

CHAPTER I

INTRODUCTION

This chapter displays the main content, including the background of the research, research questions, objectives, significance, rationale, hypothesis, and previous studies. Also, this chapter contains the fundamental reason why this research took students' habits in reading as one of the variables that would be studied and its correlation to the students' translation skills.

A. Background

Every student learns basics English skills from the start of their academic life from elementary school to university as an essential foreign language in Indonesia and this modern era. Not only basics English, some of the students at the university stage study English at an advanced level. Especially students that study English as their major study, they learn English more deeply to master the English subject.

There are various courses in the English department that students have to know. Translation course is one of the courses that students have to know. According to Newmark (1988), translation involves transferring the author's intended ideas from one language into another (Newmark, 1988). The translation is not as simple as it seems, the translator has to know about the style of the author, the conventional grammatical or lexical usage of a text, and content details specifying mainly to the Source or third language (not Source Language or Target Language) or cultures, the standard text formatting that as affected by the situation at the time, and the readers/target (Newmark, 1988). Being a translator or being good at translating is not an easy task; it needs much practice in the process.

Translation is one of the main courses in the English Education Department at UIN Sunan Gunung Djati Bandung. The lecturers usually ask

students to properly analyze and correctly translate a text to the target language during the learning process. The researcher discovers several cases when interviewing students of the English Educational Department at UIN Sunan Gunung Djati Bandung. They said that sometimes they could not translate a whole English text to Bahasa Indonesia text as one, especially when it comes to a text about scientific or foreign culture. Also, others say they have problems with their vocabulary and grammatical knowledge when translating specific texts. Based on the documentation, the translation score is quite good but according the lecturer said that students are too focused on source language, grammatical, lack of confident, and lack of vocabulary which is causes their translation level only understandable level. Students need a way of learning or practicing all of these problems in an effective way.

In this case, learning through habit can be an effective way to improve students translating skills. According to Covey (2013:19), habit is not fundamentally carried out but is guided step by step, repeatedly and consistently cited (Faliyanti & Arlin, 2018). Evans and Stanovich (2013) additionally state that habit is activated independently in memory and does not need to be executed (Faliyanti & Arlin, 2018). It is also supported by Chaplin (2000: 219) that habit is an activity that becomes relatively automated after a long practice or a relatively constant pattern of thought or attitude" (Septiarini et al., 2018). It shows that habit is made continuously and repeatedly. From this repetitive activity, there will be an automatic process in someone's mind and become ordinary.

Students can acquire huge benefits from this habitual activity if they combine it with something positive such as a reading activity. According to Patel and Jain, reading helps students gain knowledge and wisdom and teaches reading habits during leisure time (Erlina et al., 2019). It is also an activity that involves many aspects of vocabulary, linguistic knowledge, strategies, and reading skills (Septiarini et al., 2018). Through this habit,

students can stimulate their brains to remember many things, including vocabulary and grammatical structures suitable for their translation skills.

This research studies the correlation between students' habits in reading and translation skills. There are some reasons why this research is conducted. One of the reasons is based on the researcher's observation in the sixth semester of the English Education Department at UIN Sunan Gunung Djati Bandung, where the students interested in reading are more likely good at translating. The score of the translation course is heterogeneous. Some students find translation difficult when they find unfamiliar words or idioms in a text. Research results revealed that Reading habits increase language skills which will facilitate students' reading skills, the skill to accommodate the way of reading according to reading purpose, the ability to recognize the structure of a written text, and develop the ability to take an important sentence to the topics of the texts (Lesmana, 2019). By reading, students can increase their vocabulary mastery which is the main problem of translating.

There are several studies regarding reading habits. The first study was conducted by Erlina et al. (2019) and focused on the relationship between undergraduate students' reading preferences and academic performance in the English education study program at UIN Raden Fatah Palembang. The research applications in the English Education Department UIN Sunan Gunung Djati Bandung and the dependent variable differ from this study. The second study, conducted by Septiarini et al. (2018), examined the correlation between reading habits and reading comprehension at the UNTIRTA English education department. In this research, the applications take place in the English Education Department UIN Sunan Gunung Djati Bandung and the dependent variable is different. Khalisa did the third study (2018) that discussed the relationship between students' reading habits and their writing skills. The application in this study occurs in a separate area, and the dependent variable is different. The fourth study by Maharsi et al. (2019) discussed reading habits and perceptions of high school students towards

reading for pleasure. The differences from this research are that the research application takes place in the UIN Sunan Gunung Djati Bandung English Education Department and the dependent variable.

B. Research questions

This research has the following questions:

1. How are the sixth-semester of the English Education Department of UIN Sunan Gunung Djati students' reading habits?
2. How are the sixth-semester students of the English Education Department of UIN Sunan Gunung Djati translation skills?
3. Is there any correlation between students' reading habits and their translating skills?

C. Research objectives

The research objectives are as follows:

1. To investigate the English reading habit of the sixth-semester students of the English education department of UIN Sunan Gunung Djati.
2. To find out the translation skill of the sixth-semester students of the English education department of UIN Sunan Gunung Djati.
3. To find the correlation between the sixth-semester students of the English education department's reading habit and their translation skills.

D. Research significances

This research has the following advantages:

1. Theoretical significances

This study adds to the body of literature regarding the correlation between students' reading habits and their translation skills. Additionally,

information on students' reading habits and translation skills is anticipated to be provided by this study.

2. Practical significances

This research is expected to help students in translating subjects. Students can use this approach to improve their translation skills. Also, this research is expected to help the next researcher to be information or comparison.

E. Rationale

The term translation has several definitions; according to Munday (2008), a translation often refers to a product or process. The translator can transfer the source text from the source language into the target language during translation process (Munday, 2008). Moreover, Wongranu (2017, p.117) stated that a translator requires to decode the source text into other dialects while maintaining the content's importance, style, and synchronization, and needs the functionality of two dialects, as well as concrete and social information (Wongranu, 2017). So, translating is transferring ideas in written or oral form from one language to another with keeping the significance, style, and motivation of the text.

In the process of translating, students need better knowledge about the source text, including the author's culture, style, vocabulary, and the source language. Students need to enrich their knowledge while practicing translation. According to Johnson (2008), reading is a habitual process that demands to be improved with practice. He adds that through frequent practice, readers should understand a text's content and its meaning, using strategies to determine the main idea and specific information, understand grammatical structures, and acquire new vocabulary (Cárdenas, 2020). By continuously reading, students can identify the main idea and specific information easily, understand the grammar structures, and enrich their vocabulary and it is a solution to the problem.

Furthermore, students need to read more frequently to improve their translation skills. It will be great if the students can maintain their reading activity until it becomes a habit. According to Hasanah (2017), reading habit is just what we need every time, like the nutrition we need every day (Septiarini et al., 2018). Students not only make reading a habit but always do this activity as a habitual action. It needs consistency from the students themselves to have a reading habit. Not only do students read when they have homework or task, but they read because they need it, and it is done continuously. By having a good reading habit, students can develop their translation skills because the amount of knowledge or information about the language, culture, and style they get is excellent.

Additionally, the researcher in this study concentrated on the relationship between students' habits and their ability to translate. Students' reading habits are the "X" variable in this study, which acts as the independent variable, and their ability to translate is the "Y" variable, which acts as the dependent variable. The methodology for this study is a correlation design using a quantitative approach. The population of this study consists of all of the sixth-semester students in the academic year 2019/2020 at the English Education Department of UIN Sunan Gunung Djati Bandung.

F. Previous Studies

This study was connected to numerous other investigations. The first study before this one was carried out by Erlina et al. (2019), and it examined the relationship between reading habits and academic performance of undergraduate students enrolled in the English education program at UIN Raden Fatah Palembang. There were 482 active students taken as the population of this research, and 101 sixth-semester students were taken as the research sample. To assess students' reading habits and collect data on their academic performance, this study employed a questionnaire created by Janthong (2010). For data analysis, this study used regression analysis,

descriptive statistics, and Pearson product-moment correlation. The analysis's findings demonstrated a substantial association between reading habits and academic performance ($r=0.565$, $p=000$), according to the Pearson product-moment correlation coefficient. Reading contributed 31.9% to academic achievement, according to the linear regression study. As a consequence, reading habits were shown to be correlated with academic success and to have an impact on it.

The second study, conducted by Septiarini et al. (2018) at UNTIRTA's English department, examined the correlation between reading habits and reading comprehension. The second-semester English department students at UNTIRTA served as the subjects of the study. The study had 98 respondents. The descriptive quantitative technique along with correlation analysis was employed in this study. The instruments of this research were tests, questionnaires, and documentation. In this study, the data were analyzed using the normality test, homogeneity test, and linearity test with SPSS 23. With a significance threshold of 95% ($\alpha=0.05$), the hypothesis test was produced using SPSS 23 and simple correlation. The outcome indicated that the normality test indicated the value of probability = 0.573 > significance level = 0.05, which H_0 accepted. It indicates that the variable's data is distributed properly. The homogeneity testing indicated that the probability test result was 0.587 > with a significance level of 0.05, which H_0 accepted. It implies that the data for the variables were homogenous. The equation is $\hat{Y}= 7.913 + 0.148 X$. according to the results of the linearity test. The correlation test revealed $T_{count} = 6.571 > T_{table} = 1.66$. It implies that reading habits and reading comprehension among UNTIRTA English department students are positively correlated.

The third prior research, conducted by Khalisa in 2018, focused on the relationship between students' reading habits and writing skills. At SMAN 4 Kota Banda Aceh, 271 second-year students were taken as the population of the study. The study's sample were forty students which was utilizing a random sampling technique. This study used questionnaires and writing tests

as instruments. The Likert scale and Pearson's correlation coefficient were used to examine the data. The result showed that the variables highly correlated with the value of the correlation coefficient were 0.899. Therefore, it can be concluded that reading habits significantly affect their writing ability.

This research is inspired by the previous studies above. The three previous studies used reading habits to correlate with other variables such as reading ability, writing ability, and student's academic achievement (a sentence fragment). Meanwhile, this study used reading habit to be correlated with students' translation skills in the sixth-semester students of English Education Department at UIN Sunan Gunung Djati Bandung academic year 2019/2020. So, this study was intended to investigate the correlation between students' habits in reading and their translation skills. The researcher found that student has some difficulties in translation after the observation and interview with the translation lecturer.

