

**STUDENTS' TRANSLATION QUALITY IN TRANSLATING
DESCRIPTIVE ENGLISH TEXT INTO INDONESIA**

THESIS



By:

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ABSTRACT

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Having ability in translation becomes a primary necessity for students who learn language especially foreign language. Students who have ability in translating will be better in sending and receiving information or message. A translation must have good quality so that the messages are able to received well by readers. Translation quality has three characteristics, namely accuracy, acceptability and readability. That measure ments are internship each others. Furthermore, they are several genres of text in which students are able to be translated such descriptive, narrative, exposition, and argumentative text.

This research was aimed (1) to examine the students' translation quality in translating descriptive English text into Indonesian and (2) to identify the difficulties faced by students at seventh semester of English education department at IAIN Ponorogo in translating descriptive English text into Indonesian. In this research, descriptive text become researcher focus on. Then, the theory of translation quality delived by Nababan as the research erguidance in analyzing the students translated text.

The research method was descriptive qualitative. The data was collected through documentation and questionnaire. The theory of questionnaire delived by John W Creswell. This research was analized by using three steps by Narbuko and Achmadi in order to analize the data, namely editing, coding, and tabulation.

The results showed that (1) the quality of the translation of English texts into Indonesian carried out by seventh semester students of the English Language Education Department at IAIN Ponorogo is classified as very good in three aspects of translation quality. The quality of students translation in the accuracy aspect with a percentage of 86.3%. Then in the acceptability aspect, the quality of student translations was 72.1%. The quality of student translations in the readability aspect was 96.8%. (2) Based on students questionnaires, most students experience difficulties and challenges in translating due to various factors, such as lack of vocabulary, grammatical difficulties, and difficulty understanding long and complex sentences.

P O N O R O G O



APPROVAL SHEET

This is to certify that *Sarjana's* thesis of :

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Title : Students' Translation Quality in Translating Descriptive English Text into
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has been approved by the advisor and is recommended for thesis examination.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Having ability in translation becomes a primary necessity for students who learn language especially foreign language. Students who have ability in translating will be better in sending and receiving information or message.¹ Moreover, students' translating must have good translation quality to give information. If students cannot translate well, students can receive wrong information. The ability in translation is very useful to help students in understanding those materials such articles, journal, essay and a textbook or even to help students in convert English materials to Indonesian also.

Translation is challenging thing to do in every process of transferring the meaning from source language (SL) into the target language (TL). It is concluded that way since an unserious translation process will lead misunderstanding of the message found in the source language (SL) to the target language (TL). It generally known that a text contains many factors that sheltering the study itself specially related with the social culture to both language (SL and TL). In other words, a translator has many obstacles at the process of translation in translating a product.²

Translation is the process of transferring the meaning of a text from the source language into the target language. Translation (or the practice of translation) is a set of actions performed by the translator while rendering the source (or original) text (ST) into another language. Translation is a means of interlingual communication. The translator makes possible an exchange information between the users of different languages by producing target language which has an identical communicative value

¹Muh. Sultan, *The Students' Ability To Translate The Indonesian Texts Into English (A Descriptive Research At The Second Grade Of Sma Negeri 2 Pangkep)*, (Universitas Muhammadiyah Makassar, 2018).

²Mildred L Larson, *Meaning-based Translation: A Guide to Cross-Language Equivalent*, (United State of America: University Press of America.,1984).

with the source language. This target text is not fully identical with ST as to its form or content due to the limitations imposed by the formal and semantic differences between the source language (SL) and TL.³ A translation must have good quality so that the translation can be well received by readers. Therefore, the translation from the source language into the target language cannot be exact equivalents as both languages are widely different in structure and cultural background.⁴

Translation quality is the degree to which a translation meets specific predefined standards or requirements. It can be determined according to established industry standards or in relation to specific context-related attributes. Sofyan in his dissertation stated that, "Translation Quality Assessment is known as the problem of assessing a translation quality".⁵ A quality translation has three characteristics, namely accuracy, readability, and acceptability. Translated text is said to be accuracy if it is clear in writing and there are no words of repetition. Acceptable means a translated text is easily understood by the reader. Readability means a translated text is easy to read and understand by readers without reading it over and over again.⁶ Those assessment aspects are useful to measure the quality of the translated text.

There are some previous researches relate to translation quality such written by Muh. Sultan entitled *The Students' Ability to Translate the Indonesian Texts into English at Second Grade of SMA Negeri 2 Pangkep*. The aim of this research was to know the students' ability to translate the Indonesian texts into English at the second grade of SMA Negeri 2 Pangkep. The researcher used test to examine the students'

³Muhizar Muchtar, and Farida Repelita Waty Kembaren. *Basic Theory of Translation* (CV Mitra), 2016.

⁴Herman, *Shift in Translation from English into Indonesia on Narrative Text*. International Journal of European Studies. Vol. 1, No. 3, 2017, pp. 72-77.

⁵Rudy Sofyan, *Translation Process and Translation Quality: A Study Of Indonesian Student Translators in Universitas Sumatera Utara*. (University of Sumatera Utara, 2016).

⁶Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, Kajian Linguistik dan Sastra, Vol. 24, No. 1 (Juni 2012), 51

ability in translating paragraphs of the Indonesian texts into English, which the texts consisted of three genres of texts such as, descriptive, narrative, and recount text. The result of the research showed the dominant percentage of students' ability in translating Indonesian texts into English texts was in recount text category, there were 65.5%. Then, in descriptive text category had 64%. And then, as the lowest the percentage of students' ability in translating Indonesian texts into English texts was in narrative text category there were only 50% mean score. Therefore, the researcher concluded that recount text was the dominant of students' ability which classified as good categories in translating the text, the descriptive text which also classified as good categories then, the narrative text as the low of students' ability which classified as fair categories made by the second grade students of SMA Negeri 2 Pangkep.⁷

Furthermore, written by Hanifah Khoirun Nisak on her research investigated students' translation quality in IAIN Surakarta in the academic years 2014/2015. The result of the research was researcher found (1) The average score of accuracy of all title and all kind of sentence is 60,86% accurate, 32,09% data is less accurate translation and 7,15% data is inaccurate translation. (2) Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation, and 16 data are inaccurate translation. (3) The average score of acceptable of all title and all kind of sentence is 60,84% acceptable, 35,41% data is less acceptable translation and 7,15% data is unacceptable translation. (4) Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation. From the result above

⁷ Muh. Sultan, *The Students' Ability To Translate The Indonesian Texts Into English (A Descriptive Research At The Second Grade Of Sma Negeri 2 Pangkep)*, (Universitas Muhammadiyah Makassar, 2018).

can be draw conclusion that the most of the translation by the student in Translation Text Analysis Class are accurate and acceptable translation. However there are some text or sentence that translated less accurate and less acceptable.⁸

The similar research is conducted in this study, since the students provided with material related to translation studies, and have also practiced translation material. In this case, the researcher took seventh semester English students at IAIN Ponorogo, as the object of the research in identifying the students' translation quality and the difficulties were encountered by the students when translating a text. The reason for choosing the English education department students is because the students of the English education department has studied translation.

Especially, as they learned in English lessons there are some kinds of texts, such as narrative, descriptive, exposition, and argumentative text. To understand the text, the students should be able to translate each sentence or each paragraph of the text.⁹ Descriptive text becomes one of the texts that researcher focus on, because it describes something using language that is easy for the reader to understand, and descriptive text describes something with detailed characteristics so that the reader seems to be able to see and feel.¹⁰

Based on the short explanation above, the researcher formulates the research under the title “Students’ Translation Quality in Translating Descriptive English Text into Indonesia”.

⁸ Hanifah Khoirun Nisak, *An Analysis Of Students’ Translation Quality At The Seventh Semester Of English Department Iain Surakarta In The Academic Year Of 2014/2015* (IAIN Surakarta, 2016)

⁹ Fitriya Sukmawati, *An Analysis Of Students’ Difficulties In Translating Descriptive Text from English To Indonesian* (IKIP PGRI Bojonegoro, 2019).

¹⁰ Gorys Keraf, *Eksposisi dan Deskripsi* (Jakarta: Nusa Indah, 1981).

B. Research Focus

The researcher focuses on the quality of students' translated text by the seventh semester of English Education Department A at IAIN Ponorogo in academic year 2021/2022 in translating descriptive English text into Indonesian by using Nababan and John W Creswell's theory.

C. Statement of the Problems

Departing from the background of study, there are a number of important researcher questions that can be formulated as follows:

1. How is the students' translation quality in translating descriptive English text into Indonesian?
2. What are the difficulties faced by the students at seventh semester of English Education Department at IAIN Ponorogo in translating descriptive English text into Indonesian?

D. Objectives of the Study

Based on the research statement, the particular study aimed at finding out:

1. To examine the students' translation quality in translating descriptive English text into Indonesian.
2. To identify the difficulties faced by students at seventh semester of English education department at IAIN Ponorogo in translating descriptive English text into Indonesian.

E. Significances of the Study

From the formulations of the problem, the researcher aims to provide contribution of thoughts, so that it can be useful for researchers, institutions and the public who read the result of this research :

A. Practical Significance

1. To students

The researcher expected the research as an input to the students in order to motivate in learning translation, it expected to be a useful contribution in translating so that, the students have a good quality to translate descriptive text.

2. To the teachers of English

This research is expected to provide information to teachers about mistakes made by students in translating a text and help teachers to solve problems that students have, in order to make better grades and be able to translate a text properly and correctly.

3. To the researcher

For the next researcher as a reference to know the students' quality in translating texts.

F. Organization of the Study

As descriptions of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into five chapters, as follow:

Chapter I is introduction, that covers background of the study, research focus, statements of problem, objectives of the study, significances of the study, organization of thesis.

Chapter II is review of related literature consists of the theories of translation about definition of translation, translation as product, translation quality, theories descriptive text, and also previous research findings.

Chapter III is research method. This chapter contains the approach and type of research that used to conduct research, mentions the location of the research, data and data sources, data collection procedures, data analysis techniques, data analysis, and finally explains about checking data validity.

Chapter IV is results and discussions. This chapter contains the results and discussion of research data analysis on the students' translation quality in translating descriptive English text into Indonesian and the difficulties faced by the students at seventh semester of English Education Department at IAIN Ponorogo in translating descriptive English text into Indonesian.

Chapter V is closing. This chapter is designed to give easiness for reader who takes summary from the thesis; this chapter consist of conclusion and recommendation.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND

A. Previous Research Findings

The researcher confirms previous research which ever conducted by other researchers before such explained below:

First, the previous research finding that can be a consideration theory is taken from Hanifah Khoirun Nisak *An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year of 2014/2015*. The purposes of the research were to explain the accuracy of the students' translation work in the Translation Text Analysis (TTA) Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015 and to explain the acceptability of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015. She used descriptive qualitative research which was about analysis of students' translation quality in IAIN Surakarta in the academic years 2014/2015. The instruments were the raters and the reader. The source of the data in the research was translated text by the students. The subject of the research was class 7B IAIN Surakarta which consist of 40 students. The data collecting technique from students' translation.

The result of the research was researcher found (1) The average score of accuracy of all title and all kind of sentence is 60,86% accurate, 32,09% data is less accurate translation and 7,15% data is inaccurate translation. (2) Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation, and 16 data are inaccurate translation. (3) The average score of acceptable of all title and all

kind of sentence is 60,84% acceptable, 35,41% data is less acceptable translation and 7,15% data is unacceptable translation. (4) Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation. From the result above can be draw conclusion that the most of the translation by the student in Translation Text Analysis Class are accurate and acceptable translation. However there are some text or sentence that translated less accurate and less acceptable. ¹¹

The similarity of the research is the usage of Nababan's theory in analyzing accuracy and acceptability. Meanwhile, the difference between Hanifah Khoirun Nisak and this research is that her research only focused on analyzing accuracy and acceptability without analysis readability.

Second, Munawwarah *Translation Quality of English into Indonesian Text of English Education Department Students at Uin Ar-Raniry Banda Aceh*. This research was intended to investigate how the translation quality and the challenges of students' translation. The population of Munawwarah research was the students of the 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. She collected the data using document analysis and a questionnaire. After collecting the data, the researcher used a rubric to find out the translation quality and questionnaires to find out the challenges. Based on the result of this research, the

¹¹Hanifah Khoirun Nisak, *An Analysis Of Students' Translation Quality At The Seventh Semester Of English Department Iain Surakarta In The Academic Year Of 2014/2015* (IAIN Surakarta, 2016)

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.

The translation quality of English into Indonesian text which was done by seventh semester students of English Education Department at UIN Ar-Raniry was 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. 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.¹²

The differences and similarities of the research conducted by Munawwarah with this research are both analyzing students' quality in translating descriptive English text into Indonesia. But, Munawwarah research focuses on accuracy, clarity, and naturalness based on Larson's theory. Meanwhile, this research focuses on accuracy, acceptability, and readability based on Nababan's theory.

¹²Munawwarah, *Translation Quality Of English Into Indonesian Text Of English Education Department Students At Uin Ar-Raniry Banda Aceh* (Uin Ar-Raniry Banda Aceh, 2016).

Third, Kurniadi Agus Satria *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)*. His research aimed to describe the students' translation quality in translating English phrasal verbs into Indonesian. The research was designed in descriptive study which used translation test to collect the data. The data were taken purposively from sixth semester students class A of English department of FKIP UNIB. The research was analyzed by using the steps proposed by Narbuko and Achmadi. In addition, Kurniadi Agus Satria used an instrument by using translation test that was designed by a sentence that contains phrasal verbs which must be translated by the students. But in this research, the researcher used an instrument by using translation text which must be translated by the students.

The result of this research showed that the most dominant quality from students' translation was excellent in three aspects of translation quality assessment namely, accuracy, clarity and naturalness. 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.¹³

The similarity between Kurniadi Agus Satria and this research is the analysis of accuracy and the difference between Kurniadi Agus Satria and this research is that

¹³Kurniadi Agus Satria, *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)*, (UniversitasBengkulu, 2014).

his research focuses on accuracy, clarity, and naturalness based on Larson's theory. Meanwhile, this research focuses on accuracy, acceptability, and readability based on Nababan's theory.

B. Theoretical Background

In theoretical background consists of the theories of translation about definition of translation, translation as product, translation quality, and theories descriptive text.

1. Translation

a. Definition

Translation includes changing from one state or form to another for transmission into one's own or another's language.¹⁴ Translation is text. They are words and sentences arranged in a larger structure in a non-arbitrary way according to language conventions to convey something specific. Language actors, in this case, translators, structure this text in a targeted manner. The translator refers to another text, aiming to produce something equivalent to the original text. The translator believes that the original author wanted to convey something to the original audience, and the translator is trying to copy something from the original communication in a new context and communicate with a new audience that the source text did not reach.¹⁵

A translation is a text derived from, and equivalent to, another text in another language, so the derived text can be used as a substitute for the original text. Translation (or translation practice) is a set of operations performed by a translator when translating a source (or original) text (ST) into another language. Translation is a means of interlingual communication. Translators

¹⁴ Merriam-Webster, Dictionary, (New York: Pocket Book, 1974).

¹⁵ Muhizar Muchtar, Farida Repelita Waty Kembaren, *Basic Theory of Translation*. 2016.

realize the exchange of information between users of different languages by producing texts in the target language (TL or translated language) that have the same communicative value as the source (or original) texts (ST). Due to the difference in form and semantics between source language (SL) and TL, this target text (FT, i.e. translation) is not the same as ST in form and content. However, users of TT are functionally, structurally and semantically identified by ST. Functional recognition is evidenced by the fact that users (or translation receptors TR) see TT as ST, the creation of the author of the source code. The structure of the translation should be consistent with the structure of the original, and the sequence of narration or the arrangement of body parts should not be altered. The goal is maximum parallelism of the structure, allowing each part of the translation to be related to the corresponding part of the original.¹⁶

The purpose of this paper is to show that translation involves the transfer of meaning from the source language into the receiving language. This is done by transferring semantic structure from the form in the first language to the form in the second language. It is the meaning conveyed and must remain the same. Transferring the meaning of the source language into the receptor language only the form changes. The form from which the translation is made will be called the Source Language and the form into which it is to be changed will be called the Receptor Language.¹⁷

b. Translation as Product

A translation as a product is a written text in the target language as a conclusion the result of the translation process of the source language text.

¹⁶Ibid, 9.

¹⁷Mildred L Larson, *Meaning-based Translation: A Guide to Cross-Language Equivalent* (United State of America: University Press of America, 1984).

The translator is primarily a "message". So translation can be understood as the process of expressing a message in a specific source language that is language-translated for readers to understand the target language. In fact, the translator conveyed the meaning expressed by the original author so that the final reader receives the translated text be faithful to the original meaning. Sometimes translators find it is necessary to reconsider the original wording for a better understanding of source text for rendering in the target language. When trading in translation, one of the processes involved in the job is analysis ST. This analysis is called TOSTA (Translation Oriented Source Text Analysis), which helps us discover the features of the text for our readers (with different knowledge levels and different ages) and "ST elements need to be retained or adapted during the translation process".¹⁸

Machali defines translation as a product and as a process. Translation as a process. In this case, as a reader might know and understand how translator chose a word in a translation. In contrast, translation as a product, reader is read the translated text or published translation by the translator. In the CAT Tool translation, the reader might only know the translation as a product or published translation by the CAT Tool.¹⁹

c. Translation Quality

Quality Assessment in translation included three aspects; accuracy, acceptability, and readability. Nababan states that assessment toward a

¹⁸ Mardin Silalahi, and Rohdearni Wati Sipayung, *An Ability in Translating Recount Text by Using Translating Strategies*, Vol. 4, No. 1 (2021).

¹⁹ Machali, *Pedoman bagi penerjemahan*, (Jakarta, 2000)

translation is needed since it will give significances to the translator, the publisher, and the target reader.

1) Accuracy

Accuracy here means that a quality translation is a translation that conveys information or messages from SL correctly, precisely, and honestly in accordance with the intent of the SL author. The information conveyed is nothing left behind, nothing is added, and nothing is different. Readers can understand the translation work easily and in accordance with the message contained therein. In accordance with the purpose of translation is to communicate meaning accurately. A translator, if he wants to get a good and quality translation, must not ignore, add to, or reduce the meaning contained in SL, just because it is influenced by the formal form of TL. Translation is not aimed at creating new works or new writings, but translation aims to be a bridge between SL authors and TL readers. In other words, a translator does not summarize a text into a new article but the translator must be able to become a communication facilitator to convey messages contained in SL into TL appropriately.²⁰

The accuracy refers to the equivalence of the translation product with the source text. The equivalent of the translation product related to the meaning and the message. A text can be note as a

²⁰ McDonald, S. V, *Accuracy, readability, and acceptability in translation*, Applied Translation, (2020), 25.

good translation product when it has same meaning and message between the source text and the target text.

Each of the translation quality assessment instruments consists of three parts. The first shows the translation category. The second part is the score or number on a scale of 1 to 3, in order. According to the inverted pyramid, the higher the quality of a translation, the higher the score or number obtained and vice versa. The third part is the qualitative parameters of each category of translation. The three instruments are presented below.

Table 2.1
Instrument of Translation Assessment on Accuracy²¹

| Category | Qualitative Parameter | Score |
|---------------|--|-------|
| Accurate | The content of the source text is accurately transferred into the target text. The translated text is clear and any rewriting is not needed. | 3 |
| Less Accurate | The content of the source text is less accurately transferred into the target text. The translated text can be understood, but some rewritings are needed. | 2 |

²¹ Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, Kajian Linguistik dan Sastra, Vol. 24, No. 1 (Juni 2012), 50

| | | |
|--------------|--|---|
| Not Accurate | The content of the source text is not transferred at all | 1 |
|--------------|--|---|

In the table, it is explained that a score of 3 is given if the translation is accurate: The content of the source text is accurately transferred into the target text. The translated text is clear and any rewriting is not needed. In the table, it is explained that a score of 2 is given if the translation is less accurate, the content of the source text is less accurately transferred into the target text. The translated text can be understood, but some rewritings are needed. In the table, it is explained that a score of 1 is given if the translation is not accurate, the content of the source text is not transferred at all.

Translation quality rating tool checker translates the accuracy of translations on a scale from 1 to 3. The higher the score given rater, the more accurate the translation generated. On the other hand, the lower the score given to the translation, then the lower the level of translation accuracy.²²

2) Acceptability

An accurate translation product can be not acceptable. The acceptability refers to whether the translation product has followed the rule and norm of the target text. The text must be accepted and understood by the target reader. Readers will understand the meaning contained in the sentences that make up a translated text

²² ibid, 50-51

and then relate it to the context of the text's situation. The term acceptability is used to express the adherence of the translation to the linguistic rules and textual norms of the target language. It gives the idea that a translation will be adequate if the norms to be followed come from the source culture and language, while the translation is called acceptable if the norms followed come from the target culture and language.²³

For example, it is normal when a child calls his grandfather with his child name like How are you, John. The child calls his grandfather's name, John. But this case will be a problem when adapted in Indonesia. The translator has to able to bring the norm and the rule of the target text.²⁴

Table 2.2
Instrument of Translation Assessment on Acceptability²⁵

| Category | Qualitative Parameter | Score |
|-----------------|---|-------|
| Acceptable | Translation feels natural; commonly used technical terms used and familiar to the reader; phrases, clauses and sentences used is in accordance with the rules of the language Indonesia | 3 |
| Less Acceptable | In general, the translation feels natural; but there a | 2 |

²³ McDonald, S. V, *Accuracy, readability, and acceptability in translation*, Applied Translation, (2020), 25.

²⁴ Hilyah Ramli, *Students Translation Quality In Translating English-Indonesian Text At The Seventh Semester Students Of English Program At IAIN Parepare*, (IAIN Parepare, 2021)

²⁵ Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, *Kajian Linguistik dan Sastra*, Vol. 24, No. 1 (Juni 2012), 50

| | | |
|----------------|--|---|
| | little problem with the use of technical terms or a little happened grammatical error. | |
| Not Acceptable | The translation extremely sounds like translation. There are many grammatical errors of the whole text ²⁶ | 1 |

In the table, it is explained that a score of 3 is given if the translation is acceptable. In this category, translation feels natural, commonly used technical terms used and familiar to the reader, phrases, clauses and sentences used is in accordance with the rules of the language Indonesia.

In the table, it is explained that a score of 2 is given if the translation is less acceptable. In general, the translation feels natural, but there a little problem with the use of technical terms or a little happened grammatical error.

In the table, it is explained that a score of 1 is given if the translation is not acceptable. The translation extremely sounds like translation. There are many grammatical errors of the whole text

3) Readability

Readability is the degree of ease in which a piece of writing can be read and understood its meaning. A translated text can be considered to have a high level of readability if the text is easy to

²⁶ ibid, 51

read and the reader can catch the message conveyed, regardless of the compatibility of the message with the message contained in the SL text. In other words, the reader acts as a subject that determines the readability of a text.²⁷

In translation activity the readability cannot be separated. The readability not only focuses on the source text, but also in target text. The translator should understand the concept of readability in the source text and in the target text. A good understanding of it will make the result of the translation will be easier read by the reader.

Table 2.3
Instrument of Translation Assessment on Readable²⁸

| Category | Qualitative Parameter | Score |
|---------------|---|-------|
| Readable | In this category words, technical terms, phrases, clauses, sentences or translated texts easily understood by the reader. | 3 |
| Less Readable | In this category the translation can be understood by the reader; but there are certain sections that must be read more than one times to understand the translation. | 2 |
| Not Readable | Translation is difficult to | 1 |

²⁷ McDonald, S. V, *Accuracy, readability, and acceptability in translation*, Applied Translation, (2020), 25.

²⁸ Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, Kajian Linguistik dan Sastra, Vol. 24, No. 1 (Juni 2012), 50

| | | | |
|--|--------------------------------------|-----|--|
| | understand readers. ²⁹ | for | |
|--|--------------------------------------|-----|--|

Score of 3 is given if the translation is readable, in this category words, technical terms, phrases, clauses, sentences or translated texts easily understood by the reader.

Score of 2 given if less readable, in this category the translation can be understood by the reader; but there are certain sections that must be read more than one times to understand the translation.

If not readable the score just 1, translation is difficult to understand for readers.

2. The Difficulties in Translating Text

According Nunan Learning vocabulary and grammar in English is an important part of teaching English as a language, and students who do not acquire a broad vocabulary will not be able to translate and comprehend a texts.³⁰

It is not only grammar that affects how units of language are combined in order to look right, it is grammar that affects their meaning, as well. Students must know how to comprehend or arrange new verb forms, if they do not know the different arrangements, the meaning will differ. It is very often the meanings of the structures which create the difficulties for students.³¹

²⁹ *ibid*, 51

³⁰ David Nunan, *Language Teaching Methodology: A Textbook for Teachers. First Edition* (New York: Prentice Hall, 1991), 117.

³¹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2012), 76.

3. Descriptive Text

a. Definition

There are twelve genres that are taught to junior high school students. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, information report, anecdote and review. The researcher focused on descriptive text which is taught in the second year of junior high school.

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described. Ghaith state that descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what is being written about. Just like other text types, descriptive text has a generic structure and language feature as well.³²

b. The generic structure

The generic structure of a descriptive text are as follows:

- a. Identification: an introduction to the subject of the description; contains about the introduction of a person, place, animal, or object will be described.
- b. Description of features: describe the characteristic features of the subject. Contains a description of something such as animal, things, place, or person by describing its features, forms, colours, or anything related to what the writer describe.³³

³²Isna Wahyumi, *An Analysis Of Students Ability And Difficulties In Writing Descriptive Text (A Study At Second Grade Of Smpn 3 Bontonompo)*, (Universitas Muhammadiyah Makassar, 2019)

³³Tossi Ana Ari Utami, *“Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade Viii Students At Smp N 1 Piyungan”*, ((UNY) Yogyakarta, 2014)

c. Language features

Gerot and Wignell state, “Descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the subject, various adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill.”³⁴

Language features of descriptive text is focused on what type on sentence is used. From all kinds of sentences in English language such as simple present tense, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive text. Language feature in this text type is also about what kind of verb that is being used. From all kinds of verbs such as mental verb, behavior verb, mental verb, action verb, etc, action verb is the one that is being used in descriptive text. Adjectives and specific participants are also taken part in this descriptive text. Languages features of a descriptive text are follows:

1) Using Simple Present

It is used to describe an action that is regular, true or normal.

Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the things are described does not exist anymore. For example; 1) Paris is one of the beautiful cities in the world. 2) I and my friends usually go to school at seven o'clock in the

³⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Antipodean Educational Enterprise, 1994)

morning by bus. 3) The hotel provides 320 rooms and a swimming pool. etc.

2) Using Adjectives

An adjective is a word that describes, identifies, modifies, or quantifies something a noun or a pronoun. It can be a single word, a phrase, or a clause. It is to make clearer nouns. For example; a beautiful kind lady, the famous places in Semarang, those ancient books, etc.

3) Using Action Verbs

Action verbs are verbs that specifically describe what the subject of the sentence is doing. This type of verb tells about information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words. For examples; run, eat, write, drink, draw, etc.

4) Specific Participant

Specific participant tells about object in specific details that is going to be described. It can be particular persons, things or places that are being described in detail and specific ways. For examples; my college, his father, Marina Beach, Prambanan Temple, Uncle Sam, etc.³⁵

d. Purpose of Descriptive Text

Every text type has a number of characteristics that make it different from other text types. A text type has a specific purpose, the generic structure and also the language features. Descriptive text also has a purpose

³⁵ ibid, 28.

like in the Gerot and Wignell's statement that "The purpose of descriptive text is to describe a particular person, place or thing". It can be concluded that the purpose of descriptive text is to describe and reveal a particular person, place or thing.³⁶



³⁶ *ibid*, 208.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In this study using a research method with a qualitative approach, which has natural characteristics (*natural setting*) as a source of direct data, descriptive, process is more important than the result. Analysis in qualitative research tends to be done by inductive analysis and meaning is essential.³⁷ This research is carried out directly or naturally to the data source with a descriptive nature so that later the data collected is in the form of words, sentences, or pictures, not emphasizing on numbers. The researcher have the same aim that is to understand the social reality of individuals, group and culture. The researcher use qualitative approaches the behaviour, perspective and experience of the people of te study.³⁸

The researcher used a descriptive qualitative research design in this study. The purpose was to describe phenomena as detailed information, especially to describe students' translation quality in translating a descriptive English text into Indonesian at seventh semester of IAIN Ponorogo. This study involved students as a subject in conducting the research.

The researcher applied qualitative approaches and descriptive qualitative research design by observing directly to the school. The researcher inductively accumulates the data from individuals to get the general topics and the researcher interprets the meaning of data situations.³⁹ The research was a problem-solving procedure that

³⁷Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya,1995), 3

³⁸Sari wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012)

³⁹ John Creswell, *Research Design Qualitative, Quantitative, ad Mixed Method Approaches* third Edition, (London: 2009), 13.

investigated by describing the subject's state or object of research. The researcher found that the phenomenon of learning to translate English texts in the teaching and learning process, especially in descriptive text lessons, students felt lack of vocabulary, and lack of understanding of the language both source language and target language. In this case, the data is analyzed with the existing reality. Then it is connected with various theories to support the discussion so that it can be analyzed clearly by describing and drawing conclusions. The data found were analyzed by connecting with relevant theories such as theories about translating.

B. Resecer's Role

The characteristics of qualitative research cannot be separated from the completion of participation, because the role of the researcher determines the overall flow of the research. Qualitative research cannot be separated from participant observation in its characteristics. In qualitative research, the researcher acts as a key instrument, full participant as well as data collector, while the other instruments are only as supporters and supports.⁴⁰

In this study, the main measure of success is the direct presence of researchers in the field, the presence of researchers here is to understand what will be analyzed in the problems studied.

This research is carried out in person or face to face or meet directly with the resource person. The resource persons who will be met are sixth semester students of IAIN Ponorogo.

⁴⁰Basrowi, *Memahami Penelitian Kualitatif* (Bandung: Rosdakarya,2010), 157

C. Research Setting

This study is located at IAIN Ponorogo Jl. Pramuka 156 Ponorogo, East Java. The researchers were interested in doing the case study on site because IAIN Ponorogo is the only public university in the Madiun area where the researcher is also one of the students, so the researchers can easily find the information of IAIN Ponorogo want.

D. Data and Data Source

Data is fact informations or information.⁴¹ While the data source is a place where researcher can obtain information data. To get information about the problem to be studied, the researcher used interview data collection techniques and the data sources as following :

1. Primary Data Source

Primary data source are data from informants or directly related parties. Those data which are collected afresh and for the first time and thus happen to be original in character and known as primary data. So the researchers determined the main data in this study are the students' translation text about descriptive English text into Indonesian and the measurement of translation quality from the raters.

2. Secondary Data Source

Secondary sources were data obtained from reading papers and journals on the quality of translations by students when translating descriptive English texts into Indonesian, to strengthen the results and complement the existing primary sources. When translating descriptive English texts into Indonesian using the

⁴¹Andi Prastowo, *Metode Penelitian Kualitatif dan Prespektif rancangan* (Jakarta: Ar-Ruzz Media:2012), 64

theory of John W Creswell and Nababan, the researchers focused on the quality of translated texts for the 2021/2022 academic year of the seventh semester students of the Department of English Education at IAIN Ponorogo.

E. Data Collection Technique

Data collection technique can be carried out in various settings, various sources and various ways.⁴² In this research, the researcher using a documentation as a data collection technique. According to Arikunto, documentation is a number of data that presents the verbal data such as correspondence, journal, memory, report and others which can be mutual responsible.⁴³

In this research, the reseacher used text exercises to examine the students' translation quality and to identify the difficulties of students in translating descriptive English text into Indonesian, and the measurement of translation quality from raters. The criteria for selecting selected informants in this study are as follows:

- 1) Have expertise in the field of translation and/or understanding the theory of translation of English into Indonesian,
- 2) Master the SL and TL well,
- 3) Have a language education background (linguistics).

⁴² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015)

⁴³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 1998), 231.

The rater is used as a comparison informant regarding the accuracy, message acceptability, and readability. Information regarding accuracy is requested from informants who mastered the science of translation and English.⁴⁴

In this research, researchers used several methods in data collection as follows:

1. Documentation

Documentation used in collecting data consists of documents and records. Notes for each writing or question are prepared for individuals or organizations with the aim of proving the existence of an event. At the same time, documents can be in the form of writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations. Documents in the form of images, for example photos, live images, sketches and others. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and others. Document studies are complementary to the use of observation and interview methods in qualitative research.⁴⁵

In this study, researchers obtained data in the form of documentation such as descriptive text, questionnaire script, the students' translated text by the seventh semester of English Education Department at IAIN Ponorogo totaling 25 students, and quality assessment rubric from three raters from UIN Raden Mas Said Surakarta..

Moreover, the researcher explained the steps in collecting all data, as follow:

⁴⁴ Sutopo, H.B, *Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian* (Surakarta: Universitas Sebelas Maret, 2006)

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), 326.

- 1) Reading several descriptive text
- 2) Selecting descriptive text based the level of accuracy, acceptability, and readability
- 3) Asking the students to translate the descriptive text
- 4) Transcribing the data into translation quality table
- 5) Asking the raters to assess the students' translation results
- 6) Calculating the students' translated text based on the assessment of the raters.

2. Questionnaire

A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The reason of selecting questionnaire as data collection technique in this research since it can generalize the data from a sample to population.⁴⁶

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 10 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.

⁴⁶ John Creswell, *Research Design Qualitative, Quantitative, ad Mixed Method Approaches fourth Edition*, (Pearson: 2012), 382.

F. Data Analysis Technique

In this research, the researcher used a qualitative data analysis technique. Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and learned, and deciding what to tell others.⁴⁷ This research was analyzed by using the steps proposed by Narbuko and Achmadi from which three steps in order to analyze the data, namely editing, coding, and tabulation. The steps are elaborated as follows:⁴⁸

1. Editing

Editing is a consistent process by researchers from clarification to readability to completeness. The clarification process explains whether the data collected raise conceptual or technical issues in the researcher's analysis of the data. The purpose of the editing process is to select and create the materials used in the test. There were two processes to make the test, such as compiling and creating the test. When compiling, the researchers selected the descriptive English text used in the translation tests. The researcher then proceeded with the creation process. Here, researcher asked students to translate descriptive text.⁴⁹

2. Coding

Coding is intended to simplify column headings during the data entry process (entering or tabulating data). When assigning code numbers, can be sorted according to the order in which sessions start, that is, specify the first digit code

⁴⁷ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2009), 248.

⁴⁸ Chalid Narbuko and Achmadi, *Metodologi Penelitian* (Bumi Aksara, 2007), 153

⁴⁹ *ibid*, 153

according to the order of sessions. Numeric codes can also be sorted according to the initial sequence of question numbers, that is, without specifying the first code number. The purpose of using encodings is to make data analysis easier and to speed up data entry. Data entry is the transfer of coded data from the questionnaire into the software. Data coding was done to give respondents' responses a specific code to facilitate the data recording process. Data encoding involves converting data into codes, usually in numerical form. The purpose is to be able to move into folders. The process of coding was conducted after the test was being done by the students and the data had been collected. This process aims to classify the quality of students' translation. Here, there are three aspects of translation quality which the researcher calculated their percentage namely accuracy, acceptability and readability.⁵⁰

The following are abbreviated explanation terms in the table below

- S1 : Student 1
- AI : Name code
- AC : Accurate
- ACL : Less Accurate
- ACN : Not Accurate
- ACC : Acceptable
- ACCL: Less Acceptable
- ACCN: Not Acceptable
- RE : Readable

⁵⁰ ibid, 153

REL : Less Readable

REN : Not Readable

Table 3.1

Concept of Student's Translation Quality Code in Aspect of Accuracy

| Code | Sentences | Accuracy | | |
|------------|-----------|----------|---|---|
| | | 1 | 2 | 3 |
| S1/AI/AC | | | | ✓ |
| S2/AS/AC | | | | ✓ |
| S3/AMS/ACL | | | ✓ | |
| S4/APS/ACN | | ✓ | | |
| S5/AR/ACL | | | ✓ | |
| S6/DAN/ACL | | | ✓ | |

Table 3.2

Concept of Student's Translation Quality Code in Aspect of Acceptability

| Code | Sentences | Acceptable | | |
|-------------|-----------|------------|---|---|
| | | 1 | 2 | 3 |
| S1/AI/ACC | | | | ✓ |
| S2/AS/ACC | | | | ✓ |
| S3/AMS/ACCL | | | ✓ | |
| S4/APSACCN | | ✓ | | |
| S5/AR/ACCL | | | ✓ | |

The Table above consists of three columns there are number, and aspect (accuracy, acceptability and readability). In aspect column showed the level of students' translation quality which were divided into three columns namely accuracy, acceptability and readability. For each aspect, there are AC, ACL, ACN, ACC, ACCL, ACCN, RE, REL, REN columns which are stand for accurate, less accurate, not accurate, acceptable, less acceptable, not acceptable, readable, less readable, not readable translation quality. After the data from the translation test had been collect. The data was input to the AC, ACL, ACN, ACC, ACCL, ACCN, RE, REL, REN table in form of percentage.

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

Table 3.5

Concept of The Student's Translation Quality Percentage in Aspect of Accuracy⁵¹

| Number of Student's Translation | Translation Quality | Percentages |
|---------------------------------|---------------------|-------------|
| | AC | |
| | ACL | |
| | ACN | |
| Total | | |

⁵¹ Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, Kajian Linguistik dan Sastra, Vol. 24, No. 1 (Juni 2012)

The table was used to determine the translation quality of students based on their accuracy. There are three quality level which divide students' translation accuracy there are, accurate, less accurate, and not accurate.

The percentages of the students' translation quality in acceptability aspect was showed in the following form:

Table 3.6
Concept of The Student's Translation Quality Percentage in Aspect of
Acceptability⁵²

| Number of Student's Translation | Translation Quality | Percentages |
|---------------------------------|---------------------|-------------|
| | ACC | |
| | ACCL | |
| | ACCN | |
| Total | | |

The table above was used to determine the translation quality of students based on their Acceptability. There are three quality level which divide students' translation acceptability there are, acceptable, less acceptable, and not acceptable,.

To show the percentages of the readability of the students' translation result, the following form was used:

⁵² ibid, 51

Table 3.7
 Concept Of The Student's Translation Quality Percentage in Aspect of
 Readability⁵³

| Number of Student's Translation | Translation Quality | Percentages |
|------------------------------------|---------------------|-------------|
| | RE | |
| | REL | |
| | REN | |
| Total | | |

The table was used to determine the translation quality of students based on their readability. There are three quality level which devide students' translation readability there are, readable, less readable, and not readable.

To analyze the students' score from the translation text, the researcher used the formula:

$$a. \text{ Score} = \frac{X}{N} \times 100$$

Where:

X : Score of the students

N : Score maximum

100 : Standard Score.⁵⁴

⁵³ Ibid, 51.

⁵⁴ L. R. Gay, *Educational research : competencies for analysis* (Pearson Education: 2012), 323.

- b. To found out mean score of the students' test, the researcher will used the following formula:

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:

\bar{X} : Mean score

Σx : Total score

N : The number of students

- c. To analyze the data collect from the translation text, the researcher used tabulation, rate percentage technique by using the following formula:

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

Where:

P : the percentage of students' ability

F : total score.

N : maximum score

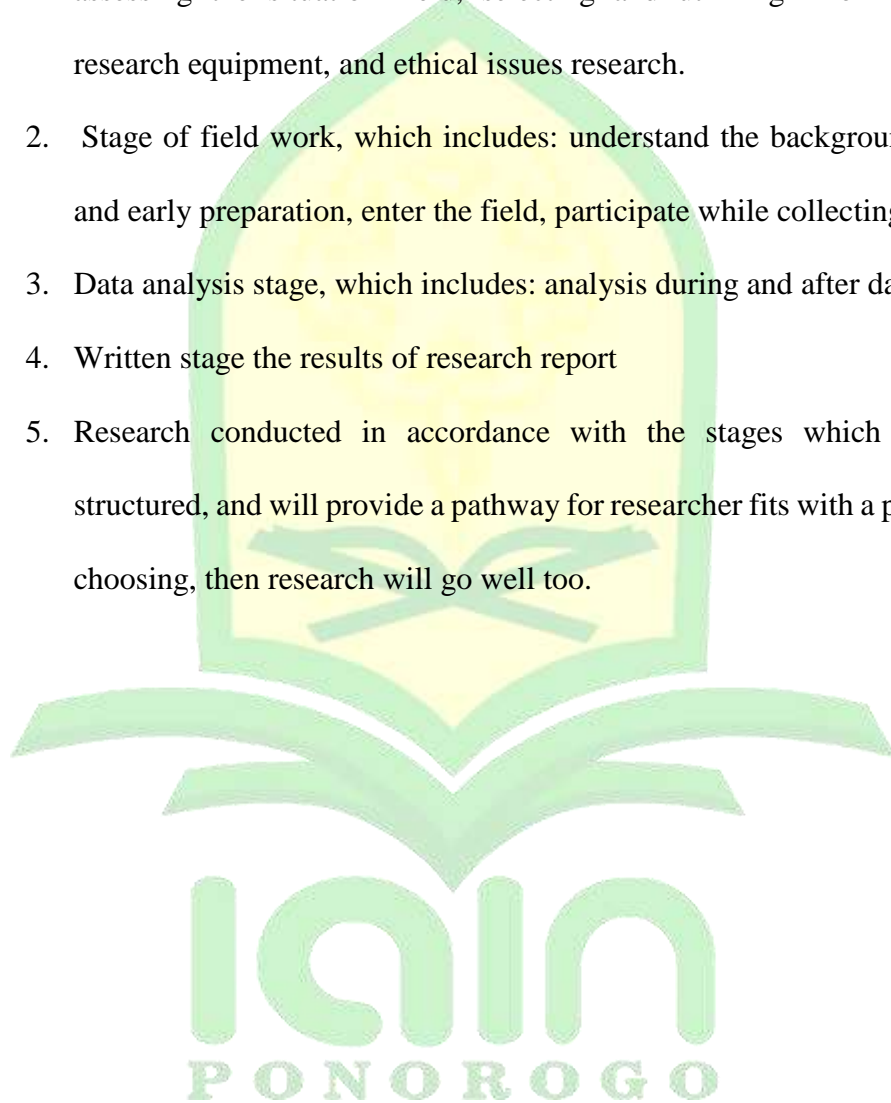
G. Checking Validity of Findings

The researcher uses the triangulation technique as checking the validity of the data that the researcher finds, the results of interviews with key informants, and then confirmed by the study of related documents, as well as the results of research observations in the field so that the purity and validity of the data is guaranteed.

H. Research Procedures

Research procedures in this research there are five stages and added with the last stage from research, as follow:

1. Stage of pre-field In this stage pre-field, the researcher structure the research design selecting research findings taking care of permits exploring and assessing the situation field, selecting and utilizing information, prepare research equipment, and ethical issues research.
2. Stage of field work, which includes: understand the background of research and early preparation, enter the field, participate while collecting data.
3. Data analysis stage, which includes: analysis during and after data collection.
4. Written stage the results of research report
5. Research conducted in accordance with the stages which will be well structured, and will provide a pathway for researcher fits with a path of his own choosing, then research will go well too.



CHAPTER IV FINDING AND DISCUSSIONS

A. Finding

1. The Students' Translation Quality in Translating Descriptive English Text into Indonesian

In this research, the time given to participants to translate the text given was 24 hours. Tests was given to respondents to determine the quality of the translation. The researcher gave the same translation descriptive text about Pink Beach for the students seventh semester of English Education Department A. Before translating the text, the researcher explained the requirements stated in the attention form. The research was conducted to find out the data used to identify the student's translation quality in translating English texts into Indonesian. the data was from seventh semester students, where they 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 the process of "coding and tabulating". in the coding process, the translation results were checked based on three aspects: accuracy, acceptability and readability. In this processes, some consultations with co-researchers were needed. Here, the co-research or the raters encompassed of three people; three people are lecturers from UIN Raden Mas Said Surakarta. The selected raters was considered to be qualified enough and certified in English especially in translation due to completion of first and second translation. Each rater then rated the translation quality of the respondent.

Furthermore, the researcher input the calculation process to the table; this process is called the “tabulating” process. There were three tables that showed the data. The first was types student's translation quality in three aspects including accuracy, acceptability, and readability. The second one was the table of the students' translation quality aspects including accurate, less accurate, not accurate acceptable, less acceptable, not acceptable, readable, less readable and not readable. The third one was the table of the percentage of students' translation quality.

The table below showed the students’ translation results (which are converted into percentages for the purpose of this study) towards using translation quality rubric from Nababan. It is the results:

Table 4.1
Students’ Translation Quality Percentage

| Types | Translation Quality | Percentages |
|---------------|---------------------|-------------|
| Accuracy | Accurate | 86,3% |
| | Less Accurate | 13,7% |
| | Not Accurate | 0% |
| Acceptability | Acceptable | 72,1% |
| | Less Acceptable | 27,9% |
| | Not Acceptable | 0% |
| Readability | Readable | 96,8% |
| | Less Readable | 3,2% |
| | Not Readable | 0% |

According to the table above, 86,3% of students translated accurately, while only 13,7% translated less accurately. When translating, students translated inaccurately, scoring 0%.

The number of acceptable students is 72,1%, while there are 27,9% of less acceptable students. In this case, non students translated inacceptability 0%.

Students who were less readable scored 3,2% compared to students who were more readable at 96,8%. Student translations of not readable were 0% with this score.

a. Accuracy

1. Accurate

There are sixth sentences that should be translated by the students.

Among those sentences, 21 students are able to translate 3 sentences accurately such the first sentences, second sentences, and fifth sentences.

Table 4.2

Students' Translation Quality in Aspect of Accurate

| Code | No | Data | | Accuracy | | |
|----------|----|--|---|----------|---|---|
| | | SL | TL | 1 | 2 | 3 |
| S1/AI/AC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda merupakan salah satu pantai di Pulau Komodo, NTT. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Disebut pantai merah muda karena pasir pantai ini berwarna merah muda. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tidak kurang dari 1.000 spesies ikan, 260 spesies karang, dan 70 spesies sponge dapat ditemukan disini. | | | v |

| | | | | | | |
|-----------|---|--|--|--|--|---|
| S4/APS/AC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai pink atau pantai merah muda adalah salah satu dari beberapa pantai di pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan Pantai Pink karena pasir pantainya berwarna pink (merah muda). | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1.000 spesies ikan, 260 spesies koral dan 70 spesies bunga karang dapat ditemukan disini. | | | v |
| S5/AR/AC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pink beach atau Pantai Merah Muda merupakan salah satu pantai yang berada di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai tersebut disebut Pink Beach Karena memiliki pasir berwarna Pink. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tidak kurang dari 1.000 spesies ikan, 260 spesies karang, dan 70 spesies bunga karang yang dapat ditemui disini. | | | v |
| S6/DAN/AC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda adalah salah satu pantai yang ada di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan Pantai Merah muda karena pasir pantainya berwarna pink. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1000 spesies ikan, 260 spesies koral, dan 70 spesies bunga karang dapat ditemukan disini. | | | v |

| | | | | | | |
|----------|---|--|---|--|--|---|
| S9/FR/AC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda merupakan salah satu pantai yang terletak di pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini disebut sebagai Pantai Merah Muda dikarenakan pantai pasir nya yang berwarna merah muda. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Disini, kita dapat menjumpai kurang lebih 1000 jenis ikan, 260 Jenis karang, dan 70 jenis spons. | | | v |

2. Less Accurate

Meanwhile there are sixth sentences that should be translated by the students. Among those sentences, 4 students can't translate text accurately or less accurate. This condition occurs when they translated text number third sentences, fourth sentences, and sixth sentences. Then none translated inaccurately.

Table 4.3

Students' Translation Quality in Aspect of Less Accurate

| Code | No | Data | | Accuracy | | |
|-----------|----|--|--|----------|---|---|
| | | SL | TL | 1 | 2 | 3 |
| S8/EZ/ACL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba | Warna merah muda ini berasal dari campuran pasir putih, pecahan batu karang, kerang, dan calcium karbonat dari Marine invertebrates yang sangat kecil, dan juga Foraminifera, amuba yang memiliki warna merah. | | v | |

| | | | | | |
|------------|---|---|--|--|---|
| | | that has a red body shell. | | | |
| | 4 | At Pink Beach, there are so many marine organisms. | Di Pantai Merah muda, terdapat banyak marine organisme. | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers | Memiliki banyak marine life, Pantai ini adalah spot terbaik untuk snorkling dan diving untuk pecinta olahraga laut. | | v |
| S14/IP/ACL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna pink pada pantai adalah campuran dari Pasir putih yg bercampur dengan pecahan koral, karang, kalsium karbonat dari marine invertebrates yang sangat kecil dan juga Foraminifera, amoeba mikroskopik yang mempunyai badan berwarna merah. | | v |
| | 4 | At Pink Beach, there are so many marine organisms. | Pada Pantai Merah muda, banyak sekali organisme Marine. | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Banyak sekali kehidupan Marine, tempat ini cocok untuk tempat berselancar dan berenang untuk Pecinta olahraga laut. | | v |
| S15/KS/ACL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna merah muda ini berasal dari campuran pasir putih, pecahan batu karang, kerang, dan calcium karbonat dari Marine invertebrates yang sangat kecil, dan juga Foraminifera, amuba yang memiliki warna merah. | | v |

| | | | | | | |
|------------|---|---|---|--|---|--|
| | 4 | At Pink Beach, there are so many marine organisms. | Di Pantai Merah muda, terdapat banyak marine organisme. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak marine life, Pantai ini adalah spot terbaik untuk snorkling dan diving untuk pecinta olahraga laut. | | v | |
| S25/ZA/ACL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna merah muda pantai ini merupakan percampuran warna pasir putih dan pecahan batu karang, kerang, kalsium karbonat dari invertebrata marine yang sangat kecil, dan juga foraminifera, amoeba microscopic yang mempunyai tubuh merah. | | v | |
| | 4 | At Pink Beach, there are so many marine organisms. | Di pantai Merah muda terdapat banyak organisme marine. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak kehidupan biota laut, tempat ini cocok untuk digunakan snorkling dan menyelam bagi pecinta olahraga air. | | v | |

b. Acceptability

1. Acceptable

There are sixth sentences that should be translated by the students.

Among those sentences, 17 students are able to translate 3 sentences acceptability such the first sentences, second sentences, and fifth sentences.

Table 4.4

Students' Translation Quality in Aspect of Acceptable

| Code | No | Data | | Acceptability | | |
|------------|----|--|--|---------------|---|---|
| | | SL | TL | 1 | 2 | 3 |
| S5/AR/ACC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pink Beach atau Pantai Merah Muda merupakan salah satu pantai yang ada di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan Pantai Merah muda karena pasir pantainya berwarna pink. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1000 spesies ikan, 260 spesies koral, dan 70 spesies bunga karang dapat ditemukan disini. | | | v |
| S6/DAN/ACC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda adalah salah satu pantai yang ada di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan Pantai Merah muda karena pasir pantainya berwarna pink. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1000 spesies ikan, 260 spesies koral, dan 70 spesies bunga karang dapat ditemukan disini. | | | v |
| S9/FR/ACC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda merupakan salah satu pantai yang terletak di pulau Komodo, Nusa Tenggara Timur. | | | v |

| | | | | | | |
|------------|---|--|--|--|--|---|
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini disebut sebagai Pantai Merah Muda dikarenakan pantai pasirnya yang berwarna merah muda. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Disini, kita dapat menjumpai kurang lebih 1000 jenis ikan, 260 Jenis karang, dan 70 jenis spons. | | | v |
| S12/HK/ACC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda adalah salah satu pantai yang ada di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan Pantai Merah Muda karena pasir pantainya berwarna pink. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1000 spesies ikan, 260 spesies koral, dan 70 spesies bunga karang dapat ditemukan disini. | | | v |
| S18/M/ACC | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda adalah salah satu pantai yang ada di pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan pantai Merah Muda karena pasir pantainya berwarna merah muda. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1.000 spesies ikan, 260 spesies koral, dan 70 spesies bunga karang dapat ditemukan disini. | | | v |

2. Less Acceptable

Meanwhile there are sixth sentences that should be translated by the students. Among those sentences, 8 students can't translate text acceptability or less acceptable. This condition occur when they translated text number third sentences, fourth sentences and sixth sentences. Then none translated inacceptability.

Table 4.5

Students' Translation Quality in Aspect of Less Acceptable

| Code | No | Data | | Acceptability | | |
|-------------|----|---|--|---------------|---|---|
| | | SL | TL | 1 | 2 | 3 |
| S2/AS/ACCL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna pink dari pasir pantai di peroleh dari campuran pasir putih dengan pecahan batu koral atau karang, kerang, kalsium karbonat hewan invertebrata yang sangat kecil dan juga foraminifera, microscopic, amoeba yang cangkang tubuhnya berwarna merah. | | v | |
| | 4 | At Pink Beach, there are so many marine organisms. | Di pantai pink ada banyak organisme laut. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers | Memiliki banyak kehidupan biota laut, tempat ini cocok digunakan untuk destinasi seperti snorkeling dan menyelam untuk pecinta olahraga air. | | v | |
| S7/DRL/ACCL | 3 | The pink color of its beach is a mixture of white sand beach | Warna pink dari pantai ini adalah perpaduan warna pasir putih dengan karang, | | v | |

| | | | | | | |
|-------------|---|---|--|--|---|--|
| | | colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | kerang, kalsium karbonat dari invertebrata laut yang sangat kecil, dan juga foraminifera, mikroskopis amuba yang memiliki cangkang tubuh berwarna merah | | | |
| | 4 | At Pink Beach, there are so many marine organisms. | Di pantai Merah juga terdapat banyak organisme laut. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak kehidupan laut, tempat ini adalah spot yang tepat untuk berenang dan menyelam untuk pecinta olahraga laut. | | v | |
| S8/EZ/ACCL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna merah muda ini berasal dari campuran pasir putih, pecahan batu karang, kerang, dan calcium karbonat dari Marine invertebrates yang sangat kecil, dan juga Foraminifera, amuba yang memiliki warna merah. | | v | |
| | 4 | At Pink Beach, there are so many marine organisms. | Di Pantai Merah muda, terdapat banyak marine organisme. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak marine life, Pantai ini adalah spot terbaik untuk snorkeling dan diving untuk pecinta olahraga laut. | | v | |
| S14/IP/ACCL | 3 | The pink color of its beach is a mixture of white sand beach | Warna pantainya yang Warna pink pada pantai adalah campuran dari Pasir | | v | |

| | | | | | | |
|--------------|---|---|---|--|---|--|
| | | colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | putih yg bercampur dengan pecahan koral, karang, kalsium karbonat dari marine invertebrates yang sangat kecil dan juga Foraminifera, amoeba mikroskopik yang mempunyai badan berwarna merah. | | | |
| | 4 | At Pink Beach, there are so many marine organisms. | Pada Pantai Merah muda, banyak sekali organisme Marine. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Banyak sekali kehidupan Marine, tempat ini cocok untuk tempat berselancar dan berenang untuk Pecinta olahraga laut. | | v | |
| S21/MSA/ACCL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna merah muda pada pasir pantainya adalah campuran dari pasir warna putih yang bercampur dengan pecahan batu karang, kerang, kalsium karbonat dari invertebrate laut yang sangat kecil, dan juga foraminifera, amoeba microscopic yang memiliki cangkang berwarna merah. | | v | |
| | 4 | At Pink Beach, there are so many marine organisms. | Pada pantai Merah Muda, ada banyak organisme laut. | | v | |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak makhluk hidup laut, tempat ini adalah tempat yang sesuai untuk snorkeling dan diving untuk pecinta olahraga laut | | v | |

c. Readability

1. Readable

There are sixth sentences that should be translated by the students.

Among those sentences, 24 students are able to translate 4 sentences readable such the first sentences, second sentences, fifth sentences, and sixth sentences.

Data 4.6

Students' Translation Quality in Aspect of Readable

| Code | No | Data | | Readability | | |
|-----------|----|--|--|-------------|---|---|
| | | SL | TL | 1 | 2 | 3 |
| S3/AM/RE | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai merah muda adalah salah satu pantai yang ada di pulau Komodo, NTT. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dijuluki pantai merah muda karena pasir pantai ini berwarna merah muda. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here | Tidak kurang 1.000 spesies ikan, 260 spesies coral / kerang, dan 70 spesies spons dapat di temukan disini. | | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak kehidupan biota laut, tempat ini cocok untuk digunakan snorkling dan menyelam bagi pecinta olahraga air. | | | v |
| S4/APS/RE | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai pink atau pantai merah muda adalah salah satu dari beberapa pantai di pulau Komodo, Nusa Tenggara Timur. | | | v |

| | | | | | | |
|-----------|---|--|--|--|--|---|
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini dinamakan Pantai Pink karena pasir pantainya berwarna pink (merah muda). | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tak kurang dari 1.000 spesies ikan, 260 spesies koral dan 70 spesies bunga karang dapat ditemukan disini. | | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak kehidupan laut, ini tempat yang tepat untuk snorkling dan diving bagi pecinta olahraga laut. | | | v |
| S7/DRL/RE | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pink beach atau pantai Merah adalah salah satu pantai yang terdapat di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini disebut Pink Beach Karena pasirnya yang berwarna pink. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Kurang lebih 1000 jenis ikan, 260 jenis karang dan 70 jenis bunga karang dapat ditemukan disana. | | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Memiliki banyak kehidupan laut, tempat ini adalah spot yang tepat untuk berenang dan menyelam untuk pecinta olahraga laut. | | | v |
| S9/FR/RE | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda merupakan salah satu pantai yang terletak di pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini disebut sebagai Pantai Merah Muda | | | v |

| | | | | | | |
|-----------|---|--|--|--|--|---|
| | | | dikarenakan pantai pasir nya yang bewarna merah muda. | | | |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Disini, kita dapat menjumpai kurang lebih 1000 jenis ikan, 260 Jenis karang, dan 70 jenis spons. | | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Disamping memiliki begitu banyak kehidupan laut, pantai ini cocok digunakan untuk snorkeling dan diving bagi para pecinta olahraga laut. | | | v |
| S10/FP/RE | 1 | Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. | Pantai Merah Muda adalah salah satu pantai yang ada di Pulau Komodo, Nusa Tenggara Timur. | | | v |
| | 2 | The beach is called Pink Beach because the sand beach is pink. | Pantai ini disebut Pantai Merah Muda karena warna pasir pantainya warna merah muda. | | | v |
| | 5 | No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. | Tidak kurang dari 1000 spesies ikan, 260 spesies coral, 70 spesies spons dapat ditemukan disini. | | | v |
| | 6 | Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers. | Mempunyai banyak biota laut tempat ini dijadikan tempat snorkeling dan diving atau menyelam untuk para pecinta olahraga laut | | | v |

2. Less Readable

Meanwhile there are sixth sentences that should be translated by the students. Among those sentences, 1 students can't translate text readability

or less readable. This condition occur when they translated text number third sentences, and fourth sentences. Then none translated inreadability.

Data 4.7

Students' Translation Quality in Aspect of Less Readable

| Code | No | Data | | Readability | | |
|-----------|----|---|---|-------------|---|---|
| | | SL | TL | 1 | 2 | 3 |
| S5/AR/REL | 3 | The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. | Warna pink dari pantai adalah campuran warna pasir putih pantai bercampur dengan patahan karang, kerang, calsium karbonat dari Invertebrata laut yang sangat kecil, dan juga Foraminifera, Amoeba microscopic yang memiliki kulit tubuh berwarna merah. | | v | |
| | 4 | At Pink Beach, there are so many marine organisms. | Di pink Beach, terdapat banyak organisme laut. | | v | |

2. The Difficulties Faced by The Students at Seventh Semester of English Education Department at IAIN Ponorogo in Translating Descriptive English Text into Indonesian

Tests was given to respondents to determine the difficulties faced by the students in translating descriptive English text into Indonesian. The researcher gave the questionnaire. It is the result:

a. Finding new or difficult vocabulary

There are 25 students answered the questionnaire and nine students answered the questionnaire that the lack of vocabulary made translating a text difficult.

Students often have difficulty translating because of a lack of vocabulary. When they find new vocabulary in a sentence or text, they will be confused about how to translate it.

b. Grammatically

The questionnaire was answered by 25 students, and eight students expressed that the grammatically made translation difficult.

The ability to translate grammatically also becomes a challenge for students. The problem is that when students cannot understand grammatically, they will be confused about the grammatical structure of sentences, which can cause a sentence to have a different meaning as a result.

c. Difficult understanding long sentences

There are 25 was answered students questionnaire, and eight students expressed that the long sentences made translation difficult.

Students often find it difficult to understand long sentences when translating, and this is a problem they face in the process. Because when students face long sentences there are also new vocabulary and difficult grammatical structure.

B. Discussion

In this part, the researcher presented the discussion of the result in data analysis. This discussion showed the products of the students in translation especially in translating descriptive English text into Indonesian text. According to Ghaith state that descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what is being written about.

1. The students' translation quality in translating descriptive English text into Indonesian

Having ability in translation becomes a primary necessity for students who learn language especially foreign language. Students who have ability in translating will be better in sending and receiving information or message. Moreover, students' translating must have good translation quality to give information. If students cannot translate well, students can receive wrong information. The ability in translation is very useful to help students in understanding those materials such articles, journal, essay and a textbook or even to help students in convert English materials to Indonesian also. The researcher used Nababan's theory to analyze the quality of translation that is divided into three aspects there are: accuracy, acceptability and readability.

The translation quality in translating descriptive English text into Indonesian text of seventh semester English department students of IAIN Ponorogo is discussed in several subtopics below:

a) Accuracy

Accuracy here means that a quality translation is a content of the source text is accurately transferred into the target text. The translated text is clear and any rewriting is not needed. translation that conveys information or messages from SL correctly, precisely, and honestly in accordance with the intent of the SL author. Readers can understand the translation work easily and in accordance with the message contained therein.

In this research, after checking the results from the three raters, the researcher found some students got accurate and less accurate quality in accuracy. Here is one of example of the sentence that derived from the source text.

1) Accurate

Translations that are accurate are those that transfer the content of the source text accurately into the target text. The translated text is clear and the location of any rewriting is not necessary.

Datum S1/AI/AC

SL: Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara.

TL: Pantai Merah Muda merupakan salah satu pantai di Pulau Komodo, NTT.

It is accurate because the translation is accurate according to the source language and there are no unnecessary words added. According Nababan's theory the content of the source text is accurately transferred into the target text. The translated text is clear and any rewriting is not needed.⁵⁵

This sentence is said to be accurate because it matches the target language and there are no unnecessary words. The above sentence uses the word NTT, which should be East Nusa Tenggara, but in Indonesian there is the term acronym. Acronyms are abbreviations formed from the initial letters of words, their syllables,

⁵⁵ Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, *Kajian Linguistik dan Sastra*, Vol. 24, No. 1 (Juni 2012), 50

or the letters and syllables of words grouped together.⁵⁶ In the words East Nusa Tenggara it can be shortened to NTT. So it qualifies as an accurate sentence.

Datum S9/FR/AC

SL: The beach is called Pink Beach because the sand beach is pink.

TL: Pantai ini disebut sebagai Pantai Merah Muda dikarenakan pantai pasir nya yang bewarna merah muda.

According Nababan's theory this sentences accurate, because the content of the source text is accurately transferred into the target text and no additional words have been added to this sentence.

In this sentence there is a shift in meaning in the sentence "the sand beach" to "pantai pasir nya". In the word "nya" indicates that the word refers to the beach. So, even though there is a shift in meaning, this sentence is said to be accurate.

Datum S4/APS/AC

SL: No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here.

TL: Tak kurang dari 1.000 spesies ikan, 260 spesies koral dan 70 spesies bunga karang dapat ditemukan disini.

As the translation is clear on target and no additional words are needed, this is an accurate sentence.

In the word "species" it should be "jenis". However, according to Indonesian, "jenis" and "spesies" have the same meaning. So this sentence is said to be an accurate sentence.

⁵⁶ Ni Kadek Juliantari, et al., *COVID-19: Perspektif Susastra dan Filsafat* (Denpasar: Yayasan Kita Menulis, 2020), 6.

The researcher found that the raters marked accurate for 86,3% of the translation.

2) Less Accurate

Translations that are less accurate are those the translation of the source text is less accurate than the target. The translated text can be understood, but some rewritings are needed.

Datum S25/ZA/ACL

SL: At Pink Beach, there are so many marine organisms.

TL: Di pantai Merah muda terdapat banyak organisme marine.

It is less accurate because the translation of the source text is less accurate than the target. The translated text can be understood, however some rewriting is necessary. According Nababan's theory the content of the source text is less accurately transferred into the target text. The translated text can be understood, but some rewritings are needed.⁵⁷

Translations should be natural and easy to comprehend, so readers can easily grasp the information.⁵⁸ However, in this sentence the word "marine" makes the meaning of this sentence difficult to understand. Most of the students translated the word of "marine" is "marine", it should be "laut". In this case, students still use the translated source language.

Datum S8/EZ/ACL

⁵⁷ *ibid*, 50

⁵⁸ Rudi Hartono, *PENGANTAR ILMU MENERJEMAH (Teori dan Praktek Penerjemahan)*. (Semarang: Cipta Prima Nusantara, 2017), 51.

SL: The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

TL: Warna merah muda ini berasal dari campuran pasir putih, pecahan batu karang, kerang, dan calcium karbonat dari Marine invertebrates yang sangat kecil, dan juga Foraminifera, amuba yang memiliki warna merah.

As a result, this sentence can be understood but is less accurate as there are still words that indicate the source language that have not been translated to the target language. As a result, calcium can be used as the target language by substituting the word "calcium" for the word "kalsium", and "marine invertebrates" can be replaced with "invertebrates laut". This sentence is also said to be less accurate because there is a reduction in the word "shell" which means "cangkang". In means this sentence it only "amuba yang memiliki warna merah" without the word "cangkang".

Datum S15/KS/ACL

SL: Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

TL: Memiliki banyak marine life, Pantai ini adalah spot terbaik untuk snorkling dan diving untuk pecinta olahraga laut.

Sentences are said to be less accurate because the content of the source text is less accurately transferred into the target text. The translated text can be understood, but some rewriting is needed. Several source language words remain

in this sentence, such as the word "marine life", which should be "kehidupan laut" and the word "spot", which should be "tempat". Using words that are still in source language makes sentences less accurate.

The researcher found that the raters marked accurate for 13,7% of the translation.

b) Acceptability

The acceptability refers to whether the translation product has followed the rule and norm of the target text. Translation feels natural; commonly used technical terms used and familiar to the reader; phrases, clauses and sentences used is in accordance with the rules of the language Indonesia.

In this research, after checking the results from the three raters, the researcher found some students got acceptable and less acceptable quality in acceptability. Here is one of example of the sentence that derived from the source text.

1) Acceptable

In Indonesian language rules, phrases, clauses, and sentences are used according to Indonesian language rules. A translation is acceptable when there is a naturalness to the translation, technical terms are used that are familiar to the reader, and technical terms are used in accordance with Indonesian language rules.

Datum S5/AR/ACC

SL: Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara.

TL: Pink beach atau Pantai Merah Muda merupakan salah satu pantai yang berada di Pulau Komodo, Nusa Tenggara Timur.

A translation is acceptable when the words used are familiar to the reader, the technical terms used are within the Indonesian language rules, and the translation is natural. In this sentence, the writing is in accordance with Indonesian language rules and the sentence has been translated well.

Even though there is a shift in meaning in the word "which is", this sentence is an accurate sentence.

Datum S6/DAN/ACC

SL: No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here.

TL: Tak kurang dari 1000 spesies ikan, 260 spesies koral, dan 70 spesies bunga karang dapat ditemukan disini.

It is acceptable because there is a sense of naturalness in the translation; technical terms are used that are familiar to the reader; phrases, clauses, and sentences are used according to Indonesian language rules. According Nababan's theory this is one the sample of students' translation feels natural, commonly used technical terms used and familiar to the reader, phrases, clauses and sentences used is in accordance with the rules of the language Indonesia.⁵⁹

Datum S18/AM/ACC

SL: The beach is called Pink Beach because the sand beach is pink.

⁵⁹ Mangatur Nababan, et al., *Pengembangan Model Penilaian Kualitas Terjemahan*, Kajian Linguistik dan Sastra, Vol. 24, No. 1 (Juni 2012), 50

TL: Pantai ini dinamakan pantai Merah Muda karena pasir pantainya berwarna merah muda.

It is acceptable because there is a sense of naturalness in the translation; technical terms are used that are familiar to the reader; phrases, clauses, and sentences are used according to Indonesian language rules.

The researcher found that the raters marked acceptable for 72,1% of the translation.

2) Less Acceptable

Translations that are less acceptable are those in general, the translation feels natural; but there a little problem with the use of technical terms or a little happened grammatical error.

Datum S5/AR/ACCL

SL: The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

TL: Warna pink dari pantai adalah campuran warna pasir putih pantai bercampur dengan patahan karang, kerang, calsiun karbonat dari Invertebrata laut yang sangat kecil, dan juga Foraminifera, Amoeba microscopic yang memiliki kulit tubuh berwarna merah.

It is less acceptable because In general, the translation feels natural; but there a little problem with the use of technical terms or a little happened grammatical error. According Nababan's theory in general, the translation feels natural; but there

a little problem with the use of technical terms or a little happened grammatical error.

In this sentences, the word “crushed” should be translated as “pecahan” instead of patahan, because pecahan and patahan have different meanings. A shift in meaning pecahan to patahan. In addition, the word "shell" should be translated as "cangkang", since cangkang and kulit are two different things.

Datum S2/AS/ACCL

SL: At Pink Beach, there are so many marine organisms.

TL: Di pantai pink ada banyak organisme laut.

In this sentence it is less acceptable because of a writing error. According to Indonesian language rules, the writing "pink beach" should be changed to "Pantai Merah Muda". Pantai Merah Muda is the name of a place in Indonesia. According to Indonesian writing rules, every word in a place name must start with a capital letter.

Datum S14/IP/ACCL

SL: Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

TL: Banyak sekali kehidupan Marine, tempat ini cocok untuk tempat berselancar dan berenang untuk Pecinta olahraga laut.

The error in this sentence is that the word "Marine" should be "laut" and the writing does not use capital letters. In the word "Pecinta" you can also change "pecinta" with a small "p".

The researcher found that the raters marked less acceptable for 27,9% of the translation.

c) **Readability**

Readability is the degree of ease in which a piece of writing can be read and understood its meaning. A translated text can be considered to have a high level of readability if the text is easy to read and the reader can catch the message conveyed, regardless of the compatibility of the message with the message contained in the SL text.

In this research, after checking the results from the three raters, the researcher found some students got readable and less readable quality in readability. Here is one of example of the sentence that derived from the source text.

1) **Readable**

There are translations that are readable when they consist of words, technical terms, phrases, clauses, sentences, or translated texts that are easily understood by the reader.

Datum S3/AM/RE

SL: The beach is called Pink Beach because the sand beach is pink

TL: Pantai ini dijuluki pantai merah muda karena pasir pantai ini berwarna merah muda.

It is readable because the reader is able to understand translated words, technical terms, phrases, clauses, sentences and translated texts that are in this

category. According Nababan's theory in this category words, technical terms, phrases, clauses, sentences or translated texts easily understood by the reader.⁶⁰

Datum S4/APS/RE

SL: Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara.

TL: Pantai pink atau pantai merah muda adalah salah satu dari beberapa pantai di pulau Komodo, Nusa Tenggara Timur.

In this category words, technical terms, phrases, clauses, sentences or translated texts easily understood by the reader. This sentence is appropriate without exaggerating or reducing the meaning and readers are able to easily understand this sentence.

Datum S7/DRL/RE

SL: No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here.

TL: Kurang lebih 1000 jenis ikan, 260 jenis karang dan 70 jenis bunga karang dapat ditemukan disana.

In this category words, technical terms, phrases, clauses, sentences or translated texts easily understood by the reader.

Even though there is the word "disana" this sentence is said to be a readable sentence because the reader can still understand the sentence in question which should be "disini"

Datum S10/FP/RE

⁶⁰ ibid, 51

SL: Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

TL: Mempunyai banyak biota laut tempat ini dijadikan tempat snorkeling dan diving atau menyelam untuk para pecinta olahraga laut.

There is no repetition of words and the source language is transferred well into the target language making this sentence easy to understand and categorized into readable sentences

The researcher found that the raters marked readable for 96,8% of the translation.

2) Less Readable

There are translations that are less readable when the translation can be understood by the reader; but there are certain sections that must be read more than one times to understand the translation.

Datum S5/AR/REL

SL: The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

TL: Warna pink dari pantai adalah campuran warna pasir putih pantai bercampur dengan patahan karang, kerang, calsium karbonat dari Invertebrata laut yang sangat kecil, dan juga Foraminifera, Amoeba microscopic yang memiliki kulit tubuh berwarna merah.

The translation is less readable because it can be understood by the reader, but certain sections must be read more than once to be fully understood. According Nababan's theory translation can be understood by the reader; but there are certain sections that must be read more than one times to understand the translation.⁶¹

The translation of this sentence does not comply with Indonesian writing rules because the source language remains, making the sentence needs to be read several times. In this sentence it takes several times to read the words "calcium" and "amoeba microscopic". As calcium should be interpreted as "kalsium", and microscopic amoeba can be interpreted as "mikroskopis amuba".

Datum S5/AR/REL

SL: At Pink Beach, there are so many marine organisms.

TL: Di pink Beach, terdapat banyak organisme laut.

The word "pink beach" is difficult to understand because the word is still in the source language and has not been transferred into the target language, so this sentence is categorized as less readable sentences.

The researcher found that the raters marked less readable for 3,3% of the translation.

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

⁶¹ ibid, 51

Based on the finding result and discussion above, it can be concluded that the average score of the three aspects (Accuracy, Acceptability and Readability) were in excellent quality. The researcher concluded that the translation quality of English into Indonesian text of English Education Department students at IAIN Ponorogo was excellent. 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.

2. The difficulties faced by the students at seventh semester of English Education Department at IAIN Ponorogo in translating descriptive English text into Indonesian

In this part, the researcher presented the discussion of the result in data analysis to identify the difficulties faced by students at seventh semester of English education department at IAIN Ponorogo in translating descriptive English text into Indonesian. Based on the questionnaire, the students found that it was difficult to translate the text as follows:

a. Finding new or difficult vocabulary

A good vocabulary makes it easier to communicate ideas or interact verbally, whether in a group or individually. As a result, improving English skills requires increasing English vocabulary, both in written form, such as narratives, descriptions, expositions, and so on, as well as in correspondence. Learning vocabulary in English is an important part of teaching English as a

language, and students who do not acquire a broad vocabulary will not be able to translate and comprehend a texts.⁶²

When translating English texts, what challenges do you face? Nine students answered the questionnaire that the lack of vocabulary made translating a text difficult.

Students often have difficulty translating because of a lack of vocabulary. When they find new vocabulary in a sentence or text, they will be confused about how to translate it.

b. Grammatically

In learning English, grammar is very important, without it, it is extremely difficult to translate the meaning correctly from English to Indonesian. The ability to translate grammatically also becomes a challenge for students. What difficulties do you face when translating English texts? and eight students expressed that the grammatically made translation difficult. The problem is that when students cannot understand grammatically, they will be confused about the grammatical structure of sentences, which can cause a sentence to have a different meaning as a result.

There are differences in English and Indonesian grammar such as:

1. Plurals

Plural markers in English are usually located at the end of the noun.

That markers are morphemes /-s/ and /-es/ which have allomorphs {s},

{z} and {ziz}, examples

⁶² David Nunan, *Language Teaching Methodology: A Textbook for Teachers. First Edition* (New York: Prentice Hall,1991), 117.

Beach /bi:tʃ/ beach is a singular form which means pantai.

Shell /ʃel/ shell is a singular form which means cangkang

An explanation of the English grammatical rules that determine the plural form of a noun the morpheme /-es/ which has the allomorph {ziz} as in the words beaches /bi:tʃIz/ and Shells /ʃelz/. In Indonesian grammatical rules the plural marker of the noun is in the form of repetition. For example: pantai become beberapa pantai, and cangkang become cangkang-cangkang.

c. Difficult understanding long sentences

When translating English texts, what challenges do you face? eight students expressed that the long and complex sentences made translation difficult. Students often find it difficult to understand long sentences when translating, and this is a problem they face in the process. Because when students face long sentences there are also new vocabulary and difficult grammatical structure. Some students were very frustrated when they read long English texts.

The Pink Beach text includes complex sentences. Complex sentences are composed of one or more independent clauses and one or more dependent clauses. In contrast, an independent clause is a sentence that stands alone, whereas a dependent clause is dependent on the independent clause.

CHAPTER V

CLOSING

A. Conclusions

By the discussion in the previous chapter, researcher finally could draw the conclusion as follow:

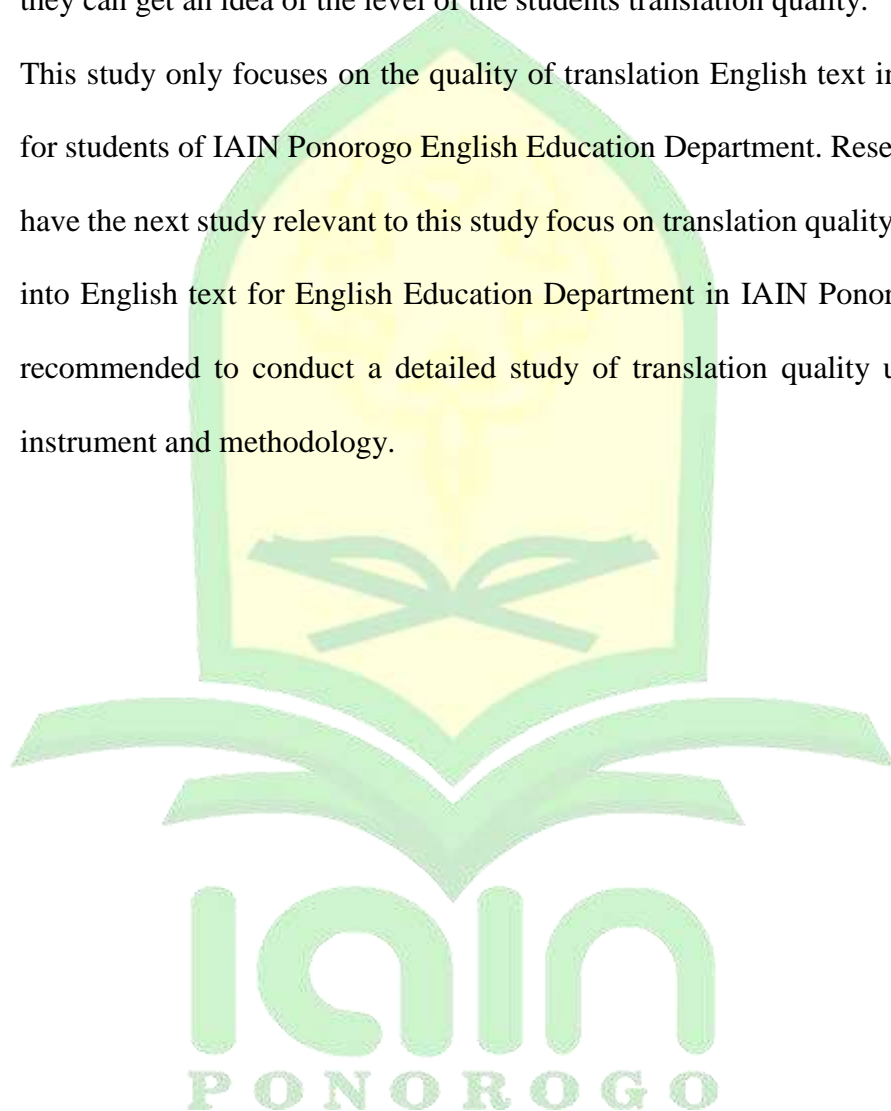
1. The quality of the translation of English texts into Indonesian carried out by seventh semester students of the English Language Education Department at IAIN Ponorogo is classified as very good in three aspects of translation quality. The quality of student translations in the accuracy aspect with a percentage of 86.3%. Then in the acceptability aspect, the quality of student translations was 72.1%. The quality of student translations in the readability aspect was 96.8%.
2. Based on students questionnaires, most students experience difficulties and challenges in translating due to various factors, such as lack of vocabulary, grammatical difficulties, and difficulty understanding long and complex sentences.

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 improve their level translation quality. Therefore, the results of this study can be used as supplementary knowledge to improve students' translation quality students of the Department of English Education at IAIN Ponorogo.

2. Lecturers are advised to prepare suitable teaching materials. Furthermore, this study will certainly help translation teachers to provide take her class inside. This way they can get an idea of the level of the students translation quality.
3. This study only focuses on the quality of translation English text into Indonesian for students of IAIN Ponorogo English Education Department. Researcher hope to have the next study relevant to this study focus on translation quality of Indonesian into English text for English Education Department in IAIN Ponorogo. It is also recommended to conduct a detailed study of translation quality using different instrument and methodology.



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