CHAPTER I
INTRODUCTION

This chapter introduces the background of the research, research question, research purposes, significance of the research, conceptual framework, hypothesis, and previous studies.

A. Background of the Study

Reading comprehension serves as a gateway to language proficiency, allowing learners to engage with various texts and comprehend their content effectively. Duke (2021) states that by developing strong reading comprehension skills, students can access a wide range of materials in the target language, from academic articles to literary works, thereby expanding their knowledge and vocabulary. This study chose to analyze proficient reading comprehension because it is essential for academic success and professional development. Other than that, it allows the participants to investigate difficult information independently.

Moreover, translation abilities also play an important role in language learning by facilitating communication and cross-cultural understanding. Through translation, based on Muryati (2023), learners can bridge linguistic and cultural barriers, enabling them to interact with speakers of other languages and access information from diverse sources. Translation skills are particularly valuable in multilingual and multicultural contexts, where individuals need to navigate between languages and cultures effectively. Therefore, this study focuses on students' reading comprehension and translation abilities.

This study aims to enhance students' understanding of the target language while developing practical language proficiency. Therefore, reading and translation activities in the classroom provide students with opportunities to practice both receptive and productive language skills, thereby promoting a balanced approach to language learning. In the context of EFL classrooms, students often encounter challenges in mastering reading comprehension and translation skills. These challenges may stem from factors such as language

proficiency levels, cultural differences, and instructional methodologies. It could be shown in the translation class in the 6th-semester at UIN Sunan Gunung Djati.

Several studies have a similar topic about reading comprehension and translation. Nourinezhad and Naeeini (2020) investigated the perspectives of Iranian university students and instructors regarding the utilization of translation as a means to enhance reading comprehension in English as a Foreign Language (EFL) contexts. The findings affirmed the efficacy of incorporating translation exercises in second language (L2) classrooms for enhancing students' reading comprehension abilities. Another study from Diah (2021) tried to investigate the existing correlation between students' proficiency in reading comprehension and their translation skills. They indicate that there was a positive correlation between students' reading comprehension and their translation ability.

From the prior studies above, the correlation between reading comprehension and translation ability has been the subject of research, with studies indicating a positive relationship between these two skills. For instance, this study has shown that students who demonstrate strong reading comprehension skills are often more proficient in translation tasks, as they can effectively comprehend and convey the meaning of texts in different languages. Based on Permatasari (2020), students who struggle with reading comprehension may also face difficulties in translation, as they may struggle to understand the source text accurately.

Moreover, this study has highlighted the reciprocal nature of reading comprehension and translation ability, suggesting that proficiency in one skill can positively influence the development of the other (Coban, 2015). Because of author experience, students who engage in translation activities may improve their reading comprehension skills by analyzing and interpreting texts in multiple languages. Similarly, students who regularly practice reading comprehension may enhance their translation ability by developing a deeper understanding of language structures and conventions.

The importance of this integration lies in its potential to foster more

comprehensive language acquisition and proficiency development. Reading comprehension is fundamental to language learning as it enables students to grasp the meaning of written texts, while translation ability facilitates the transfer of meaning between languages. Hence, this present study delves into the integration of reading comprehension and translation ability among EFL (English as a Foreign Language) students at the Islamic State University of Sunan Gunung Djati.

B. Research Questions

This study investigates integrating reading comprehension and translation abilities among EFL students in the English education department at one Islamic state university in Bandung. Therefore, there are two formulated questions in this study, as follows:

1. Is there any impact of integrating reading comprehension and translation abilities on the skills of 6th semester students at UIN Sunan Gunung Djati?

2. Why is the integration of reading comprehension and translation abilities crucial in developing Students English skills at UIN Sunan Gunung Djati?

C. Research Purposes

Taking into consideration the research background and based on research question, this study has two objectives. There are:

1. To investigate the impact of integrating reading comprehension and translation ability and its significant influence on the linguistic ability of 6th semester students at UIN Sunan Gunung Djati.

2. To explore the importance of integrating reading comprehension and translation ability in enhancing the linguistic skills of 6th-semester students at UIN Sunan Gunung Djati

D. Research Significances

This study has important indications both theoretically and practically. Theoretically, this study integrates two methods, namely mixed methods.

which are expected to help students better understand English, especially the integration between reading comprehension and translation ability. Therefore, this study aims to provide a deep understanding of reading comprehension that influences translation ability as a way to improve students' ability to interpret words, phrases, sentences, paragraphs, and texts in English.

As discussed, this study is intended to show students that reading comprehension greatly influences translation ability in order to improve English language skills, especially in linguistic interpretation. Therefore, practically, students should maximize reading comprehension in the learning process to improve their translation ability. Therefore, the results of this research can provide further information for other intellectuals who intend to conduct similar research.

E. Theoretical Framework

This study aims to investigate and depict the integration of reading comprehension with translation ability in EFL students learning to deepen their English language knowledge for 6th semester students. The intended theoretical framework can be illustrated as follows:

Figure 1. 1 Theoretical Framework
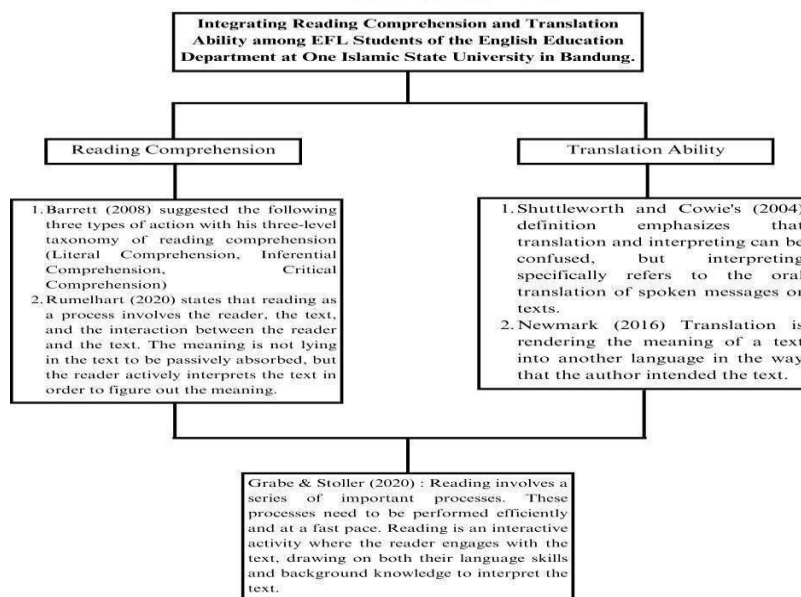
Reading is a crucial skill in language use. As individuals learning a foreign language, EFL students must be accustomed to reading in order to comprehend and interpret text. Thomas Barrett quoted by Brassel (2008:17) suggested the following three types of action with his three-level taxonomy of reading comprehension: literary comprehension, inferential comprehension, and critical comprehension. This study allows to improve the quality and quantity of reading comprehension of 6th-semester students in interpreting and understanding, so that students demonstrate the process in linguistics, as stated by Rumelhart (2020:2), that reading as a process involves the reader, the text, and the interaction between the reader and the text. The meaning is not lying in the text to be passively absorbed, but the reader actively interprets the text in order to figure out the meaning. This should be a concern for the instructors because the integration between reading comprehension and translation ability plays a very important role in linguistics.

Translation abilities is an important skill in interpreting words, phrases, sentences, paragraphs, and texts in English. Shuttleworth and Cowie (2004:4) definition emphasizes that translation and interpreting can be confused, but interpreting specifically refers to the oral translation of spoken messages or texts. Based on this, this study can enhance students' English language skills, especially those who have difficulties with their translation abilities. Additionally, Newmark (2006:16) states that translation is rendering the meaning of a text into another language in the way that the author intended thetext. This should be a concern for all parties involved because integrating reading comprehension and translation ability will improve students' skills in interpreting, understanding, and comprehending texts in English.

As part of the learning process, translation ability and reading comprehension have the potential to enhance students' linguistic skills. Referring to Grabe & Stoller (2020:2), statement reading involves a series of important processes. These processes need to be performed efficiently and at a fast pace. Reading is an interactive activity where the reader engages with the text, drawing on both their language skills and background knowledge to interpret the text. Translation ability and reading comprehension are closely

linked. By improving reading comprehension, students demonstrate progress in several skills, such as vocabulary and others. Students also have many opportunities to improve their understanding through reading, which will enhance their translation ability naturally.

In conclusion, this study investigates how reading comprehension and translation abilities are closely linked and play a crucial role in enhancing students' linguistic skills. By integrating these two skills, students can improve their ability to interpret and understand texts in English while also improving their vocabulary and language skills. It is important for instructors to focus on developing these skills in EFL students, as it will ultimately lead to better overall language proficiency. This study provides valuable insights into the importance of integrating reading comprehension and translation ability and the potential impact it can have on students' language learning.

F. Hypothesis

Kerlinger (2004:47) states that a hypothesis is a temporary conclusion or tentative proposition about the relationship between two or more variables. Therefore, a hypothesis is a proposition stated in a testable form that predicts a certain relationship between two variables. In this study, the hypothesis are an alternative hypothesis (Ha) and a null hypothesis (H0).

1. The null hypothesis (H0) states that there is no impact between the independent variable (X) and the dependent variable (Y). There is no significant improvement in reading comprehension and translation ability among EFL students after integrating the two skills in the English Education Department at the Islamic State University in Bandung.

2. The alternative hypothesis (Ha) is the hypothesis that states that there is a impact between the independent variable (X) and the dependent variable (Y). There is a significant improvement in reading comprehension and translation ability among EFL students after integrating the two skills in the English Education Department at the

6

Islamic State University in Bandung.

In this study, the relationship between variables must be stated in clear terms. This study involves two variables: reading comprehension as variable "X" and translation ability as variable "Y". The hypothesis of the study is proposed as follows: " The Impact of Integrating Reading Comprehension and Translation Ability among EFL Students of the English Education Department at One Islamic State University in Bandung."

This study expected that the research results would show a significant difference in translation before and after maximizing reading comprehension. If there are results indicating a positive impact of reading comprehension, then the null hypothesis can be rejected.

G. Previous Studies

Several studies integrating reading comprehension and translation abilities among EFL students of the English Education Department at One Islamic State University in Bandung were explored to support this study. According to Permatasari (2020), this research investigated the relationship between students' reading comprehension and their translation ability. The study found that there was a positive correlation between the two. The methodology involved using a correlation research method and a sample of 20 students from a population of 125. The data was collected through tests to measure reading comprehension and translation ability. The results showed a significant correlation between the two, indicating that students with better reading comprehension also had better translation ability.

Faridah (2022) explored the relationship between reading comprehension and translation ability among 105 students. The participants were classified into low, moderate, and high reading score categories and took two tests on reading and translation. Data analysis was conducted using statistical methods, and the findings revealed a significant correlation between reading level and translation ability. The study showed that students with low and moderate reading scores also demonstrated corresponding translation scores.

Riesma (2020) conducted research to understand the link between reading comprehension and translation ability. It involved 6th semester English education students at Tanjung Pura University, Pontianak. Testing revealed a positive correlation between reading comprehension and translation ability, with a high correlation level. The hypothesis of a significant correlation was supported by statistical testing.

Alamsyah (2021) focuses on reading comprehension influencing translation ability using quantitative methods states that English language learning has significantly expanded since it has become an international language. Students are mandated to proficiently master four skills in English learning, one of which is reading. Research conducted at Maulana Malik Ibrahim State Islamic University in Malang discovered a noteworthy and positive correlation between students' reading comprehension and their translation skills in learning English, with a correlation coefficient of 0.517. This signifies that students' reading comprehension greatly impacts their translation abilities. The stronger their reading comprehension, the more proficient their translation skills.

In conclusion, this study is similar to the four previous research studies. However, this study has a difference in that it focuses on investigating reading comprehension that affects translation ability to improve a deeper understanding of linguistic science in the hope of enhancing the learning quality of 6th-semester students at University Sunan Gunung Djati Bandung. This study differs in the method used, as it employs a mixed-method approach that involves a collaboration between quantitative and qualitative methods in the research.