover students' experience in understanding English narrative text through translating activity, and (2) to reveal students' challenges in understanding text through translation activity. Questionnaire and interview are being used to answer the research questions.

Before doing the interview, the writer will spread a questionnaire consisting of fifteen statements as a starter to know students' experiences and feelings regarding their personal experiences in understanding English narrative text through translating activities and the obstacle they need to go through in the process of reading comprehension by spread the Google form link to all of the students in class. Students' point of view regarding this topic will then be known. Afterward, interviews will be held with several chosen students or participants to obtain more narrowed perspective to this theme.

D. Research Significance

Theoretically, this study shows and will be advantageous for teachers and students to understand the importance of translating activity in English lessons and its contribution to the improvement of EFL learners' reading comprehension not only in the context of English teaching and learning but also in various domains where reading comprehension has a crucial role in conveying meanings.

Practically, this research can provide good reflection for teachers and students in English teaching and learning. The teacher will be more active in reminding and instructing the students to do activities that have a good impact on improving students' performance in reading text comprehension and translating is one of them. There are also other practical benefits of this study to the students. This study besides providing insight into the translating activity in English reading text comprehension will also bring out the initiative in students to be more

enthusiastic in their studies of English reading text comprehension, knowing that there is a way that will make this easier for them.

E. Conceptual Framework

English Foreign Language (EFL) refers to people whose first language is not English (Luisa, 2010). Their language and cultural backgrounds are varied. The curriculum for teaching English as a Foreign Language (EFL) is designed to accommodate the demands of students studying the language in non-English speaking environments. The goal of EFL programs is to equip learners of all ages and backgrounds with the language skills they need to explore English speaking situations comfortably. These students frequently start their EFL journeys at different competence levels. Teachers use a variety of teaching strategies in EFL classes to keep students interested and promote efficient language learning. Although, what is clear is that there are factors to take into account when teaching EFL, such as goals, objectives, materials, equipment, procedures, evaluation, and assignments (Brown, 2007).

According to Johnson (2008), reading is a complex skill that involves using text to derive meaning. Expanding on this concept, Eskey (1985) defines reading as the ability to interpret written or printed symbols, which enables the retrieval of information from human memory for the purpose of understanding and using written communication. The importance of teaching students to read correctly cannot be emphasized enough, as seen by the importance that teachers provide comprehensive reading lessons. Learning and understanding indeed remain unclear without a firm reading foundation. When learning English as a foreign language (EFL), students must overcome the difficulty of not just understanding words printed in print but also combining these lexical components to get the intended meanings of the text.

Students are encouraged to develop their reading fluency by skilfully shifting between word recognition and comprehension within the framework of the reading lesson. Furthermore, the effectiveness of the reading lesson depends

on the use of proper strategies designed to improve students' reading comprehension skills, which will in turn encourage a deeper interaction with the text and help them develop the critical thinking abilities necessary for success in the classroom.

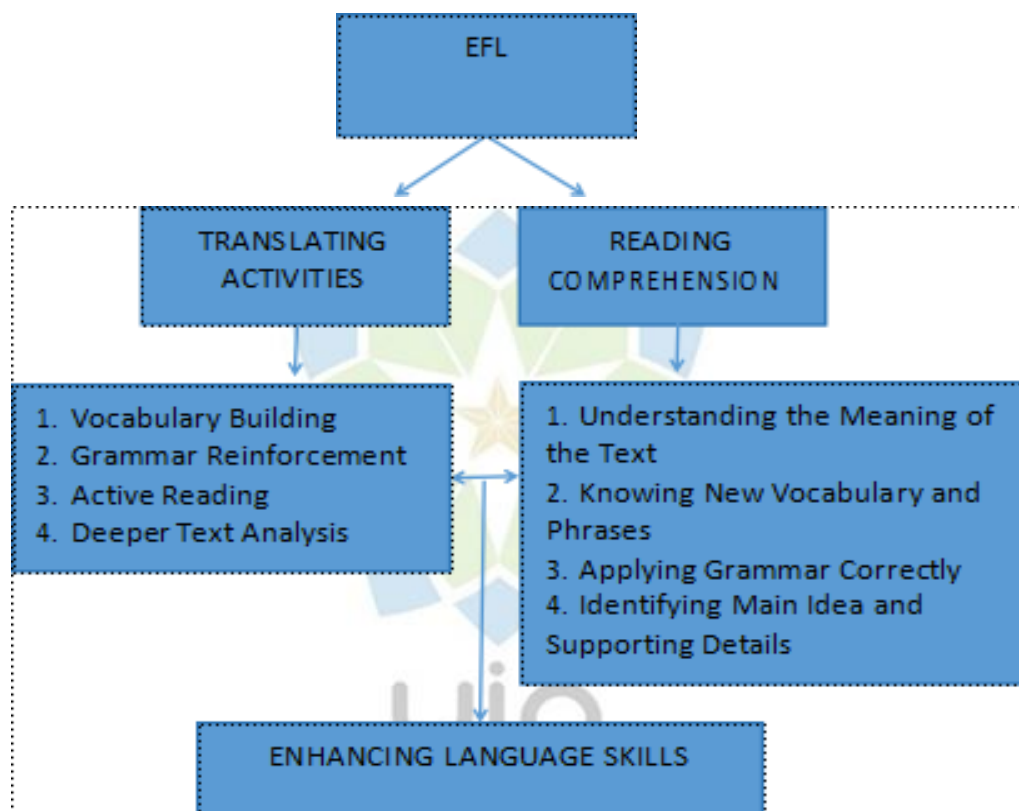


Figure 1. 1 Conceptual Framework

A reading strategy is needed in teaching reading comprehension. On study written by Komariah (2022) found that teachers used only three strategies in teaching reading comprehension, partially questioning strategy, review strategy, and feedback strategy. On the other research, learning reading text for EFL learners using a combination method can be an effective method, one of which is by using translation as said by Ranjabar (2015) translation practice has a significant impact on grammar achievement. Shin (2013) also discussed the developmental approaches to EFL reading comprehension including the use of translation in its process.

As outline 1.1 shows, translation activities have a positive effect on students' reading comprehension abilities due to the fact that they encourage vocabulary development, grammar reinforcement, and deeper text analysis. Additionally, they push students to read actively and critically, whether in comprehending the text's meaning, picking up new words and phrases, and implementing grammar accurately. Olivia (2018) did a study and showed that most students had very good opinions toward doing translation activities during the learning process, which lends credibility to this theory. The findings showed that students had made significant progress in vocabulary, grammar, and academic competency. In addition, Skopeckova (2018) stated that translation could assist students in experiencing challenging aspects of the target language's structural function, thereby raising their understanding of how the target language forms function while creating accurate messages for linguistic targets.

The primary objective of this study is to know students' perceptions of translating English reading text activities. The qualitative research methodology is chosen to delve into students' experience in reading comprehension by translating English descriptive. By employing this method, the researcher aims to capture broader information and viewpoints about students' opinions towards reading comprehension by using translation.

F. Previous Study

There are several previous studies related to students' translating activity in English reading text comprehension. Firstly, a journal written by Tamanna Sharmin Kabir (2020) with the title "Teachers' and Students' Perception of Using Translation (L1) for Developing Reading Skill". This research used literature survey and questionnaires as its research methodology, and seven instructors of UAP and fifty random students from the first year of different departments who actively use Bangla language as a sample. In more detail, this journal investigated the use of translation in the learning and teaching of English as an L2. Using qualitative as a research technique, she concluded that the use of translation as a

learning and teaching tool has great value considering that teachers and students both use L1 in their daily lives. However, teachers should keep in mind that the use of translation in the learning and teaching process should not be overused and remain aware that teachers should encourage students to use the target language in the classroom to enhance students' fluency in L2 in the classroom.

Secondly, Sumarningsih et al. (2018) wrote a journal published in Prasi titled "The Teacher's Use of Translation in English Language Teaching Based on Scientific Approach at SMP Negeri 4 and SMP Negeri 5 Singaraja". This research used a qualitative research technique and two English teachers as the sample. They analyzed what steps of the scientific approach teachers most frequently use translation in English Language Teaching, and to find out teachers' reasons for the use of translation based on the scientific approach by interviewing the sample. In short, collecting recordings of all teaching and learning processes carried out by teachers and interviews of research subjects by then analysed using four processes according to Miles & Huberman's theory (1984). it was found that there were seven reasons for the use of translation by the teacher, namely to help the students' difficulty in: (1) understanding the instruction given by the teacher, (2) understanding the English vocabulary, (3) asking something using English, (4) understanding the tenses or grammar, (5) understanding the material deeply, (6) doing the task, and (7) presenting their work.

Thirdly, a journal written by Calis, Eda., Kenan, and Dikilitas (2012) titled "The Use of Translation in EFL Classes as L2 Learning Practice". This study uses a qualitative method by analyzing elementary learners' reactions to the use of translation as an L2 learning practice. This study attempts to apply translation teaching and learning practice in the classroom and reveals how this application could influence learners' views about the use of translation through questionnaires and interview adapted from Liao (2002) to students as the participants. The results obtained from this study are that the students believe that the use of translation in the pedagogical context helps them to remember vocabulary and also improves

their ability to comprehend English texts and also includes promoting learners' receptive skills and productive skills.

Fourthly, a journal is written by Siregar (2019) with the title "Students Translation Use in English Foreign Language (EFL) Learning". This study aims to describe the student's translation use in EFL. With 100 students as participants, this study used a narrative qualitative method and used a questionnaire and interview as the instruments. The data found that 51,6% of participants use translation to comprehend reading text, write English text, speak English, understand vocabulary, understand Grammar, understand idioms, and understand teachers' instruction. In addition, in this study can be concluded that translation use was able to improve students' awareness toward correspondence between the languages involved in communicating.

Next, a study conducted by Yovivah, Mardyah., Supriusman., and Mahsyur (2024) with the title "The Correlation between Reading Comprehension and Translation Ability of the Sixth Semester Students of English Study Program of FKIP Universitas Riau". This study aims to find out whether there is a significant correlation between reading comprehension and translation skills of sixth-semester students of the English Department of FETT Riau University. A correlational quantitative research methodology was used in this study. According to the findings in this study, there is a significant and positive relationship between students' reading comprehension and translation abilities which means that students' high reading comprehension scores tend to lead to high translation ability scores.

Then, a journal is written by Mistar et al. (2016) with the title "Strategies Training in the Teaching of Reading Comprehension for EFL Learners in Indonesia". This study aims to investigate the effect of three reading strategies which are predicting, text mapping, and summarizing on students in senior high school using a quasi-experimental design. One of the conclusions that can be drawn from this journal is that Indonesian students were able to comprehend the

passage as a result of the use of translation in translating phrases, clauses, and sentences.

Lastly, the reason that makes this research different from the previous research is that in this study, specifically the researchers focus on deeply exploring students' experiences in comprehending English reading text using narrative text as the specific media and discover translating challenges students experienced in understanding English reading text. Also, the difference is in this research the participants will be the EFL learners in SMP Mekar Arum.

