

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, reading interest of short story and translation ability.

2.1 Reading Short Stories

Lots of definitions of reading were put forward by experts. Among them is the definition of reading from Jumatriadi (2018) which defines reading as an activity carried out by someone to get a message expressed by the author through the language of writing. Besides Catabay (2019) defines reading is the introduction of printed or written symbols that have the function to stimulate or remember the meaning that is built from past experience and the construction of new meanings through the manipulation of concepts that have been owned by the reader. Meanwhile, Pury (2019) defines reading as an activity or skill in understanding the words written through the structure and information in the text being read. And Alfaizah (2020) defines reading as a process in which a person gets the meaning of a piece of writing and reacts as a form of communication between the reader and the writer with words, ideas, concepts and other information by the author in writing. From the definition above it can be concluded that reading is an activity carried out by someone in understanding printed or written symbols through the structure and information contained in the text that serves to get the message expressed by the author of an article and reacts as a form of communication between the reader and author.

Reading is a very important activity in education (Akanda et al, 2013). Nurgiyantoro (2010) also said that reading is one of the non-negotiable activities in the world of education. Which means that reading is an activity that cannot be separated in the world of education, because reading can increase one's intellectual growth which is not hindered. In addition, reading is a useful activity to renew students' understanding (Patel & Jain, 2008). By reading often will provide more information and can make our knowledge and understanding of something better. Reading is considered an important skill in learning a foreign language because mastery of reading in a foreign language is highly prioritized. Many new things can be learned by reading. And also reading can open up new insights

that can increase students' intelligence so that later they will be better able to answer life's challenges in the future. Reading can not only be done in certain places such as in libraries and bookstores, but reading can be done wherever we are. It would be better if students always practice reading at school, at home and in many places.

Reading literature is one way that students are interested in reading. Reading literature encourages students' creativeness with their imagination, develops their vital thinking and will increase their emotional awareness (Lazar, 1993). From the very beginning, short stories appeared in the 19th century as a literary form in magazines and attracted people to read more. Throughout the twentieth century, short stories became one of the most frequently read items because of the large number of popular magazines (Arjmandi & Aladini, 2020). There are several experts in the field of literature who show the benefits of reading literature in improving students' reading skills. Among them is research from Saka (2014) which shows that reading short stories increases students' desire to read more and makes students appreciate a literary work. In addition, research from Vural (2013) also shows that literature can be used as positive stimulation that can motivate students and as a good means to improve reading and writing skills. And this study also shows that short stories are an ideal literary tool to improve students' reading skills. The results of research from Pardede (2010) also show that short stories are very interesting to use as material for both personal enjoyment and as a component of language skills classes.

Seeing from several previous studies, short stories are very suitable in helping improve students' reading skills. Students are more encouraged to read short stories than the other types of text. Mead, Tilley and Wong (2007) classify short stories into twelve types including folk tales, myths, legends, fables, parables, folk tales, fairy tales, ghost stories, love stories, tall tales, conman tales and urban legends. In addition, short stories also offer many educational benefits as shown by Arıoğul (2001) including making students easier in making reading assignments because the text is simpler and shorter, motivates students to read, gives students more creative and challenging texts that need personal exploration, providing opportunities for students to use their creativity, making students think more critically, introducing the world of magic and the world of mystery, facilitating students to get to know foreign cultures, enlarging students' world view of diverse cultures and groups of people, making students comfortable and free, helps students from different backgrounds communicate with each other, helps students to understand fundamental meanings, and helps students understand themselves and others by transferring their acquired knowledge to their own world. Saricoban & Kucukoglu (2011) also stated that the

short story has an interesting background, characters and plot, and also the content of the short story is easy to understand so that it can grab the listener's attention.

2.2 Reading Interest for Junior High School

Interest in reading is the desire of students to read followed by interesting reading activities that encourage the emergence of their reading skills (Octafia, 2020). Reading interest is shown with a strong desire to read. Reading interest is also strong in attention included with feelings of pleasure in reading activities so that it can encourage someone to read on their own accord. But in Indonesia the people still have low interest in reading. Evidenced by the index of interest in reading Indonesian people around 0.001 (Kasiyun, 2015). This means that for every 1000 people only one person is interested in reading. This is due to the lack of public awareness of the importance of reading to add insight. Low interest in reading can also make someone not know and follow world knowledge.

Dai (2013) argues that interest refers to awareness, attention, and curiosity about a particular subject, activity, pursuit, person, idea or place. Where students will complete the task well if they are interested in their material. Moreover, to ensure reading interest from the students it can be seen in how often they read a book, from the favourite type of the book and also from the genre of the book (Khairuddin, 2013). In Anderson's research, Fielding and Wilson (1988) recognised that the best of way in predicted children's growth in reading that is from their reading interest. In addition, research results by Taylor, Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984) show that the student's successes in school and in life has a greatly positive relationship with reading interest. From the description above it can be concluded that interest in reading has many benefits for students, namely that interest in reading can increase children's growth in reading and will make students more successful in the world of education and life, because by having a higher interest student will become more creative about reading and thinking about material.

Almost all junior high school students are more interested in reading short stories. Bynum (1930) examined the reading of junior high school students outside of school that more than 75 percent of junior high school students read short stories from magazines. Moestofa (2018) also checked that most junior high school students like short stories with a fairy tales or fable theme. In addition, 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. Pury (2019) also stated students

become interested in reading because of short stories. 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.

2.3 The Effect of Reading Short Story Interest Toward Translation

Short stories are proven to increase students' reading interest (Pury, 2019). This means that if students have an interest in reading good short stories it will be useful in improving language skills, increasing vocabulary, developing ideas or thoughts, and increasing their achievement (Santoso, 2014). Where this can affect translation ability because by having an interest in reading students will have a lot of vocabulary, and the more vocabulary students get, the students will have no difficulty translating sentences or texts. Strengthened by the theory from Dian (2017) 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, the interest in reading short stories greatly affects students' ability to translate.

Nasimi (2009) states that strong memory and practical experience are also factors that affect students' translation skills. Where students have an interest in reading short stories, they will often read it so that they will have a strong memory of the vocabulary in the short story accompanied by practicality that continuously makes it easier for students to translate a reading or text. In addition, Kyoko Kuze's research quoted in Ishihara & Ono (2015) also explores the potential use of literature in English teaching which focuses on students' interest in reading short stories. Kuze reports that it is practical about how such literature-based activities benefit students to write creatively in foreign languages, read texts actively and enjoy translating their own texts rather than just accepting interpretations from others. And also Ishihara & Ono (2015) reported that the results of the introduction of literary works that focus on short stories in addition to increasing interest in reading short stories can also attract students' attention to carry out translation tasks.

2.4 Translation in Junior High School

Translation has been widely defined by experts based on their respective points of view in viewing translations. Following are some experts who put forward the definition

of translation, including Tisgam (2014) define translation as the transfer of meaning from one language to another. In addition, Dian (2017) defines translation as a process of changing text from one language to equivalent text in another language and skills in understanding the source text and turning it into a target language. Safei & Salija (2018) define translation is an effort made to restate ideas from one language to another. And also, Oktari et al (2019) define translation is a process of interpreting from one language to another. From the above definition it can be concluded that translation is a process of interpreting meanings and skills in understanding texts to restate ideas from one language to another.

Translation is implied in two languages namely source language (SL) and target language (TL) Safei & Salija (2018). The purpose of the source language (SL) is the language of the text to be translated while the target language (TL) is the language of the translated language. Translation not only functions to change the source language (SL) to the target language (TL), but also functions to transfer messages from the source language to the target language. Newmark (2013) states that there are two approaches to translating. The first is starting to translate sentence by sentence and the second is by reading the entire text two times or three times then starting to translate when they understand the meaning of the whole story.

Farhady & Khany (1999) state that there are two alternative methods for measuring translation ability. Among them are open-ended questions and multiple-choice items (MCITs). Multiple choice items (MCITs) are very suitable for measuring various learning objectives such as vocabulary mastery, analysis, application of principles, cause and effect association and translation ability. Because multiple choice items have more advantages, namely, educators can build question banks and change very effective questions and use them more than once. In addition, multiple choice items are a form of creative test method in testing translation skills, which is very suitable for junior high school students, because for beginners such as junior high school students it will be easier to start translating sentence by sentence (Newmark, 2013). And also, the ability to translate that is felt by students is better on multiple choice items (MCITs) tests than in the form of essays that ask students to translate the whole story.

2.5 Previous Study

This study focuses on the correlation between two variables namely students' reading interest on short story and students' translation ability. So far there has been no

research that discusses the correlation between reading interest on short story and translation ability. Most of the previous studies only focused on the correlation among reading interest, vocabulary mastery, reading achievement, and reading comprehension. Previous researchers also did not only focus on reading interest on short story, but also on other reading texts. Such as research conducted by Simaibang et al (2017) who investigated the correlation among vocabulary mastery, reading interest, and reading achievement of the tenth grade students of SMAN 4 of Palembang. The results of the research showed that the correlation among vocabulary mastery, reading interest, and reading achievement are 0.460 with $r^2 = 0.212$. It means that there are correlations among vocabulary mastery, reading interest and reading achievement of the tenth grade students of SMAN 4 of Palembang.

The second previous study comes from Istiqomah (2018) who investigated the correlation between reading interest of English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 Kertak Hanyar. The result of the research showed that the correlation between students' reading interest of English short story, vocabulary mastery and their reading comprehension are $1,00 > 0,320$. It means that there is correlation between reading interest of English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 Kertak Hanyar. The third previous study comes from Muzammil (2019) who investigated the correlation between students' reading interest and their vocabulary mastery in analytical exposition text at State Senior High School 9 Pekanbaru. The result of the research showed that the score of students' reading interest and their vocabulary mastery in analytical exposition text at State Senior High School 9 Pekanbaru was 0.743 and the category was strong. It means that there is a significant correlation between students' reading interest and their vocabulary mastery in analytical exposition text at State Senior High School 9 Pekanbaru.