This chapter presents the introductory section of this study. It covers some points, namely: background of study, statement of problem, purpose of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and definition of key terms. Each point is presented in details as follows:

1.1 Background of Study

Translation studies is one of the academic disciplines that can be understood in many different ways. According to Munday (2001), translation studies is multilingual and also interdisciplinary, encompassing languages, linguistics, communication studies, philosophy and a range of types of cultural studies. Based on that explanation, translation studies can be explained as the academic discipline that covers the practice, process, and product of translation from both linguistic and cultural viewpoints.

One of the important factors to enhance students’ translation competence is motivation. Motivation is considered as one of the most important factors in enhancing translation competence because of three reasons. First, motivation may enhance students’ self-esteem. Motivated students will feel confidence with their own ability to translate. It will then increase their competence and performance in translation class. Second, students with positive motivation initially have goal, orientation, or target in their learning (Ghamari and Branch, 2011). Goal-oriented students will make an effort and perform better in translation class since they have goals they want to achieve. In addition, having self-motivation can increase-
students’ ability to overcome challenges and barrier in learning. Students may face some problems in translating a certain text. Students who have positive motivation will not give up easily and keep trying to solve the problems. In brief, motivation is considered important in enhancing students’ translation competence since motivated students are more confident, have goal they want to achieve, and are determined to overcome problem in translation.

The influence of motivation on academic achievement has been proven in numerous investigations. The study have remarked on how motivation affects students’ achievement in learning English (Wang, 2008; Singh, 2011). In line with Wang and Singh, Ayub (2010) found that learning motivation was highly correlated with academic performance. Moreover, motivation is also proven to have a huge contribution towards students’ achievement in speaking, writing, reading, and listening (Istianti, 2013; Pajares, 2003; Suharti, 2012; Kassaian, 2011). Hence, it is inferred that learning motivation has a significant contribution on students’ achievement.

Based on the explanation above, the researcher believes that motivation becomes a crucial factor in learning translation. By conducting this research, the researcher attempts to know the importance of motivation in enhancing students’ competence in translation. Therefore, the researcher wants to investigate whether or not students who are more motivated in their learning process show a better competence in Translation course than those who are less motivated.

1.2 Statement of Problem

Based on the research background, the researcher formulates research question of this study. Research question of this study is formulated as follows:
Is there significant relationship between learning motivation and students’ translation competence at University of Muhammadiyah Malang?

1.3 Purpose of the Study

In line with statement of the problem above, the researcher set the main purpose of this study. The purpose of this study is ‘to know whether there is significant relationship between learning motivation and students’ translation competence at University of Muhammadiyah Malang.’

1.4 Hypothesis of the Study

Based on the statement of problem presented earlier, the research hypothesis is stated as follows:

1. Null hypothesis (Ho) : There is no significant relationship between students’ motivation and their translation competence.

2. Alternative hypothesis (Ha) : There is significant relationship between students’ motivation and their translation competence.

1.5 Significance of the Study

In order to make the reader comprehend this study easily, the researcher divides the significance of the study into two types, which are theoretical significance and practical significance.

1. Theoretical Significance

The result of this study hopefully may broaden students’ knowledge about motivation and its importance in academic learning particularly in translation. Moreover, It is expected to give clear information about the relationship between learning motivation and students’ translation competence.
2. Practical Significance

The students will know the importance of motivation in the process of translation. As a result, they can be more motivated to learn translation. Moreover, the lecturer can also find some strategies to enhance students’ motivation in learning translation.

1.6 Scope and Limitation of the Study

This study has a broad scope. To obtain best result of this study, the researcher focuses on investigating the relationship between learning motivation and students’ translation competence. The students involved in this research are fifth semester students of English Language Education Department at University of Muhammadiyah Malang in 2016/2017 academic year.

1.7 Definition of Key Terms

To avoid misunderstanding, the researcher conveys definitions of key terms related to this study. It may help the reader understanding the meaning of this study. This definition suits with the statement of problem.

Correlation : a statistical test to determine the tendency or pattern for two (or more) variables to vary consistently (Creswell, 2012)

Motivation : Understanding what moves humans to make certain choices, to engage, expend and persist in action or behavior. In learning context, it is the direction and-magnitude of human behavior towards a learning process (Walker, 2011).
Translation: The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) into a written text (the target text or TT) (Munday, 2008).

Competence: A system of underlying knowledge and skill. Translation competence is a skill and knowledge that the translators need to have to translate functionally (Eser, 2015).

This chapter has covered some points related to this study. It conveys background of the study, statement of problem, purpose of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and definition of key terms. The following chapter will discuss the review of related literature to support this study.