

**TRANSLATION QUALITY OF ENGLISH INTO INDONESIAN TEXT OF  
ENGLISH EDUCATION DEPARTMENT STUDENTS  
AT UIN AR-RANIRY BANDA ACEH**

**THESIS**

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**The Researcher**



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## ABSTRACT

This thesis is entitled “*The Translation Quality of English into Indonesian Text of English Education Department Students at UIN Ar-Raniry Banda Aceh*”. This research is intended to investigate how the translation quality and the challenges of students’ translation. The population of this research is the students of English department at seventh semester consists of 105 students who have taken the first and the second translation course at UIN Ar-Raniry. The sample of this research consists of 10% of the population. The researcher used simple random sampling and selected some students to be participants of this research. In this research, the researcher collected the data using document analysis and questionnaire. After collecting the data, the researcher used rubric to find out the translation quality and questionnaire to find out the challenges. Based on the result of this research, the researcher found that students were still a fair quality in translating the text with some challenges that they faced such as some words are difficult to understand, hard to find equivalent Indonesian words, one word possesses many different meanings, ambiguity, cultural aspect, etc.

## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

Translating is very challenging activity. It makes your thought clear and let you measure how well you can connect the sense of the languages at the time you translate as best as possible. Translation is common in our life although we may no even realize it. We translate in many activities such as in transferring information, interlocking between two culture or among others.

In the academic setting, however translation is a subject taught in many universities. In the field of language teaching, translation is used as a way to ensure the students understand the material and also a significant means to evaluate their comprehension. Further, in the field of translation studies, translating is considered as a practical activity in classes (Fatemah Shojaee, Rahman Sahragard, P. 1). It is known that translation becomes a main point in this case as tool in communication where the primary target of it is to acknowledge and understand the message of communication.

Translation is the proces of transferring the message from source language to the target language. The purpose of it is to help the readers of certain target language texts in comprehending the message from the original writer of the source of language. In the word of the writer, in the education field, the proces of translation is necessary to open our mind for new knowledge and to know the translation quality which comes from another language.

A lot of university study translation, particularly the English students of UIN Ar-Raniry Banda Aceh. Relevance with this study, translation is one of the primary courses for English Education Department students at UIN Ar-Raniry. There are two levels of the translation courses that the students must take; Translation I which from English into Indonesia and Translation 2 which from Indonesian into English. It is very important to develop students ability to translate certain written sources to comprehend and understand them. Therefore, to find out the translation quality, it is necessary to see how their translation is and then they can improve their ability in translating.

Through observation on English learning process in the researcher's translation classes previously, based on the researcher's experiences during taking the classes, it is found several challenges faced by the English Education Department students in term translation quality .

The researcher tried to ask some of the students about translation to capture the real condition of the problems being faced and to know what their opinion are. "Translation is complicated for me" said a student on april 20 at the time the researcher's asked her opinion translation.

"Translation is hard; its hard to share the same thought with the writer of the book we are translating" said a student on April 22 (2015). The researcher then concluded the problems in translation are: hard and complicated; some students can hardly keep the original meaning when they are translating.

From above discussions, the researcher decided to conduct the research under the title of "**The Translation Quality of English into Indonesian text of English Education Department Students at UIN Ar-Raniry**".

## **B. Research Questions**

Based on previous explanation, the researcher focused her research on two research questions:

1. How is the translation quality of English into Indonesian text at the English Education Department Students at UIN Ar-Raniry Banda Aceh?
2. What are the challenges in translating the text from English into Indonesian faced by the English Education Department Students at UIN Arraniry Banda Aceh?

## **C. The Aims of Study**

The aims of this study are:

1. To find out the translation quality of English into Indonesian text of English Education Department Students at UIN Ar-raniry Banda Aceh.
2. To find out the challenges in translating text from English into Indonesian text faced by the English Education Department Students at UIN Ar-raniry Banda Aceh.

#### **D. Limitation of the Research**

This research was limited to the student of the English Education Department of UIN Ar-Raniry which the populations taken are students who have taken translation 1 and 2 course consist of 10% randomly. So the students were the seventh semester students of English Education Department. This research focused on analyzing students' translation quality in translating English text into Indonesian.

#### **E. Significance of Study**

The result of the study is expected to give some benefits. The benefits of this research can be stated as follows:

1. The result of the study can be used as stimulant information to conduct further research more detail about translation quality.
2. For students of English Education Department. After they tried to translate the text in this research, they could take a lesson and see whether his result is good or not, then they can increase their level of translation quality The result of this study can be used as an additional knowledge to improve the students' translation quality.
3. For lecturers of English Education Department. The lecturers can find out the level of the students' translation quality, so they can prepare

proper teaching material. Furthermore, this study surely help translation lecturer to provide inside their teaching.

## **F. Terminologies**

In this thesis, there are some terms used which need further descriptions in order to avoid confusion. The terminologies are:

### 1. Translation

It is an activity comprising the interpretation of the meaning of a text in one language (the source) and the other language (the target) (Nakhallah, P. 3). In addition, Catford (1965 P. 20) defines that “translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). In this study, the researcher wants to find out the translation quality of English into Indonesian text of English Education Department Students at UIN Arraniry Banda Aceh.

### 2. Quality

According to [www.merriam-webster.com](http://www.merriam-webster.com), there are three definitions of quality; how good or bad something is; a characteristic or feature that someone or something has; something that can be noticed as a part of a person or thing; a high level of value or excellence (Meriam Webster Online Dictionary). In this research, the researcher used three aspects; accuracy level, clarity level and the level of naturalness.

### **G. Organization of this Study**

The reader has had a brief overview of the thesis *Translation Quality of English into Indonesian text of English Education Department Students at UIN Ar-Raniry*. The organization of the study is to provide a map and to give information that may guide readers through the reading and understanding of the thesis.

Chapter I, as Introduction, includes background of the study, research question, aims of the study, limitation of the research, significance of the study, terminologies and organizations of the study.

Chapter II discusses literature review which contains of the definition of translation, the importance of quality translation, types of translation, principles of translation, translation procedures, translation strategies, translation method, linguistics and translation, grammar and translation, meaning and translation, vocabulary and translation, translation quality assessment, and review of related study.

Chapter III presents the description of the research location, the research design, the data collection procedure, population and sample, the technique of analyzing data, and procedures of the research. The location of this research is at UIN Ar-Raniry, population is the entire students of 2012 intake year and the sample is 10% of the population. The instruments used to conduct the research are document analysis and questionnaire. This research used qualitative method.

In chapter IV the writer analyzes the findings of research questions and discuss of the findings. In analyzing the data, the researcher used random

technique sampling and the rubrics which is adapted from Larson (as cited in Satria's thesis, 2007). The rubric consists of three aspects; accuracy, clarity and naturalness.

Chapter V concludes this study with summaries and suggestions.

## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Translation

There are many definitions about translation. Different experts in translation propose different definitions.. According to *Oxford Dictionary*, translation is “the process of changing something that is written and spoken into another language” (Hornby 2000). Brislin (1976) noted that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in the written or oral form. According to Simatupang (2000) translation is shifting the meaning in the source language to the target language and demonstrate it to the target language naturally (Kurniadi, 2014, p. 22). It means the translator should focus on shifting the meaning do not the form. Therefore, the translator should give the original sense to the reader that they do not realize when they were reading the translation. Furthermore, this definition shows that the translation is the process of substitute the text into the target language in accordance with the meaning.

In addition, Nida and Taber (1969) “define that translating consists in reproducing in receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style” (as cited in Budianto & Fardhani, 2010, p. 1).

Wing Bo Tso (2010) explained that the term *translation* means much more than ‘to transfer’, ‘to carry across’ and to ‘bring across’. He said that in his

journal, there are two different streams of translation, namely written translation and oral translation, though the latter is more commonly known as interpreting or interpretation. Also, the term *translation* can be used to refer to the general subject field (Munday, 2001), the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating) (Hatim and Munday, 2004).

According to the definition, the translator should try to reproduce the message contained in the source language into the one in the target language. What the translator should do in translating is to create the equivalent message, not the form in the target language. “A good translation does not sound like translation, it flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward. In short, a natural equivalent should be reached in order not to spoil the content and the impact of the conveyed message” (as cited in Budianto & Fardhani, 2010, p. 3).

Widhi astuti (2010) cited in her thesis according to Bell (1991) the word “translation” has three distinguishable meanings:

1. Translating: the process (to translate; the activity rather than the tangible object)
2. A translation: the product of the process of translating (i.e. the translated text)
3. Translation: the abstract concept which encompasses both the process of translating and the product of that process.

Based on some definitions mentioned above, it can be concluded that translation is a process of changing the textual material from the original or source language to the target language. It is preferred that translating a sentence or group of sentence may not change the meaning of the source language. Basically, a good translation always contain the meaning or message that meet a standard of a good quality of translation may have. The importance of translation is the result and the purpose of translation version should have the same meaning and purpose of the source.

### **B. The Importance of Quality Translation**

Based on Merriam Webster Dictionary, quality means how good or bad something is. Additionally, Catford (1980) as cited in Budianto & Fardhani (2010, P. 1) explain that translation is the replacement of textual material in one language by equivalent textual material in another language. According to the definition, the translator should try to reproduce the message contained in the source language into the one in the target language. In this matter, what the translator should do in translating is to create the equivalent message, not the form in the target language.

Just as a writer needs to develop writing technique, it can not be denied that the translators also need to develop the quality of the translation. Translators are not only responsible to translate the text, but also needs as observers who evaluated the translation. Only, translators usually find it difficult to assess their

own work, because psychologically he might think that his translation is good. This of course will affect the assessment of the text.

Obviously, such a person is unable independently to measure and assess the quality of the translation because even if the translated text reads beautifully, it could say something completely different than the original. According to Budiono & Fardhani (2010, P. 3) a good translation, therefore, does not sound like translation, it flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward.

Translation quality assessment certainly have to be based on objective norms. Referring to the work of Nida and Taber (1969) and Newmark (1988) as cited in Roswita's desertation (2009, P. 58) that a translation is called "good" if it is source language readers- oriented. Therefore mastery of the source language is very important. Translating ability rely on thinking skills and a sense of the language. Thus, this is very important to see how the translation quality of English Education Department Students, in this study the researchers only focused on three aspects, namely accuracy, clarity and naturalness (Larson: 1998), so that students are expected to improve the quality of translation.

The main purpose of translation is to convey the content of the message in the source language into the target language. Therefore, when someone can translate one language appropriately to other language, the message will be delivered clearly. Otherwise, when someone can not translate well, the message

from source language to target language will not be presented clearly, and consequently there will be misunderstanding and miscommunication.

### **C. Types of Translation**

Intrincically, according to Budianto & Fardhani (2010), “translation can be divided into two broad types, namely faithful and free translations” (p. 7). Some experts propose types of translations in different names, but their descriptions actually are focused on the two types. Concepts of translation proposed by three experts they are Newmark, Larson, and Nida and Taber will be examined (Budianto & Fardhani, 2010, p. 7).

Larson (1984) indicated two main kinds of translation specifically literal and idiomatic translations. Literal translation is a form-based translation attempting to follow the form of the source language, so the translator uses source language words with literal meaning as stated in the source language and the source language structures. Besides, idiomatic translation will not sound like a translation but it is like the original writing. He purposes this translation in order to produce natural forms of the target language both in grammatical constructions and in the choice of lexical items (Budianto & Fardhani, 2010, p. 7).

Furthermore, Newmark (1988) indicated a concept of semantic and communicative translations. Semantic translation tends toward a literal translation which is focused on the source language, therefore it is more complex, more awkward, more detailed and more concentrated. Moreover, Suryawinata and Hariyanto (2003) noted that semantic translation attempts to maintain semantic

and syntactic structures and the contextual meaning of the source language. However, communicative translation tries to produce the effect to readers of the translation as closely as possible that might be caught by the readers of the original (Budianto & Fardhani, 2010, p. 8).

Nida and Taber (1982) contradict two types of translations: literal translation and dynamic translation. Literal translation's concept is based on the assumption that translation should maintain the structures of the source language, despite it is unacceptable in the target language since since it usually deviates from the grammatical patterns of the target language and as a result the target readers might misunderstand the message conveyed. Therefore, according to the two experts, this kind of translation is not suggested and they propose that a good translation should be dynamic translation. Dynamic translation should consist of five elements (1) reproducing the message, (2) equivalence, (3) natural equivalent, (4) the closest equivalent and (5) priority on meaning (Budianto & Fardhani, 2010, p. 8). In short, a dynamic translation is a translation that makes the readers to take steps, to have a certain attitudes and to feel as the original one.

#### **D. Principles of Translation**

The purpose of translators in translating the text is to produce a good translation. in this case, equality is needed. Exactly, there are several conditions that must be considered in order to produce good translations. all the principles of translation emphasizes the same thing that the translation must communicate of

the source language text in the natural form of the receptor language (as cited in Widhi Astuti, 2010, p. 11).

According to Tytler in Bassnett (1991) as cited in Widhia Astutis' thesis describes three basic principles of translation:

- a) The translation should give a complete transcript of the idea of the original work.
- b) The style and manner of writing should be in the same character as that of the original.
- c) The translation should have all the cases of the original composition.

Those principles are related to what a translator has to do with the source text. The idea, style and manner of writing of the source text are some aspects that should be considered in order to produce a good translation (as cited in Widhi Astuti, 2010, p. 13).

## **E. Translation Procedures**

According to Suryawinata and Harianto (2003) as cited in Budianto & Fardhani (2010) the procedures can be divided into two types: structural and semantic procedures.

### **a. Structural procedures**

These procedures discussed the structural problems that can be divided into three procedures, namely addition, subtraction, and transposition (P. 18-22).

- a) *Addition*. It is the addition of words in the target language as required by the target language structure. For example, *Dia dokter* should be translated into *She is a doctor*. In this case, the words “is” and “a” should be added to make the English structure acceptable.
- b) *Substraction*. Means that the reduction of the structural elements in the target language in order to be structurally acceptable, for example in a sentence *She is an engineer*, the translation in Bahasa Indonesia is *Dia insinyur*. In the translation words “is” and “an” are not included in the target language.
- c) *Transposition*. According to Suryawinata and Hariyanto (2003), this procedure is used to translate clauses and sentences. The translator uses this procedure by changing the original structure of the source language in the target language sentences to produce an equivalent effect. The change is made by changing the plural into singular form, the position of adjectives, or the structures of sentences as a whole (Newmark, 1988:85, Rachmadi et al, 1988: 1.3, Suryawinata and Hariyanto, 2003: 68). Fardhani (2010) stated the example, the sentence *Alat musik bisa dibagi menjadi dua kelompok besar* can be translated into *Musical instruments can be divided into two basic groups*. In this case, *alat musik* (singular) becomes *musical instruments* (plural) and position of adjective is

also changed into different “rules” between *Bahasa Indonesia* and English.

#### **b. Semantic Procedures**

Similarly, Suryawinata and Harianto (2003) as cited in Budianto & Fardhani (2010, P. 19-22) explained that the translation procedures based on consideration of meaning is called semantic procedures. The procedures are as mentions below:

- a) *Borrowing*. It is the translation procedure which takes the source language form into the target language one due to a gap in its lexicon (Fawcett, 1997). According to Suryawinata and Hariyanto (2003), borrowing covers transliteration and naturalization. Transliteration is a translation procedure that maintains the source language words such as: *mall, sandal, orangutan* into *Bahasa Indonesia, maal, sandal, orang hutan*, respectively. Naturalization is the adaption of the source language words to the target language words, for example, the words *kampung, sarung, bambu* in *Bahasa Indonesia* is translated into *kampong, sarong, bamboo*, respectively in English.
- b) *Cultural equivalent*. It is a translation of a source language cultural word into the target cultural word, an approximate translation is the result (Newmark, 1988: 82-83). In this procedure, a specific cultural word in the source language is rendered into a specific

cultural word in the target language, for example the word “pencakar langit” is translated into “skycrappers”.

- c) *Descriptive equivalent*. A descriptive equivalent tries to describe meanings or function of the source language (Newmark, 1988: 83-89); Suryawinata and Hariyanto, 2003:73). This procedure is adopted since the source language word has a close relationship with a culture of specific word and the use of cultural equivalent cannot give an expected level of accuracy. For example, “samurai” is not described as the noblemen” but “the Japanese aristocracy from the eleventh to the nineteenth century”. This equivalent is often placed in the glossary.
- d) *Synonym*. This procedure is used if there is no a clear one-to-one equivalent between the source language and the target equivalent word ( Newmark, 1988: 83-84) and if the use of componential analysis may disturb the plot of the target language sentence (Newmark, 1988: 83-84). For example, the word “cute” is translated into “lucu” although its real meaning of “cute” should show a small size, beauty, funny, etc.
- e) *Reduction and expansion*. Reduction in this term means the reduction in component of the source language such as “automobile” that becomes “mobile”. Expansion is the opposite of reduction, for example the translation of the word “whale” is “ikan paus” not just paus, since the word paus means “the pope”.

- f) *Addition*. In this case, addition is done on the basis of the consideration of clarity of meaning (Suryawinata and Hariyanto, 2003:74). This procedure is usually applied to help translate words related to culture, technique or other sciences. For example, the word “predator” is translated into “predator” in *Bahasa Indonesia* but for the sake of clarity, the translator gives additional information about what predator is in the footnotes.
- g) *Official translation*. This procedure makes use of an official translation that has been standardized by the responsible institution. In translating English into *Bahasa Indonesia*, there is a guide for translating English name and words published by “Pusat Pengembangan dan Pembinaan Bahasa”, Depdikbud (Suryawinata and Hariyanto, 2003, 2003:74). For example the phrase “read only memory” in the guide is translated into “memory simpan tetap”.
- h) *Omission or deletion*. It means the omission of word or a part of the source language text in the target language. The omission is done since the word or the part of the text is not so important for the source language text and is rather difficult to translate (Suryawinata and Hariyanto, 2003:75). For example:
- SL : “sama dengan raden ayu ibunya,” katanya lirih  
 TL : “just like her mother,” she whispered

In this case, *raden ayu* is not translated. It will not influence the propositional meaning of the sentence, but cultural significance

of the SL is not conveyed in the TL. In encountering such a cultural term, the translator needs to give a footnote explaining the meaning of *raden ayu*.

- i) *Modulation*. According to Vinay and Dalbenet, it is a variation of the form of the message obtained by a change in the point of view (Venutii, 2000: 89). This procedure is used for translating phrases, clauses or sentences and it is adopted when a literal meaning cannot produce a natural translation. For example “jari tanganku teriris” become “i cut my finger”. In this translation, the translator should change point of view “*jari tanganku*” as the subjectt in Bahasa Indonesia into “my finger in English. This change point of view is a must in English to make the translation acceptable.

These are the procedures which are mostly used by translators. Although, the translators usually do not realize that they use them in performing their tasks because they use automated procedures.

## **F. Translation Strategies**

Defining the term strategy is important before explaining the translation strategies. The webster’s dictionary defines strategies as: (1) the science or art of planning and directing large-scale military movements and operations. (2) the use of or an instance of using this sience or art. (3) the use of a stratagem. (4) a plan or method for achieving a spesific goal (Budianto & Fardhani, 2010, p. 22).

Budianto & Fardhani also mention that Krings (1986: 18) defines translation strategy as “translator’s potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task”, and Seguinot (1989) believes that there are at least three global strategies employed by translators: (i) translating without interruption for as long as possible; (ii) correcting surface errors immediately; (iii) leaving the monitoring for qualitative or stylistic errors in the text to the revision stage.

### **G. Translation Method**

Budianto & Fardhani (2010) stated that Newmark (1988) mentions the difference between translation methods and translation procedures. He explained that, “translation methods related to the whole texts while translation procedures are used for sentences and the smaller units of language”.

There are several methods of translation, namely:

- a. *Word-for-word translation*: in which the SL word order is preserved and words translated singly by their most common meanings, out of context.
- b. *Literal translation*: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- c. *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

- d. *Semantic translation*: which differs from from ‘faithful translation’ only in as far as it must take more account of the aesthetic value of the SL text.
- e. *Adaptation*: which is the freest from of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- f. *Free translation*: it produces the TL text without the style, form, or content of the original.
- g. *Idiomattic translation*: it reproduces the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- h. *Communicative translation*: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988: 45-47).

## **H. Linguistics and Translation**

Linguistic aspect is one that can not be ignored by the translator in the translation. Linguistics is the study of the language that describes how the language is used, because the language is a communication tool by using marks, sounds, gestures, or signs that have understood the meaning.

According to Larson in Djuharie (2004) as cited in Kurniadi's thesis (2014, P. 13), translation is changing the forms into another language. In this aspect, translators should have competence on linguistics aspects. These aspects include the sound system of the language (Phonology), the language structure (grammar) and the meanings that are related (semantic), the sounds sequenced to form words (morphology), and the combination of words into phrases and sentences (syntax).

However, knowing a language also means knowing the words of language. Thus, on the phonological level, the translators need to be well versed with the sound pattern of the language. It helps the translator to produce correct meaningful texts. Besides, as constructing the form is important to transfer the message, knowing the rule of syntax will produce coherence translation (Agus Satria, 2014).

On the other hand, semantics help the translator quickly in transferring the meaning from one language to another language. It includes the written and oral forms of communication, which is a process where the message is transmitted from a source, the sender to a goal, the receiver.

## **I. Grammar and Translation**

Translation is a changing form. In this case, these forms are referred to structure. In translation, the forms of the receptor's language replace the form of the source's language (Larson in Simatupang 2000:1). All languages have rules

and forms. The formal pattern in which words of language are arranged in order to convey the meaning of the language.

Basically, grammar supports all language skills. Grammar operates both within the sentences and beyond them; it is involved in text building and text interpretation in translations. Thus, translators need to work at least in two languages. They have to have a good command in the rules of both languages. If they do not, their translation would not be as a good quality (Agus Satria, 2014).

#### **J. Meaning and Translation**

Translators working on a text. translators focus on the analysis, which means an amount of interpretation involved in his work increases. In this case, the meaning is expressed in the context to produce a translation. The most important thing in the translation must ensure that the context marking the desired meaning. To avoid ambiguity, the translator must choose a meaning in the context in which the words occur. Moreover, the concept of meaning is relative. It depends on the context itself (Agus Satria, 2014).

#### **K. Vocabulary and Translation**

Having a lot of vocabulary is very important in the process of translation, as if the translators come to their jobs, they intend to play with words. It plays a word that is a kind of language arts. Hatch in Safnil (2004) as cited in Kurniadis' thesis remarks that vocabulary mastery is very important. When one's knowledge of the language is limited, he/ she cannot use it in communicating. This means that vocabulary mastery also has an important role in comprehending both spoken

and written, as in translation. A word may have a lot of meanings, thus the best way to know the word is that by comprehending the context.

### **L. Translation Quality Assessment**

The field of Translation Assessment is problematic, and it is often difficult to tell the difference between, e.g., translation evaluation, translation criticism, and translation quality assessment. In an attempt to answer the question of why to test the translation, Larson (1998) as cited in Kurniadi's thesis (2010), asserts three main reasons the translator wants to be sure his translation is *accurate, clarity and naturalness*.

So an important points in translation process are accuracy, clarity, and naturalness. Accuracy means correct of the source message, and transfer of the meaning of that message as exactly as possible into receptor language. Clarity means the translator choose the way which communicates most clearly, the way which ordinary people will understand. And naturalness means the translator use the natural form of the receptor language, if the translation is to be effective and acceptable.

A translation should not sound foreign. These are three determining and widely accepted criteria in assessing the quality of any translation. Seeking objectivity in selecting the criteria for assessing the quality of the translations subject to this study, the researchers used Larson's criteria.

An inclusive and nearly exact indicator for the quality category of accuracy to be utilized in this investigation is adapted from Larson (1998). He conceives of four levels for accuracy of a translated text:

1. Bad: Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors, and deviation of meaning.
2. Fair: Correct meaning, with minimum redundancy and grammatical errors.
3. Good: Correct meaning, with no omission, addition or any changes of meaning.
4. Excellent : Accurate and clear meaning, without any omission or changes of meaning.

Larson (1998) argues that, a translation may be accurate but still not communicate to the people for whom it is prepared due to lack of clarity. The quality category of clarity can be evaluated on four levels:

1. Bad : Stylistically awkward, structurally burdensome and poorly structured, with diction and mechanical errors.
2. Fair : Complex syntax, but understandable meaning, with some diction or mechanical errors.
3. Good : Appropriate words, phrases and grammar and clear meaning.
4. Excellent : Easy to understand, correct words, phrase and grammar, nothing ambiguous.

Eventually, the purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. Larson's indicators (1998) for the quality category of naturalness are the following:

1. Bad : Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.
2. Fair : Make sense with minimum unnatural words, grammar, phrase and idiom.
3. Good : Correct meaning, appropriate idioms and words but there are some syntactic structure errors.
4. Excellent : Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words).

#### **M. Review of Related Studies**

Before the researcher will do this research, there are some researchers have done the other research which is relevant to the topic. First, Kurniadi Agus Satria (2014) with title” Student’s Translation Quality in Translating English Phrasal Verbs Into Indonesian (A Study at Sixth Semester Students Class A of English Department of FKIP UNIB)”.

This research found the result showed that the most dominant quality from students’ translation was excellent in three aspects of translation quality assessment namely, accuracy, clarity and naturalness (Larson, 1998:529). From the accuracy aspect of student’s translation was 43.9 % excellent, 30.5 % good, 12.1 % fair, 13.5% in bad quality. In clarity aspect of student’s translation was found 40 % excellent, 31.6 % good, 14.2 % fair, and 14.2 % in bad quality. Meanwhile in naturalness aspect was found 38.6 % excellent, 31.3 % good, 15.9 % fair, 14.2 % in bad quality. It can be concluded that the translation quality in translating

English phrasal verbs into Indonesian which had by sixth semester students class A of English department of FKIP UNIB is relatively excellent.

The study has difference methodology with this research. The researcher focuses to measure the translation quality in translating English into Indonesian text of English Education Department Students at UIN Ar-Raniry Banda Aceh. So the researcher used rubric to find out the quality for the solution of the problem. The other difference of this research is subject. The previous research subject was sixth semester student of english department of FKIP UNIB academic year 2009-2010. Meanwhile, the subject of this research was sixth semester student of English department at UIN Ar-Raniry academic year 2012.

In addition, the previous study used instrument by using translation test that designed by a sentence which contains phrasal verbs which must be translated by the students. But in this research, the writer used instrument by using translation text which must be translated by the students.

Second, Rahmat Hidayat (2013) with title “Problems and Procedures in Translating “Manga” (A Typically Japanese Whimsical Comic Genre)”. This research aimed to find out problems in translating “manga” (a typically Japanese whimsical comic genre) and to figure out procedures applied towards the problems. It also described how these problems existed and affected translation process and how these procedures worked in solving the problems. This research was designed in descriptive study which used documentation to collect the data. The data were taken purposively from 6 chapters of English version of *Naruto* (a Japanese whimsical comic written by Masashi Kishimoto).

The result of this research showed that there were 132 cases of problem found in 9 categories. The most dominant problem was onomatopoeia (sound effects) with 41 cases or 31.06% and typographical errors (typing errors) existed as the least one with 1 case or 0.76%. Moreover, there were 13 procedures of translation applied to solve the problems. Functional equivalence was the most used procedure which was applied 35 times or 26.51% and notes was the least one which was applied only once or 0.76%. It can be concluded that there were problems found and procedures applied while translating “manga”.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. Universitas Islam Negeri (UIN) Ar-Raniry (State Islamic University) is the Islamic University under the authority of Department of Religious Affair. According to president decree number 64 year 2014, the previous name of UIN-arraniry was IAIN/The State Institute for Islamic Studies of Ar-Raniry. UIN Ar-Raniry was firstly established on October 5<sup>th</sup> 1963. It is located at Ar-Raniry Kopelma Darussalam (Lingkar Kampus) street – Banda Aceh. The name of Ar-Raniry was initially taken from Syeikh Nuruddin Ar-Raniry who reigned in 1637-1641. He has contributed a very valuable thing in developing Islamic thought in Southeast Asia, especially in Aceh.

Based on 2014/2015 UIN's academic handbook, the book informed that UIN Ar-Raniry which is currently headed by Prof. Farid Wajdi Ibrahim, MA as the rector, is an Islamic educational institution which has graduated thousands scholars and some professors. As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, they are The Faculty of Education and Pedagogy, The Faculty of Syariah and Law, The Faculty of Ushuluddin and Philosophy, The Faculty of Dakwah and Communication, The Faculty of Adab and Humaniora, The Faculty of Ilmu Social Knowledge and Government, The

Faculty of Psychology, The Faculty of Science and Technology, and The Faculty of Economy and Islamic Bussiness. The aim of Education and Pedagody Faculty is to educate pious Muslim, to become an expert in education and teaching of Islam that is able to develope and proficient in implementing knowledge in various educational institutions.

The Faculty of Education and Pedagogy provides twelve departments which are classified based on their specific studies and programs, namely Pendidikan Agama Islam/ PAI (Islamic Teaching Department), Pendidikan Bahasa Arab/ PBA (Arabic Department), Pendidikan Bahasa Inggris/ PBI (English Department), Pendidikan Matematika/ PMA (Mathematics Department), Pendidikan Fisika/ PFS (Physics Department), Pendidikan Biologi/ PBL (Biology Department), Pendidikan Kimia/ PKM (Chemistry Department), Manajemen Pendidikan Islam/ MPI (Islamic Education Management), Pendidikan Guru Ibtidaiyah/ PGMI (Elementry School Department), Pendidikan Guru Raudhatul Athfal/PGRA (KinderGarten Department), Pendidikan Teknik Elektro/ PTE (Electro Engineer Department), and Pendidikan Teknologi Informatika/ PTI (Information and Technology Department).

The English Education Department has 40 lecturers which consist of 21 permanent lecturers and the rest of them are part-time lecturers, some of them graduated from abroad universities such as Pennsylvania University, Mc. Gill University, Leiden University, Deakin University, University of Liverpool, University of Amsterdam, and many more. The others graduated from Indonesian Universities such as State of Islamic University of Ar-Raniry, Syiah Kuala

University, UIN Yogyakarta, UI Jakarta, and many more. This research about “Translation Quality of English into Indonesian Text of English Department Students” took place in English Department. English Department is headed by Mrs. Chamisah, M.Ed. It has 21 permanent teachers and total 650 students, and this department is specialized in teaching learning English. In addition, it is also supported by facilities such as a library which provides many books, journals, novels, dictionaries, and various topics of previous thesis written by the alumni.

English Education Department is chosen as the research location because it represents the researcher’s population and sample of this research. Translation becomes one of the primary subject for English Education Department students. There are two levels of translation course which they have to take the course. It is very important to develop students’ abilities to translate certain written sources to comprehend and understand them. So that, to know the translation quality, it is necessary to see how is their translation and then they can increase their ability in translating.

## **B. Research Design**

The research design is the one of the most important section in the process of research. In this study, the researcher used descriptive-qualitative approach through random sampling. In qualitative research we systematically identify our participants and sites through random sampling; in qualitative research, we identify our participants and sites based on places and people that can best help us understand our central phenomenon.

According to Narbuko and Achmadi (as cited in Satria's thesis, 2007, P. 44) says that descriptive study has purpose to find solution about problem of phenomenon systematically and factually. There are processes of displaying, analyzing and interpreting data in descriptive study. It means that descriptive study is the way to investigate phenomenon based on the fact to know how is the translation quality of English Education Department students.

Descriptive-qualitative approach which is used in this study based on several considerations. The first the data examined is the qualitative data in the form of text or article which derive from [www.newyorktime.com](http://www.newyorktime.com). Then the data edited and adapted to the purpose of this research.

There are several goals of this study, they are: first, to determine the quality of the translation of the English Education Department students (accuracy, clarity and naturalness), second, to determine the challenges in translating strategy and approach used in overcoming the translation problem in translating.

### **C. Data Collection Procedure**

#### **1. Document Analysis**

Document is a note about an event which is happen in the past (Sugiono, 2003). Document itself can be divided into various forms, written, images or photos, and many other monumental creations. In this study, document analysis means as a student's translated text to be analyzed in order to find out translation quality. Here, the writer collected the student's translation text then analyzes by consulting to the rubric. This study used rubric for instrument assessment. The

rubric was taken from Larson. The rubric that is used for this reasearch was adapted from the ones used in Kurniadi Agus Satria's study on his thesis on title "Student's Translation Quality in Translating English Phrasal Verbs Into Indonesian (A Study at Sixth Semester Students Class A of English Department of FKIP UNIB).

## **2. Questionnaire**

According to Burns (1999, P. 129) "questionnaire is easier and less time consuming to administer than interview and the responses of the larger numbers of informants can be gathered." Based on this definition, the questionnaire is used to find out the challenges in the translation of English to Indonesian text faced by English Department Students at UIN Ar-raniry.

In this study, the questionnaire was designed to be open-ended form because it would be better if the students did not only answer from the given answers but they could create their own answer if there was no suitable answer for them. The questionnaire was made up to 6 questions which were needed to answer the research question. The researcher analyzes the questionnaire in some steps, they are: first, the researcher read all the participants questionnaires one by one. Second, the researcher transcribed the data collected from questionnaire to get general responses of challenging from the students. And finally, the researcher concluded students' responses into the statement.

#### **D. Populations and Sample**

According to Walliman (2001, P. 152) explains population as “a collective term used to describe the total quantity of cases of the type which are the subject of your study”. It means that a population can consist of objects, people or even, e.g. schools, workers, and revolutions. The population of this research is the students of English Education Department at seventh semester consist of 105 students who have taken the first and the second translation course at UIN Ar-Raniry Banda Aceh. In this research, the researcher used simple random sampling and chose some students to be participants of this research and they have taken the first and the second translation course at UIN Ar-raniry Banda Aceh.

According to Walliman (2001, P. 167) defined samples as “a selected number of cases in population”. The sample of this research which consist of 10% of the population. In determining the size of sample, Arikunto (2006, P. 112) defined that if the population is 100 respondents or less, it is better to take the whole population as sample. If The population is more than 100 respondents, the researcher can take 10-15% or more than 25% of the population based on the capability of the researcher. In this research, the population is the students of English Education Department at seventh semester consist of 105 students who have taken the first and the second translation course at UIN Ar-raniry Banda Aceh. Here the researcher used simple random sampling and chose some students to be participants of this research and they have taken the first and the second translation course at UIN Ar-raniry Banda Aceh.

Simple random sampling is the most popular and rigorous form of probability sampling from a population, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population (Creswell, 2008). There is no difference and the specific requirements in population and sample selection. The sample is 10% of them. The reason why the researcher took the students who have taken the first and the second translation course because they understood well about the translation technique.

A sample is a small proportion of a population selected for observation and analysis. In selecting sample, the researcher used random sampling technique. “Research may take 1 up to 15 percent or 20 up to 25 percent of the population” (Arikunto, 2002, p. 140). Besides, Ruseffendi and Sanusi (1994, p. 95) state that the number of samples depends on the research type and the sampling technique are; descriptive research, 10-20% of population, correlative research, minimum 30 subjects per group, experimental research, minimum 30 subjects per group, quasi research, and 15 subjects per group. (as cited in Taniredja and Mustafidah, 2012, p. 39)

Furthermore, in collecting the data, the researcher used random sampling and took 10% out of 105 students or equal to 10 students as the sample of this research. The formula used is:

$$n = \frac{10}{100} \times N$$

$$= \frac{10}{100} \times 105$$

$$\frac{1050}{100}$$

$$= 10.5$$

So, the sample (n) = 10 Students

Note:

n = Sample

N = Population

In addition, from 105 students who have taken translation one and translation two class, only 10 students could be found to distributed the questionnaire. The difficulties were to find some students that were out of the town they are staying during their study at UIN Ar-Raniry. As a result, it was difficult to be accessed.

### **E. Technique of Analyzing Data**

This research was analyzed by using the steps proposed by Narbuko and Achmadi (2007) as cited in Kurniadi's thesis (2014, P. 31) which four steps in order to analyze the data, namely editing, coding, tabulation and percentage. The steps are elaborated as follows:

#### **a. Editing**

The editing process has a purpose to choose and create the materials that used in test. There were two processes to make the test, such as compiling and creating the test. In compiling process the researcher selected the text that appropriate for the respondent. In this research, the researcher used the

educational news from [www.newyorktimes.com](http://www.newyorktimes.com). Then the researcher moved to creating process. In this research, the researcher edited the text into 300 words without changing the original text.

### b. Coding

The process of coding was conducted after the text was done by the students and the data was collected. This process aims to classify the quality of student's translation. Here, there are three aspects of translation quality which the researcher calculated their percentage namely accuracy, clarity and naturalness.

The table below will be show the result of the three aspect from the four raters. The researcher totalling the results of all three grades of the raters, then it was devided by four, this formula is to find the average value.

No	Name	Aspect											
		Accuracy				Clarity				Naturalness			
		E	G	F	B	E	G	F	B	E	G	F	B
1	Rater 1												
2	Rater 2												
3	Rater 3												
4	Rater 4												

Here, the co-researchers or the raters encompassed of four people, the alumni of English Education Department Student, and the researcher herself. The

raters selected which have been qualified in English. Each rater will rate the quality of translation from respondents.

### c. Tabulation

Tabulation is a process to show the data in form of the table. It has purpose to simplify the process of calculating.

The form can be showed in the following table:

*Table 1. Concept Of Students Translation Quality*

No	Name	Aspect											
		Accuracy (%)				Clarity (%)				Naturalness (%)			
		E	G	F	B	E	G	F	B	E	G	F	B

The table above consists of five columns there are number, name aspect (accuracy, clarity, and naturalness). In aspect column showed the level of students translation quality which were divided into three column namely accuracy, clarity, naturalness. For each aspect, there are E, G, F, B columns which are stand for excellent, good, fair, and bad translation quality.

After the data from translation test collected, the data was input to the E, G, F, B table in form percentage.

To show the percentages of the accuracy of the students' translation quality, the researcher will use the table below:

*Table 2. The Rubric of Student's Translation Quality*

<i>Component</i>	<i>Translation Quality</i>	<i>Description</i>
Accuracy	Excellent	Accurate and clear meaning without any omission or changes of meaning.
	Good	Correct meaning with no omission, addition or any changes of meaning.
	Fair	Correct meaning with minimum redundancy and grammatical errors
	Bad	Semantically misleading and comprehensible, unclear meaning, there are some grammatical errors and deviation of meaning.
Clarity	Excellent	Easy to understand, correct words, phrase and grammar, nothing ambiguous.
	Good	Appropriate words, phrases and grammar and clear meaning.
	Fair	Complex syntax but understandable meaning with some diction or mechanical errors.
	Bad	Stylistically awkward, structurally burdensome and poorly structured, with diction and mechanic errors.
Naturalness	Excellent	Make sense, read naturally (written in ordinary language, common grammar, proper idioms, and

		words).
	Good	Correct meaning, appropriate idioms and words but there are some syntactic structure errors.
	Fair	Make sense with minimum unnatural words, grammar, phrase and idiom.
	Bad	Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.

*Source: Larson (cited in Satria's thesis, 2007)*

The table 2 was used to determine the translation quality of students based on their accuracy, clarity and naturalness. There are four quality level which devide student's translation there are excellent, good, fair, and bad.

#### **d. Percentage**

In this part, the researcher summing the results of the four rater then included in the formula. Here, there are three aspects of translation quality which the researcher calculated their percentage namely accuracy, clarity and naturalness.

- a. The formula for calculating di percentage:

$$P = \frac{F}{N} \times 100\%$$

( Adapted from Sudijono (2009, P. 43)

Notes :

P: Percentage

F: Frekwensi of each item

N: Total number of item

- b. The formula for average of translation quality result:

Mean = sum of all data value from the raters

Number of raters

$$\text{Symbolically, } x = \frac{\sum x}{n}$$

Notes:

X = the mean of the set of x value

$\sum x$  = the sum of all the x values

n = the number of x value

Adapted from [www.mathteacher.com](http://www.mathteacher.com) (2015).

Or:

$$\text{Ave} = \frac{R1 + R2 + R3 + R4}{4}$$

4

$$M = \frac{\sum \text{percentage each raters}}{\sum \text{raters}}$$

$\sum \text{raters}$

## F. Procedures Of The Research

The procedure of this research will be conducted by using the steps below :

- a. The researcher will construct a translation test.
- b. Try out to the respondents
- c. Distribute the test material and answer some questions in the questionnaire to the respondents.

- d. Allow them fill up the concern form and to see the translation test (text).
- e. They have to translate the text in 24 hours.
- f. Do not allow them to access the internet or google, or any online dictionaries.
- g. Ask them to it by themselves
- h. Give them intruction to give back the translation text and the questionnaire.
- i. The researcher collect the translation texts from the respondents. .
- j. Calculate and analyze data.
- k. Tabulate and display
- l. Discribe and draw conclusion



## CHAPTER IV

### RESEARCH FINDINGS

#### A. Result

In this research, the time given to participants to translate the given text was 24 hours. The test was given to respondents in order to find out the translation quality. The researcher gave the consent form, translation text and questionnaire. Before translating the text, the researcher explained the requirements stated in concern form. The research was conducted to find out the data used to identify the student's translation quality in translating English text into Indonesian. The data was from sixth semester students; batch 2012 on July. The students were chosen by using a random sampling. The fact that students have learned the first translation and second translation had become a reason of the researcher to select them as the sample of the research.

After the data had been collected, the researcher moved into "coding and tabulating" process. In coding process, the translation results were checked based on three aspects: accuracy, clarity and naturalness (Larson, 1998) as cited in (Sayogie, 2014, P. 135). In these processes, some consultations with co-researchers were needed. Here, the co-researchers or the raters encompassed of four people; three graduated students of English Department Student, and the researcher herself. The selected raters was considered to be qualified enough and certified in English especially in translation due to the completion of firts and

second translation. Each rater then rated the quality of translation from respondents.

Furthermore, the researcher input the calculation process to the table; this process is called “tabulating” process. There were four tables that showed the data. The first was students’ translation quality’s table that showed a cumulative data of students’ translation result. The second one was the table of students’ translation quality percentage in three aspects including accuracy, clarity and naturalness.

**Table 4.1: Translation Quality Results of Three Aspects of Each Raters.**

Name	Aspect											
	Accuracy				Clarity				Naturalness			
	E	G	F	B	E	G	F	B	E	G	F	B
Rater 1 (J)	0%	0%	90%	10%	0%	10%	90%	0%	0%	10%	90%	0%
Rater 2 (R)	0%	40%	60%	0%	0%	50%	20%	30%	0%	70%	30%	0%
Rater 3 (M)	0%	20%	50%	30%	0%	40%	30%	30%	0%	50%	50%	0%
Rater 4 (H)	0%	10%	40%	50%	0%	30%	10%	60%	0%	30%	20%	50%

The table above shows the students’ translation results (which are converted into percentages for the purpose of this study) towards using translation quality rubric from Larson. It is the result of four raters.

**Table 4.2: Average of Translation Quality Results.**

<b>Aspect</b>	<b>Accuracy</b>	<b>Clarity</b>	<b>Naturalness</b>
Excellent	0%	0%	0%
Good	17,5%	32,5%	40%
Fair	60%	37,5%	47,5%
Bad	22,5%	30%	12,5%

### **B. Analysis of Questionnaire**

In this phase, the researcher analyzed the questionnaire (see Appendix) by describing the students' challenges in translation, namely:

1. 6 of 10 students has learned English since elementary school, while the rest of them has learned it since Junior since secondary high school and senior high school. Differently, one of them has learned English since pre-school (3 years old).
2. 7 of 10 students has learned translation at the time they become a university student. Whereas, the rest has learned it since elementary and secondary school. From the data, it can be noticed that most of students just started learning of how to translate when they are in university.

3. According to the question in questionnaire, the researcher asked students' opinion about the given text and various answer were gained. The given text were fascinating short text, moreover, it was hard to translate but easy to understand and there were some vocabularies that made her confused when she translated it and also some said that the given text was unfinished text.
4. Based on the questionnaire, the students found that it was difficult to translate the text, the problem were hard to find the equivalent Indonesian words, not only that, some words were also difficult to understand, due to one word possessed many different meaning.
5. All students used dictionary as a tool enable them to translate the text. Most of them used a monolingual dictionary, online dictionary, such as *alfalink* electronic dictionary, mobile dictionary, some even relied on background knowledge of the words in the text when translating.
6. Students' perception about translation.  
  
Based on the respondents' answers in questionnaire which has been distributed by researcher, 8 of 10 students explained their positive perception, as follows:
  - a) Translation is an important aspect in language but there are some problems faced in translating. When someone is able to translate one language appropriately to other languages, the message will be delivered clearly. Otherwise, when someone can not translate well, the message from source language to target language will not be

presented clearly, and consequently there will be misunderstanding and miscommunication.

Moreover, most of respondents like the given text because they got new enlightenment in term of enriching current world's information. However, it is undeniable that sometimes students found many difficulties in translating when they got certain of words like idioms, synonyms, and antonyms of words. This is because many words containing more than one meaning which is called equivalence when it is translated into Indonesian. For instance; **Hold** in Indonesian has a lot of meaning such as *menunggu, menahan, mengadakan, memegang, menganggap*, etc. Therefore, the translator sometimes feel difficult and confused to find the right and appropriate words according to the context of the sentence.

- b) Translation is fun and nice lesson to learn. In which translation not only can improve their language and vocabulary but also to practice and find out how far the students master their vocabulary. Accordingly, it is very good to learn more detail to enactive whether the sentence are equivalent in both language.
- c) There are two students who disliked translating. In their opinion, the translation text that given by the researcher was boring, difficult and unimportant. They are more interested in translating

English literature such as comic books, poetry and other literary texts.

In sum, based on all of the challenges mentioned above about translation, there were some problems found by researcher that has been translation's symptom faced by respondent in translating the given text.

### **C. Discussion**

The point discussed in this research was the translation quality of English into Indonesian text of English Education students at UIN Ar-Raniry Banda Aceh that is going to be described later at the end of this chapter.

Translation has an important role in many activities such as in transferring information, interlocking between two cultures, even becoming a need course in some universities etc. The quality of the translation is important for the reader to understand the meaning of the translation material itself. As cited in Satria Agus thesis, the researcher used Larson's theory to analyze the quality of translation that is divided into three aspects there are: accuracy, clarity and naturalness as cited in (Sayogie, 2014, P. 135). Here, the researcher focused in translating English into Indonesian text, finding out the translation quality. The researcher thought it is necessary to see how their translation is and then they can improve their ability in translating from the mistaken that has been committed.

The translation quality in translating English into Indonesian text of English department students of UIN Ar-Raniry is discussed in several subtopics below:

#### **a) Accuracy**

According to Larson (1998) as cited by (Sayogie, (2014) P. 135) the accuracy of translation is one of the important aspects in determining the translation quality. It is about transferring the meaning of the message from source language as exactly as possible into receptor language.

In this research, after checking the results from the four raters, the researcher found some students got excellent, good, fair and bad quality in accuracy. Here is one of example of the sentence that derived from the source text.

***“The worry is when the part-time job hours become too steep.”***

**Excellent:** The researcher did not found the students’ translation in excellent quality, thus the raters marked excellent for only 0% of the translation.

**Good:** *Kekhawatiran muncul ketika jam kerja paruh waktu itu terlalu tinggi*

This is one the sample of students’ translation with correct and clear meaning with no omission, addition or any changes of meaning. The researcher found that the raters marked good for 17,5% of the translation.

**Fair:** Cemas adalah jika waktu bekerja menjadi sangat terikat.

*Khawatir adalah ketika jam kerja paruh waktu menjadi terlalu curam.*

That was two sample of students’ translation that correct meaning with minimum redundancy and grammatical errors. Such as *worry* better to translate into *kekhawatiran*. In addition, the word *too steep* better to translated into *terlalu*

*tinggi*. However, the text is still readable. The researcher found that the raters marked fair quality 60% of the translation.

**Bad:** *Kekhawatirannya adalah ketika pekerjaan paruh waktu berjam jam itu menjadi begitu mengasyikkan.*

This is one the sample of student's translation with semantically misleading, unclear meaning and deviation of meaning. In this context, *mengasyikkan* must be change into *terlalu tinggi*. The student also add some word so the meaning is changed. The researcher found that the raters marked bad quality 22,5% of the translation.

From the example presented above, the researcher concluded that the students translation in accuracy aspect was dominant in fair quality.

#### **b) Clarity**

The Clarity aspect is the one of important aspects to make the translated text understood by the people of target language. In this aspect, the translator chose the way which communicates convey most clearly or the way which ordinary people will understand (Larson, 1998) as cited in (Kurniadi's thesis, 2010).

In this research, after checking the result from the four raters, the researcher found some students got excellent, good, fair and bad quality in clarity aspect. Here the sentence example for instance:

***“As jobs become scarces, teenagers drives farther to find work”***

**Excellent:** The researcher did not find the students' translation in excellent quality. Thus the raters marked excellent for only 0 % of the translation.

**Good:** *Karena langka nya lapangan pekerjaan, remaja-remaja lebih berusaha untuk mendapatkan pekerjaan*

This is one the sample of students' translation with understandable meaning, they used the correct words and none of ambiguity created. The researcher found that the raters marked good quality 32,5 % of the translation.

**Fair:** *Begitu pekerjaan tidak tetap menjadi langka, remaja berjalan lebih jauh cari kerja*

This is one the sample of students' translation with understandable meaning but there is diction errors and ambiguity. In this sentence, word *berjalan* better changed into *bergerak lebih cepat*. The researcher found that the raters marked fair quality 37,5% of the translation.

**Bad:** *Karena pekerjaan menjadi langka, para remaja **memaksa ayahnya** mencari pekerjaan*

*Sehubungan pekerjaan-pekerjaan menjadi momok, para remaja **mendorong ayah untuk mencarikan** lapangan pekerjaan*

The two sample of students' translation above was poorly structured with statistically awkward, and changed the meaning. The word *Farther* means *lebih*

*jauh*. The researcher found that the raters marked bad quality 30% of the translation.

Based on the result above, the researcher concluded that the students translation quality in clarity aspect was fair.

### c) Naturalness

Translation material should not sound different therefore the translator has to use the natural form of the receptor language to simplify the translation material to be accepted by the people of target language. This considered aspect to make a good translation is called naturalness, for instance:

***“Many parents hold teenage work experience in the same high regard as good grades and extracurricular activities”***

**Excellent:** There are no sample of students’ translation in this sentence marked as excellent quality. The researcher found that the raters marked excellent 0% of the translation.

**Good:** *Kebanyakan para orang tua menganggap pengalaman kerja usia remaja sama perlunya seperti nilai nilai bagus dan kegiatan kegiatan ekstrakurikuler.*

This is one of the students’ sample translation. The example above is correct meaning and appropriate words. The researcher found that the raters marked good 40% of the translation.

**Fair:** *Banyak orang tua memegang pengalaman kerja remaja di menjunjung tinggi sama baik nya dengan kegiatan ekstrakurikuler*

*Banyak orang tua memegang pengalamaan kerjaa remaja dan menjunjung tinggi sama nilai yang baik dan kegiatan ekstrakurikuler*

The translation above are changing the meaning, unnatural form with awkward language. The researcher found that the raters marked fair for only 47,5% of the translation.

**Bad:** *Banyak orang tua berpendapat bahwa pengalaman bekerja dalam tingkat yang sama dengan tingkatan atau aktifitas ekskul.*

*Banyak orang tua percaya pengalamaan kerja remaja dalam tingkatan tertentu dicap sebagai prestasi yng bagus dalam aktifitas sampingan.*

The translation above is unnatural form, with awkward language moreover the meaning of the text is changing. The researcher found that the raters marked bad for only 12,5% of the translation.

In short, there are several trouble in seventh semester students' translation in translating English text into Indonesian such as wrong meaning, hard to find equivalent Indonesian words, and ambiguity however most of their translation are relatively fair.

Based on the finding result and discussion above, it can be concluded that the average score of the three aspects (Accuracy, Clarity and Naturalness) were in fair quality. The researcher concluded that the translation quality of English into

Indonesian text of English Education Department students at UIN Ar-raniry was still fair. However, after checking the results of the translation from the respondents, there were some of them who are already good in translating. A common problem experienced by respondents were feeling difficult to select the appropriate words based on the context of the text which is called equivalence word.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

After analyzing the data and discussing the result in previous chapter, the researcher would like to draw conclusions as follow:

1. The translation quality of English into Indonesian text which was done by seventh semester students of English Education Department at UIN Ar-Raniry is relatively fair in three aspects of translation quality assessment, namely accuracy, clarity, and naturalness. The student's translation quality in accuracy aspect was dominant with 60% fair. The student's translation quality in clarity aspect was relatively fair 37,5%. Meanwhile in naturalness aspect, the student's translation quality was dominant 47,5 % fair.
2. According to the students' perception, most students experiencing difficulties and challenges in translating because of various factors, such as when they got a few words like idioms, synonyms, and antonyms of words. This is because many words containing more than one meaning which is called equivalence when translated into Indonesian. They believed that translation not only improves their language but also vocabularies. Accordingly, it is very good to learn more detail to make sure whether the sentence is equivalent in both language.

## **B. Suggestions**

After drawing some conclusions resulting from the research, the researcher wants to give some suggestions related to the data finding:

1. The students are recommended to continuously increase their level of translation quality. So, the result of this study can be used as an additional knowledge to improve the students' translation quality for English Education Department Students at UIN Ar-Raniry.
2. The lecturers are suggested to prepare proper teaching material. Furthermore, this study surely helps translation lecturer to provide inside for their teaching. So, they can find out the level of students' translation quality.
3. Lecturers are suggested to provide insight to the students as how to convey the meaning from the source language into the target language. Therefore, to be able to get a good translation, the students should reproduce the message not the form. In that way, students have a structured and organized knowledge of transferring messages from one language to another.
4. This research only focuses on translation quality of English into Indonesian text of English Education Department Students at UIN Ar-Raniry. The researcher hopes that there will be the next research related to this research such as focuses on translation quality of Indonesian into English text of English Education Department Students at UIN Ar-Raniry. It is also recommended to conduct extended

research about Translation quality by employing different instrument and methodology.

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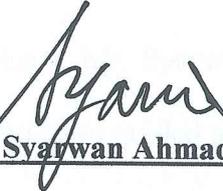
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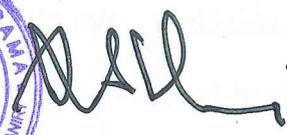
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**THESIS**

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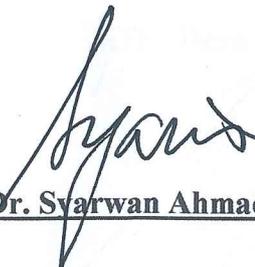
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KUALITAS TERJEMAHAN TEKS BAHASA INGGRIS KEDALAM BAHASA  
INDONESIA MAHASISWA PENDIDIKAN BAHASA INGGRIS DI UIN AR-RANIRY  
BANDA ACEH

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*Abstrak* - Penelitian ini bertujuan untuk meneliti bagaimana kualitas terjemahan dan tantangan terjemahan mahasiswa. Populasi dalam penelitian ini adalah mahasiswa pendidikan bahasa Inggris semester tujuh yang terdiri dari 105 mahasiswa yang telah mengambil mata kuliah *Translation 1 dan 2* di UIN Ar-Raniry Banda Aceh. Sampel penelitian ini terdiri dari 10% dari populasi. Peneliti menggunakan simple random sampling dan memilih beberapa mahasiswa untuk menjadi peserta penelitian ini. Dalam penelitian ini, peneliti mengumpulkan data menggunakan analisis dokumen dan kuesioner. Setelah mengumpulkan data, peneliti menggunakan rubrik untuk mengetahui kualitas terjemahan dan kuesioner untuk mengetahui tantangan dalam menerjemah yang dialami oleh mahasiswa. Berdasarkan hasil penelitian ini, peneliti menemukan bahwa mahasiswa masih dalam kualitas fair dalam menerjemahkan teks dengan beberapa hambatan yang mereka hadapi seperti beberapa kata yang sulit untuk dipahami, sulit untuk menemukan padanan kata dalam bahasa Indonesia, satu kata memiliki banyak definisi dan arti, ambigu, dan aspek budaya, dll.

Kata kunci: terjemahan, kualitas terjemahan, mahasiswa.

# TRANSLATION QUALITY OF ENGLISH INTO INDONESIAN TEXT OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UIN AR-RANIRY BANDA ACEH

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*Abstract* - This research is intended to investigate how the translation quality and the challenges of students' translation. The population of this research is the students of English department at seventh semester consists of 105 students who have taken the first and the second translation course at UIN Ar-Raniry. The sample of this research consists of 10% of the population. The researcher used simple random sampling and selected some students to be participants of this research. In this research, the researcher collected the data using document analysis and questionnaire. After collecting the data, the researcher used rubric to find out the translation quality and questionnaire to find out the challenges. Based on the result of this research, the researcher found that students were still a fair quality in translating the text with some challenges that they faced such as some words are difficult to understand, hard to find equivalent Indonesian words, one word possesses many different meanings, ambiguity, cultural aspect, etc.

**Key Words:** Translation, Translation Quality, Students.

## جودة ترجمة نص اللغة الإنجليزية إلى اللغة الإندونيسية عند طلاب قسم تعليم اللغة الإنجليزية في جامعة الرانيري الإسلامية الحكومية بنداأتشيه

<sup>1</sup>منورة<sup>2</sup>شروان أحمد<sup>3</sup>إيكا كانا تريسنوتي

طالبة قسم تعليم اللغة الإنجليزية بكلية التربية وتأهيل المعلمين جامعة الرانيري الإسلامية الحكومية دار السلام- بنداأتشيه

ملخص، يهدف هذا البحث لبحث كيف جودة الترجمة ومضادة الطلاب. وكان المجتمع لهذا البحث جميع الطلاب قسم تعليم اللغة الإنجليزية في نصف السنة السابع بكلية التربية وتأهيل المعلمين جامعة الرانيري الإسلامية الحكومية بنداأتشيه الذين قد تعلموا درس 1 و 2 Translation وعدهم 105 طالبا. وعينة هذا البحث أي 10٪ من المجتمع. وأخذت الباحثة بعض الطلاب ليكون المشتركين هذا البحث كالعينة بالطريقة العشوائية البسيطة (Simple Random Sampling). وأما الطريقة المستخدمة لجمع البيانات قامت الباحثة بتحليل الوثيقة والإستبانة . وبعدها قامت الباحثة بالعنوان (Rubric) لمعرفة جودة الترجمة ومضادة الطلاب في الترجمة. واعتمادا على حاصل هذا البحث قد حصلت الباحثة نتائج البحث أن الطلاب ما زال نوعية عادلة في ترجمة النص ببعض العراقل التي يعانونها الطلاب كمثل صعوبة في فهم بعض الكلمات وفي العثور على كلمة ما يعادلها في اللغة الإندونيسية وكلمة لها معنى كثير والغموض والناحية الثقافية وغيرها.

كلمة السر: الترجمة، وجودة الترجمة، والطلاب.

## I. INTRODUCTION

Translating is very challenging activity. It makes your thought clear and let you measure how well you can connect the sense of the languages at the time you translate as best as possible. Translation is common in our life although we may no even realize it. We translate in many activities such as in transferring information, interlocking between two cultures or among others.

In the academic setting, however translation is a subject taught in many universities. In the field of language teaching, translation is used as a way to ensure the students understand the material and also a significant means to evaluate their comprehension. Further, in the field of translation studies, translating is considered as a practical activity in classes (Fatemah Shojaee, Rahman Sahragard, P. 1). It is known that translation becomes a main point in this case as tool in communication where the primary target of it is to acknowledge and understand the message of communication.

Translation is the process of transferring the message from source language to the target language. The purpose of it is to help the readers of certain target language texts in comprehending the message from the original writer of the source of language. In the word of the writer, in the education field, the process of translation is necessary to open our mind for new knowledge and to know the translation quality which comes from another language.

A lot of university study translation, particularly the English students of UIN Ar-Raniry Banda Aceh. Relevance with this study, translation is one of the primary courses for English Education Department students at UIN Ar-Raniry. There are two levels of the translation courses that the students must take; Translation I which from English into Indonesia and Translation 2 which from Indonesian into English. It is very important to develop student's ability to translate certain written sources to comprehend and understand them. Therefore, to find out the translation quality, it is necessary to see how their translation is and then they can improve their ability in translating.

Through observation on English learning process in the researcher's translation classes previously, based on the researcher's experiences during taking the classes, it is found several challenges faced by the English Education Department students in term translation quality .

The researcher tried to ask some of the students about translation to capture the real condition of the problems being faced and to know what their opinions are. "Translation is complicated for me" said a student on april 20 at the time the researcher's asked her opinion translation.

"Translation is hard; it's hard to share the same thought with the writer of the book we are translating" said a student on April 22 (2015). The researcher then concluded the problems in translation are: hard and complicated; some students can hardly keep the original meaning when they are translating.

To the knowledge of the researcher, this study aims to find out the translation quality of English into Indonesian text of English Education Department Students and to find out the

challenges in translating text from English into Indonesian text faced by the English Education Department Students at UIN Ar-raniry Banda Aceh.

## II. THEORETICAL BACKGROUND

### A. Definition of Translation

There are many definitions about translation. Different experts in translation propose different definitions.. According to *Oxford Dictionary*, translation is “the process of changing something that is written and spoken into another language” (Hornby 2000). It means the translator should focus on shifting the meaning do not the form. Therefore, the translator should give the original sense to the reader that they do not realize when they were reading the translation. Furthermore, this definition shows that the translation is the process of substituting the text into the target language in accordance with the meaning.

In addition, Nida and Taber (1969) “define that translating consists in reproducing in receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style” (as cited in Budianto & Fardhani, 2010, p. 1).

According to the definition, the translator should try to reproduce the message contained in the source language into the one in the target language. What the translator should do in translating is to create the equivalent message, not the form in the target language. “A good translation does not sound like translation; it flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward. In short, a natural equivalent should be reached in order not to spoil the content and the impact of the conveyed message” (as cited in Budianto & Fardhani, 2010, p. 3).

Based on some definitions mentioned above, it can be concluded that translation is a process of changing the textual material from the original or source language to the target language. It is preferred that translating a sentence or group of sentence may not change the meaning of the source language. Basically, a good translation always contain the meaning or message that meet a standard of a good quality of translation may have. The importance of translation is the result and the purpose of translation version should have the same meaning and purpose of the source.

### B. The Importance of Quality Translation

Based on Merriam Webster Dictionary, quality means how good or bad something is. Additionally, Catford (1980) as cited in Budianto & Fardhani (2010, P. 1) explain that translation is the replacement of textual material in one language by equivalent textual material in another language. According to the definition, the translator should try to reproduce the message contained in the source language into the one in the target language. In this matter, what the translator should do in translating is to create the equivalent message, not the form in the target language.

Obviously, such a person is unable independently to measure and assess the quality of the translation because even if the translated text reads beautifully, it could say something completely different than the original. According to Budiono & Fardhani (2010, P. 3) a good translation, therefore, does not sound like translation, it flows naturally as if it is originally written in the target language. The grammar and vocabulary used in the translation are not strange and awkward.

The main purpose of translation is to convey the content of the message in the source language into the target language. Therefore, when someone can translate one language appropriately to other language, the message will be delivered clearly. Otherwise, when someone can not translate well, the message from source language to target language will not be presented clearly, and consequently there will be misunderstanding and miscommunication.

### **C. Translation Quality Assessment**

The field of Translation Assessment is problematic, and it is often difficult to tell the difference between, e.g., translation evaluation, translation criticism, and translation quality assessment. In an attempt to answer the question of why to test the translation, Larson (1998) as cited in Kurniadi's thesis (2010), asserts three main reasons the translator wants to be sure his translation is *accurate, clarity and naturalness*.

So an important points in translation process are accuracy, clarity, and naturalness. Accuracy means correct of the source message, and transfer of the meaning of that message as exactly as possible into receptor language. Clarity means the translator choose the way which communicates most clearly, the way which ordinary people will understand. And naturalness means the translator use the natural form of the receptor language, if the translation is to be effective and acceptable.

An inclusive and nearly exact indicator for the quality category of accuracy to be utilized in this investigation is adapted from Larson (1998). He conceives of four levels for accuracy of a translated text:

1. Bad: Semantically misleading and incomprehensible, unclear meaning, there are some grammatical errors, and deviation of meaning.
2. Fair: Correct meaning, with minimum redundancy and grammatical errors.
3. Good: Correct meaning, with no omission, addition or any changes of meaning.
4. Excellent : Accurate and clear meaning, without any omission or changes of meaning.

Larson (1998) argues that, a translation may be accurate but still not communicate to the people for whom it is prepared due to lack of clarity. The quality category of clarity can be evaluated on four levels:

1. Bad : Stylistically awkward, structurally burdensome and poorly structured, with diction and mechanical errors.
2. Fair : Complex syntax, but understandable meaning, with some diction or mechanical errors.
3. Good : Appropriate words, phrases and grammar and clear meaning.
4. Excellent : Easy to understand, correct words, phrase and grammar, nothing ambiguous.

Eventually, the purpose of naturalness tests is to see if the form of the translation is natural and the style appropriate. Larson's indicators (1998) for the quality category of naturalness are the following:

1. Bad : Unnatural form, with awkward language, linguistically unnatural and stylistically awkward.
2. Fair : Make sense with minimum unnatural words, grammar, phrase and idiom.
3. Good : Correct meaning, appropriate idioms and words but there are some syntactic structure errors.
4. Excellent : Make sense, read naturally (written in ordinary language, common grammar, proper idioms and words).

### III. PURPOSE OF THE STUDY

The main purpose of this study is to find out the translation quality of English into Indonesian text of English Education Department Students and to find out the challenges in translating text from English into Indonesian text faced by the English Education Department Students at UIN Ar-raniry Banda Aceh.

This study, therefore, is seeking to answer the following questions:

Q1: How is the translation quality of English into Indonesian text at the English Education Department Students at UIN Ar-Raniry Banda Aceh?

Q2: What are the challenges in translating the text from English into Indonesian faced by the English Education Department Students at UIN Arraniry Banda Aceh?

### IV. METHODOLOGY

#### A. Research Design

This research used descriptive-qualitative approach through random sampling. According to Narbuko and Achmadi (as cited in Satria's thesis, 2007, P. 44) says that descriptive study has purpose to find solution about problem of phenomenon systematically and factually. There are processes of displaying, analyzing and interpreting data in descriptive study. It means that descriptive study is the way to investigate phenomenon based on the fact to know how is the translation quality of English Education Department students.

#### B. Participants and Setting

The population of this research is the students of English Education Department at seventh semester consist of 105 students who have taken the first and the second translation course at UIN Ar-Raniry Banda Aceh. The sample of this research which consist of 10% of the population. In determining the size of sample, Arikunto (2006, P. 112) defined that if the population is 100 respondents or less, it is better to take the whole population as sample. If The population is more than 100 respondents, the researcher can take 10-15% or more than 25% of the population based on the capability of the researcher. In this research, the population is the students of English Education Department at seventh semester consist of 105

students who have taken the first and the second translation course at UIN Ar-raniry Banda Aceh.

### C. Instrumentations

In this study, the researcher used document analysis and questionnaires. Document analysis as a students' translated text to be analyzed in order to find out translation quality. The researcher collected the students' translation text then analyzes by consulting to the rubric. This study used rubric for instrument assessment. The rubric was taken from Larson.

Questionnaire was designed to be open ended form because it would be better if the students did not only answer from the given answers but they could create their own answer if there was no suitable answer for them. The questionnaire was made up to 6 questions which were needed to answer the research question. The researcher analyzes the questionnaire in some steps, they are: first, the researcher read all the participants questionnaires one by one. Second, the researcher transcribed the data collected from questionnaire to get general responses of challenging from the students. And finally, the researcher concluded students' responses into the statement.

### D. Technique of Analyzing Data

This research was analyzed by using the steps proposed by Narbuko and Achmadi (2007) as cited in Kurniadi's thesis (2014, P. 31) which four steps in order to analyze the data, namely editing, coding, tabulation and percentage. The steps are elaborated as follows:

#### a. Editing

The editing process has a purpose to choose and create the materials that used in test. There were two processes to make the test, such as compiling and creating the test. In compiling process the researcher selected the text that appropriate for the respondent. In this research, the researcher used the educational news from [www.newyorktimes.com](http://www.newyorktimes.com). Then the researcher moved to creating process. In this research, the researcher edited the text into 300 words without changing the original text.

#### b. Coding

The process of coding was conducted after the text was done by the students and the data was collected. This process aims to classify the quality of student's translation. Here, there are three aspects of translation quality which the researcher calculated their percentage namely accuracy, clarity and naturalness.

The table below will be show the result of the three aspect from the four raters. The researcher totalling the results of all three grades of the raters, then it was divided by four, this formula is to find the average value.

No	Name	Aspect											
		Accuracy				Clarity				Naturalness			
		E	G	F	B	E	G	F	B	E	G	F	B
1	Rater 1												
2	Rater 2												
3	Rater 3												
4	Rater 4												

Here, the co-researchers or the raters encompassed of four people, the alumni of English Education Department Student, and the researcher herself. The raters selected which have been qualified in English. Each rater will rate the quality of translation from respondents.

c. Tabulation

Tabulation is a process to show the data in form of the table. It has purpose to simplify the process of calculating.

The form can be showed in the following table:

**Table 1. Concept Of Students Translation Quality**

No	Name	Aspect											
		Accuracy (%)				Clarity (%)				Naturalness (%)			
		E	G	F	B	E	G	F	B	E	G	F	B

The table above consists of five columns there are number, name aspect (accuracy, clarity, and naturalness). In aspect column showed the level of students translation quality which were divided into three column namely accuracy, clarity, naturalness. For each aspect, there are E, G, F, B columns which are stand for excellent, good, fair, and bad translation quality.

After the data from translation test collected, the data was input to the E, G, F, B table in form percentage.

The table was used to determine the translation quality of students based on their accuracy, clarity and naturalness. There are four quality level which divide student's translation there are excellent, good, fair, and bad.

**d. Percentage**

In this part, the researcher summing the results of the four rater then included in the formula. Here, there are three aspects of translation quality which the researcher calculated their percentage namely accuracy, clarity and naturalness.

- a. The formula for calculating di percentage:

$$P = \frac{F}{N} \times 100\%$$

( Adapted from Sudijono (2009, P. 43)

Notes :

P: Percentage

F: Frekwensi of each item

N: Total number of item

- b. The formula for average of translation quality result:

$$\text{Mean} = \frac{\text{sum of all data value from the raters}}{\text{Number of raters}}$$

$$\text{Symbolically, } x = \frac{\sum x}{n}$$

Notes:

$\bar{X}$  = the mean of the set of x value

$\sum x$  = the sum of all the x values

n = the number of x value

Adapted from [www.mathteacher.com](http://www.mathteacher.com) (2015).

## V. RESEARCH FINDING

### A. RESULT

The researcher input the calculation process to the table; this process is called “tabulating” process. There were four tables that showed the data. The first was students’ translation quality’s table that showed a cumulative data of students’ translation result. The second one was the table of students’ translation quality percentage in three aspects including accuracy, clarity and naturalness.

**Table 4.1: Translation Quality Results of Three Aspects of Each Raters.**

Name	Aspect											
	Accuracy				Clarity				Naturalness			
	E	G	F	B	E	G	F	B	E	G	F	B
Rater 1 (J)	0%	0%	90%	10%	0%	10%	90%	0%	0%	10%	90%	0%
Rater 2 (R)	0%	40%	60%	0%	0%	50%	20%	30%	0%	70%	30%	0%
Rater 3 (M)	0%	20%	50%	30%	0%	40%	30%	30%	0%	50%	50%	0%
Rater 4 (H)	0%	10%	40%	50%	0%	30%	10%	60%	0%	30%	20%	50%

The table above shows the students’ translation results (which are converted into percentages for the purpose of this study) towards using translation quality rubric from Larson. It is the result of four raters.

**Table 4.2: Average of Translation Quality Results.**

<b>Aspect</b>	<b>Accuracy</b>	<b>Clarity</b>	<b>Naturalness</b>
Excellent	0%	0%	0%
Good	17,5%	32,5%	40%
Fair	60%	37,5%	47,5%
Bad	22,5%	30%	12,5%

### **A. Analysis of Questionnaire**

In this phase, the researcher analyzed the questionnaire (see Appendix) by describing the students' challenges in translation, namely:

1. 6 of 10 students has learned English since elementary school, while the rest of them has learned it since Junior since secondary high school and senior high school. Differently, one of them has learned English since pre-school (3 years old).
2. 7 of 10 students has learned translation at the time they become a university student. Whereas, the rest has learned it since elementary and secondary school. From the data, it can be noticed that most of students just started learning of how to translate when they are in university.
3. According to the question in questionnaire, the researcher asked students' opinion about the given text and various answer were gained. The given text were fascinating short text, moreover, it was hard to translate but easy to understand and there were some vocabularies that made her confused when she translated it and also some said that the given text was unfinished text.
4. Based on the questionnaire, the students found that it was difficult to translate the text, the problem were hard to find the equivalent Indonesian words, not only that, some words were also difficult to understand, due to one word possessed many different meaning.
5. All students used dictionary as a tool enable them to translate the text. Most of them used a monolingual dictionary, online dictionary, such as *alfalink* electronic dictionary, mobile dictionary, some even relied on background knowledge of the words in the text when translating.
6. Students' perception about translation.

Based on the respondents' answers in questionnaire which has been distributed by researcher, 8 of 10 students explained their positive perception, as follows:

- a) Translation is an important aspect in language but there are some problems faced in translating. When someone is able to translate one language appropriately to other languages, the message will be delivered clearly. Otherwise, when someone can not translate well, the message from source language to target language will not be presented clearly, and consequently there will be misunderstanding and miscommunication.

Moreover, most of respondents like the given text because they got new enlightenment in term of enriching current world's information. However, it is

undeniable that sometimes students found many difficulties in translating when they got certain of words like idioms, synonyms, and antonyms of words. This is because many words containing more than one meaning which is called equivalence when it is translated into Indonesian. For instance; **Hold** in Indonesian has a lot of meaning such as *menunggu, menahan, mengadakan, memegang, menganggap*, etc. Therefore, the translator sometimes feel difficult and confused to find the right and appropriate words according to the context of the sentence.

- b) Translation is fun and nice lesson to learn. In which translation not only can improve their language and vocabulary but also to practice and find out how far the students master their vocabulary. Accordingly, it is very good to learn more detail to enactive whether the sentence are equivalent in both language.
- c) There are two students who disliked translating. In their opinion, the translation text that given by the researcher was boring, difficult and unimportant. They are more interested in translating English literature such as comic books, poetry and other literary texts.

In sum, based on all of the challenges mentioned above about translation, there were some problems found by researcher that has been translation's symptom faced by respondent in translating the given text.

## **B. Discussion**

The point discussed in this research was the translation quality of English into Indonesian text of English Education students at UIN Ar-Raniry Banda Aceh that is going to be described later at the end of this chapter.

The translation quality in translating English into Indonesian text of English department students of UIN Ar-Raniry is discussed in several subtopics below:

### **a) Accuracy**

According to Larson (1998) as cited by (Sayogie, (2014) P. 135) the accuracy of translation is one of the important aspects in determining the translation quality. It is about transferring the meaning of the message from source language as exactly as possible into receptor language.

In this research, after checking the results from the four raters, the researcher found some students got excellent, good, fair and bad quality in accuracy. Here is one of example of the sentence that derived from the source text.

***“The worry is when the part-time job hours become too steep.”***

**Excellent:** The researcher did not found the students' translation in excellent quality, thus the raters marked excellent for only 0% of the translation.

**Good:** *Kekhawatiran muncul ketika jam kerja paruh waktu itu terlalu tinggi*

This is one the sample of students' translation with correct and clear meaning with no omission, addition or any changes of meaning. The researcher found that the raters marked good for 17,5% of the translation.

**Fair:** *Cemas adalah jika waktu bekerja menjadi sangat terikat.*

*Khawatir adalah ketika jam kerja paruh waktu menjadi terlalu curam.*

That was two sample of students' translation that correct meaning with minimum redundancy and grammatical errors. Such as *worry* better to translate into *kekhawatiran*. In addition, the word *too steep* better to translated into *terlalu tinggi*. However, the text is still readable. The researcher found that the raters marked fair quality 60% of the translation.

**Bad:** *Kekhawatirannya adalah ketika pekerjaan paruh waktu berjam jam itu menjadi begitu mengasyikkan.*

This is one the sample of student's translation with semantically misleading, unclear meaning and deviation of meaning. In this context, *mengasyikkan* must be change into *terlalu tinggi*. The student also add some word so the meaning is changed. The researcher found that the raters marked bad quality 22,5% of the translation.

From the example presented above, the researcher concluded that the students translation in accuracy aspect was dominant in fair quality.

#### **b) Clarity**

The Clarity aspect is the one of important aspects to make the translated text understood by the people of target language. In this aspect, the translator chose the way which communicates convey most clearly or the way which ordinary people will understand (Larson, 1998) as cited in (Kurniadi's thesis, 2010).

In this research, after checking the result from the four raters, the researcher found some students got excellent, good, fair and bad quality in clarity aspect. Here the sentence example for instance:

***“As jobs become scarces, teenagers drives farther to find work”***

**Excellent:** The researcher did not found the students' translation in excellent quality. Thus the raters marked excellent for only 0 % of the translation.

**Good:** *Karena langka nya lapangan pekerjaan, remaja-remaja lebih berusaha untuk mendapatkan pekerjaan*

This is one the sample of students' translation with understandable meaning, they used the correct words and none of ambiguity created. The researcher found that the raters marked good quality 32,5 % of the translation.

**Fair:** *Begitu pekerjaan tidak tetap menjadi langka, remaja berjalan lebih jauh cari kerja*

This is one the sample of students' translation with understandable meaning but there is diction errors and ambiguity. In this sentence, word *berjalan* better changed into *bergerak lebih cepat*. The researcher found that the raters marked fair quality 37,5% of the translation.

**Bad:** *Karena pekerjaan menjadi langka, para remaja memaksa ayahnya mencari pekerjaan. Sehubungan pekerjaan-pekerjaan menjadi momok, para remaja mendorong ayah untuk mencarikan lapangan pekerjaan.*

The two sample of students' translation above was poorly structured with statistically awkward, and changed the meaning. The word *Farther* means *lebih jauh*. The researcher found that the raters marked bad quality 30% of the translation.

Based on the result above, the researcher concluded that the students translation quality in clarity aspect was fair.

### c) Naturalness

Translation material should not sound different therefore the translator has to use the natural form of the receptor language to simplify the translation material to be accepted by the people of target language. This considered aspect to make a good translation is called naturalness, for instance:

*“Many parents hold teenage work experience in the same high regard as good grades and extracurricular activities”*

**Excellent:** There are no sample of students' translation in this sentence marked as excellent quality. The researcher found that the raters marked excellent 0% of the translation.

**Good:** *Kebanyakan para orang tua menganggap pengalaman kerja usia remaja sama perlunya seperti nilai nilai bagus dan kegiatan kegiatan ekstrakurikuler.*

This is one of the students' sample translation. The example above is correct meaning and appropriate words. The researcher found that the raters marked good 40% of the translation.

**Fair:** *Banyak orang tua memegang pengalaman kerja remaja di menjunjung tinggi sama baiknya dengan kegiatan ekstrakurikuler*

*Banyak orang tua memegang pengalaman kerjaa remaja dan menjunjung tinggi sama nilai yang baik dan kegiatan ekstrakurikuler*

The translation above are changing the meaning, unnatural form with awkward language. The researcher found that the raters marked fair for only 47,5% of the translation.

**Bad:** *Banyak orang tua berpendapat bahwa pengalaman bekerja dalam tingkat yang sama dengan tingkatan atau aktifitas ekskul.*

*Banyak orang tua percaya pengalaman kerja remaja dalam tingkatan tertentu dicap sebagai prestasi yng bagus dalam aktifitas sampingan.*

The translation above is unnatural form, with awkward language moreover the meaning of the text is changing. The researcher found that the raters marked bad for only 12,5% of the translation.

In short, there are several trouble in seventh semester students' translation in translating English text into Indonesian such as wrong meaning, hard to find equivalent Indonesian words, and ambiguity however most of their translation are relatively fair.

Based on the finding result and discussion above, it can be concluded that the average score of the three aspects (Accuracy, Clarity and Naturalness) were in fair quality. The researcher concluded that the translation quality of English into Indonesian text of English Education Department students at UIN Ar-raniry was still fair. However, after checking the results of the translation from the respondents, there were some of them who are already good in translating. A common problem experienced by respondents were feeling difficult to select the appropriate words based on the context of the text which is called equivalence word.

## VI. DISCUSSION

### A. Conclusion

After analyzing the data and discussing the result in previous chapter, the researcher would like to draw conclusions as follow:

1. The translation quality of English into Indonesian text which was done by seventh semester students of English Education Department at UIN Ar-Raniry is relatively fair in three aspects of translation quality assessment, namely accuracy, clarity, and naturalness. The student's translation quality in accuracy aspect was dominant with 60% fair. The student's translation quality in clarity aspect was relatively fair 37,5%. Meanwhile in naturalness aspect, the student's translation quality was dominant 47,5 % fair.
2. According to the students' perception, most students experiencing difficulties and challenges in translating because of various factors, such as when they got a few words like idioms, synonyms, and antonyms of words. This is because many words containing more than one meaning which is called equivalence when translated into Indonesian. They believed that translation not only improves their language but also vocabularies. Accordingly, it is very good to learn more detail to make sure whether the sentence is equivalent in both language.

### A. Suggestions

After drawing some conclusions resulting from the research, the researcher wants to give some suggestions related to the data finding:

1. The students are recommended to continuously increase their level of translation quality. So, the result of this study can be used as an additional knowledge to

improve the students' translation quality for English Education Department Students at UIN Ar-Raniry.

2. The lecturers are suggested to prepare proper teaching material. Furthermore, this study surely helps translation lecturer to provide inside for their teaching. So, they can find out the level of students' translation quality.
3. Lecturers are suggested to provide insight to the students as how to convey the meaning from the source language into the target language. Therefore, to be able to get a good translation, the students should reproduce the message not the form. In that way, students have a structured and organized knowledge of transferring messages from one language to another.
4. This research only focuses on translation quality of English into Indonesian text of English Education Department Students at UIN Ar-Raniry. The researcher hopes that there will be the next research related to this research such as focuses on translation quality of Indonesian into English text of English Education Department Students at UIN Ar-Raniry. It is also recommended to conduct extended research about Translation quality by employing different instrument and methodology.

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