

CHAPTER 1

INTRODUCTION

This chapter will discuss the background of the study, statement of the study, objectives of the study, significance of the study, scope and limitation, hypothesis, and definition of key terms.

1.1 Background of The Study

At this present time, reading is a skill where people regarded this skill as an important skill for language learners. The way to success both in school and in life is reading. Sienta (2014) argues that reading as a meaningful interpretation of verbal symbols is printed or written. By reading, it can improve language skills and can increase students' insights about global expertise. In addition, by reading students will get a lot of world information without having to go anywhere (Simaibang, et al 2017). Arianti & Tiarina (2014) also said that reading is the main way for someone to get information on human life in the world. Students will get new ideas, get the information needed, and get many things if they often read a lot of books, newspapers, etc. So, it can be concluded that reading is the main key to increasing students' knowledge and understanding about many things in this world.

Reading is a process in which automatic translation is carried out continuously (Schulte, 2014). Because when students catch the words being read, they will begin to translate and fill their minds with information that is obtained to increase knowledge or to add entertainment (Ridhwan, 2014). Therefore, reading cannot be parted away from translation. Students who have a good reading interest will be useful in improving language skills, increasing vocabulary, developing ideas or thoughts, and increasing their achievement (Santoso, 2014) and increasing their knowledge and experience (Ayu, 2018). Where this is very important for translation because by having an interest in reading students will have a lot of vocabulary, and the more vocabulary students get, logically students will not have difficulty translating sentences or texts. Chasanah et al (2020) also stated that students who have limited vocabulary will have difficulty translating sentences and texts because it will affect students in understanding the meaning and content of the text being read. Strengthened by the theory from Dian (2017) which states that the higher student interest in reading can affect their mastery of vocabulary. The more vocabulary mastered will make students easier to translate a reading. While the higher the ability of

translation, the easier it is to understand what students are reading. For this reason, students 'reading interest greatly affects students' ability to translate.

Short stories are one type of reading text that students are interested in. It is evident from Bynum (1930) who examined that seventy-five percent of junior high school students like to read short stories. Nasir (2017) also stated that most junior high school students feel entertained and get a beautiful and pleasant impression when reading short stories, so that it can foster students' interest in reading. In addition, Pury (2019) shows that through short stories students will become interested in reading. Most junior high school students like short stories with a fairy tales or fable theme (Moestofa, 2018). Short stories can attract students' interest in reading because the contents of short stories can entertain readers and does not make students become bored quickly to read. In addition, Thiyagarajan (2014) states that reading short stories not only motivates students to develop their reading skills but can also motivate students to develop their imaginative thinking skills. From the discussion above it can be concluded that students are more interested in reading short stories, which with them having an interest in reading short stories, they will often read them and they will have a lot of vocabulary, which will affect their translation skills, and the researchers assume that there will be a positive relationship between students reading interest on short story and translation ability.

So far there has been no research that discusses the relationship between reading interest on short story and translation ability. Most of the previous studies only focused on the relationship between reading interest and vocabulary mastery and reading achievement (Simaibang et al, 2017); in addition, the relationship between reading interest of English short stories, vocabulary mastery and their reading comprehension (Istiqamah, 2018); and the relationship between reading interest and vocabulary mastery in analytical exposure text (Muzammil, 2019). Therefore, researcher is fascinated in investigating whether there is a relationship between students 'reading interest on short story and students' translation ability. Researcher chose reading interest in short stories because short stories are reading that students are interested in (Pury, 2019). In addition, more specifically to prove whether the theory from Dian (2017) regarding students 'high reading interest will affect students' translation ability. Which means that students reading interest on short story are likely to be correlated with translation ability.

1.2 Statement of The Problem

From the background of the study, the statement of the problem of this study was: "Is there a significant correlation between students' reading interest on short story and students' translation ability in grade 8 SMPIT Al-Ibrah?".

1.3 Objective of The Study

Based on the statement of the problem above, the purpose of this study is to find out whether there is a significant correlation between students' reading interest on short story and students' translation ability in grade 8 SMPIT Al-Ibrah or not.

1.4 Significance of The Study

This research will provide some useful information about reading interest on short story and also translation ability. This study will also present a description and correlation between students' reading interest on short story and students' translation ability in eighth grade at SMPIT Al Ibrah in the academic year 2020/2021. Hopefully, the results of this study can be useful for students, teachers, and readers.

There are two significance of the study namely named theoretical and practical significance. The explanation is as follows:

1.4.1 Theoretical Significance

Researcher hope that this research can be useful for writers as beginner researchers, especially in learning how to do research. Hopefully, the findings of this study can provide information about how strong the relationship between students' reading interest on short story and students' translation ability. In addition, researchers will gain experience and new knowledge for the future of their lives.

1.4.2 Practical Significance

a. For the teacher

The results of the study provide important information regarding students' reading interest on short story that have an influence on students' translation ability. In addition, the results of the study can be used as feedback on teaching in class so that the objectives of the English teaching program can be achieved.

b. For students

The results of the research provide knowledge for them to improve their translation ability, while also providing motivation for students to develop their interest in reading short stories.

c. For school

This research provides useful information for schools regarding reading interest on short story and students' translation ability. So that in the future it can be used to improve teaching English in the classroom.

d. For researcher

Researcher can find out the benefits of reading interest on short story in improving students' translation ability and in the future can be applied in teaching in the classroom.

1.5 Scope and Limitation

The scope of this study was to determine the significant relationship between students' reading interest on short story and translation ability. Respondents of this study were eighth grade students of SMPIT Al-Ibrah in the first semester of the 2020/2021 academic year. The results of this study can open up the possibility of ideas or suggestions that need to be tried and discussed. The limitation of this study is the focus of the researcher on the eighth-grade students at SMPIT Al-Ibrah who have an interest on reading short stories and the ability to translate. Researchers do not focus on other skills but only focus on students' reading interest on short story and students' translation ability.

1.6 Hypothesis of The Study

To achieve the research objectives, the researcher decides the hypothesis that will be proposed as follows:

H0: There is no correlation between students' reading interest on short story and students' translation ability.

H1: There is positive and significant correlation between students' reading interest on short story and students' translation ability.

1.7 Definition of Key Terms

Avoiding some incorrect interpretations of this research title, it is important for the researcher to explain key terms used. Therefore, the researcher gives description and explanation of key terms to make the readers understand the research easier.

a. Reading Interest

Definition of reading interest in this study is the preferences of eighth grade junior high school students in reading activities rather than doing other activities outside the classroom.

b. Short Story

Definition of short story in this study is a short fiction work of about 200 to 500 words focusing on the theme of fables and fairy tales.

c. Translation

Definition of translation in this study is student's ability to interpret the meaning sentence by sentence in a short story text.

