

**AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY
(ACCURACY, READABILITY AND ACCEPTABILITY) IN
TRANSLATING AN INFORMATIVE TEXT ENTITLED
YSEALI TO INDONESIAN**

(A Script)

By

Yola Savitri



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

ABSTRACT

AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY (ACCURACY, READABILITY AND ACCEPTABILITY) IN TRANSLATING AN INFORMATIVE TEXT ENTITLED YSEALI TO INDONESIAN

By

Yola Savitri

Although not a concerning subject, based on the syllabus submitted in *Panduan Penyelenggaraan Program Sarjanadan Diploma FKIP University of Lampung*, students of English Education Study program are required to have the ability to translate English to Indonesian both in written and oral form. The problem of this research is about the translation quality of English Education students. The objective of this research is to analyze the students' translation quality in translating an informative text entitled YSEALI to Indonesian. The research was a descriptive-qualitative study. The subjects were the 2014 batch students of English Education Program at University of Lampung that had taken the Translation class in the sixth semester. The instrument for collecting the data was a translation test. The data were analyzed using Nababan's scale of Translation Quality.

The result of the research showed that (1) the quality scores of accuracy were 47% accurate, 48% less accurate and 5% inaccurate. (2) the quality scores of readability were 62% readable, 37% less readable, and 1% unreadable, (3) the quality scores of acceptability were 64% acceptable, 34% less acceptable, and 2% unacceptable.

The result showed that the translation quality of English Education Study program students batch 2014 was fair as it was not good but also not bad. Although the quality scores of readability and acceptability were above 50%, the quality score of accuracy aspect showed the similar percentage between its accurate and less accurate data. Some suggestions are put forward including the necessary consideration about the three aspects: accuracy, readability and acceptability in translation process and when assessing the translation quality.

Key Words: translation quality, accuracy, readability, acceptability

**AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY
(ACCURACY, READABILITY AND ACCEPTABILITY) IN
TRANSLATING AN INFORMATIVE TEXT ENTITLED
YSEALI TO INDONESIAN**

**By
Yola Savitri**

**A Script
Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

In

**The Language and Arts Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

Research Title : AN ANALYSIS OF STUDENTS' TRANSLATION QUALITY (ACCURACY, READABILITY AND ACCEPTABILITY) IN TRANSLATING AN INFORMATIVE TEXT ENTITLED YSEALI TO INDONESIAN

Students' Name : Yola Savitri

Students' Number : 1313042086

Department : Language and Arts Education

Study Program : English Education

Faculty : Teacher Training and Education Faculty

APPROVED BY
Advisory Committee

Advisor

Co-Advisor

Drs. Ujang Suparman, M.A., Ph.D.

Hery Yufrizal, M.A., Ph.D.

NIP. 19570608 198603 1 001

NIP. 19600719 198511 1 001

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.

NIP 19620203 198811 1 001

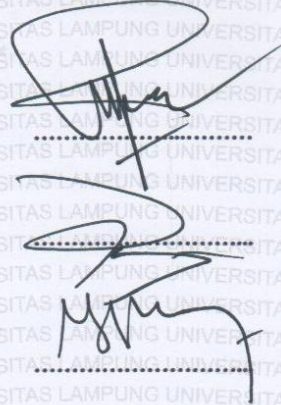
ADMITTED BY

1. Examination Committee

Chair Person : Ujang Suparman, M.A., Ph.D.

Examiner : Dr. Tuntun Sinaga, M.Hum.

Secretary : Hery Yufrizal, M.A., Ph.D.



2. The Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum

NIP. 19590722 198603 1 003



Graduated on: May 21st, 2018

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama : Yola Savitri
NPM : 1313042086
Judul skripsi : An Analysis of Students' Translation Quality (Accuracy, Readability and Acceptability) in Translating An Informative Text Entitled YSEALI to Indonesia
Program studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran atau terjemahan, murni gagasan, rumusan, dan pelaksanaan penelitian/implementasi saya sendiri tanpa bantuan dari pihak manapun kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset.
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka.
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, 26 Juni 2018



Yola Savitri
NPM 1313042086

CURRICULUM VITAE

Yola Savitri was born in Bengkulu on September 10th 1995. She spent her childhood there until her father Mintarjo (Alm) passed away in 2013, so that her mother Nurmala took her children to move to Bandar Lampung. She has a brother named Yoga Sanotala who is currently working for his S.E in FEB Unila.

She was enrolled in TK Pertiwi Bengkulu in nearly 1999 before continuing her study in SDN 11 Bengkulu, then moved to SDN 1 Perumnas Way Halim Bandar Lampung until finished her elementary education. Then, she continued her study at SMPN 23 Bandar Lampung. She graduated from middle school in 2009. After that, she attended SMA Al-Azhar 3 Bandar Lampung until she graduated in 2013.

Soon as she graduated from senior high school, she received an SNMPTN invitation to enroll as a student of English Language Education Study Program at Teacher Training and Education Faculty, University of Lampung. From July to September 2016, she conducted her Teaching Practice Program (PPL) at SMAN 1 Gunung Sugih. Besides being a student in the faculty, she also participated in a journalistic organization called Teknokra Unila. She was mandated as Pemimpin Usaha in the year 2017 after finishing her duty as the Manajer Keuangan in 2016 and Staf Keuangan in 2014-2015.

MOTTO

“If you really want to do something, you’ll find a way.

If you don’t, you’ll find an excuse.”

– Jim Rohn

“Hope is a good thing, maybe the best of things, and no good thing ever dies.”

— Andy Dufresne’s letter to Red in *Shawsank Redemption* (1994)

DEDICATION

This script is sincerely dedicated to:

My beloved family,

My beloved friends, those who always be around me; and

My beloved almamater, Lampung University

ACKNOWLEDGEMENT

Praise be merely for Allah SWT for the gracious mercy and tremendous blessing that enables the writer to accomplish this script entitled “An Analysis of Students’ Translation Quality (Accuracy, Readability and Acceptability) in Translating An Informative Text Entitled YSEALI to Indonesian” which is submitted as a compulsory fulfillment of the requirement for S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung. Greetings are also never forgotten, peace be upon Prophet Muhammad SAW and his family, followers and all Muslims.

This script had finished not only because of the writer herself. Without the support and encouragement from people around her, this bachelor thesis would might not be able to be accomplished. Therefore, she would like to give special thanks to those who have valuable contribution in helping and supporting her to finish the script. The writer’s sincere gratitude and respect are honored to:

1. Drs. Ujang Suparman, M.A., Ph.D., as the first advisor who had contributed and given his valuable evaluations, comments, and suggestions during the completion of this script.
2. Hery Yufrizal, M.A., Ph.D. as the second advisor for his guidance, that had guided the writer patiently during the completion of this script.
3. Dr. Tuntun Sinaga, M.Hum. as the examiner for his encouragement, ideas, and suggestions in examining and supporting the writer.

4. Dr. Muhammad Sukirlan, S.Pd., M.A. and Gede Eka Putrawan, S.S., M.Hum. who had sincere contribution for giving their valuable time in helping and supporting the writer as the raters of the research.
5. Dr. H. Muhammad Fuad, M.Hum. as the Dean of FKIP Unila for giving the writer permission to conduct the research.
6. Dr. Ari Nurweni, M.A., as the Chief of English Education Study Program and all lecturers of English Education Study Program who have contributed their guidance during the completion process until the writer accomplished this script.
7. The students of English Department Unila batch 2014 class A for giving their time and effort in making the contribution as the subjects of this research. May all of you are able to finish your script right away soon!
8. The ones who have raised and have given their sincere love since 22 years of the writer's early journey, her parents: Mintarjo (alm) and Nurmala. "Thank you for all your support and understanding. This is for you."
9. The writer's one and only brother, Yoga Sanotala, for his support, reminder and motivation. "Keep up the good work in reaching your S.E!"
10. The beloved friends: Reni Andriyani, Seli Oktaria Jati, Zahara Nurrahmah, Vena Fadillah, Ananda Karunia, Nur Choironi Ani, Devya Dinda Fanzalina and Uun Yukannah for being around the writer to support and motivate her.
11. BROTHERHOODED 2013! Thank you for the help and support in these 153 sks and 4 years++. Ricky Oktavianus, Unggul Pratiwi, Uswatun Hasanah, Irena Hapsari, Teika Ameiratrini, Helida'aca' Utami, Esti Kurniawati, Desta Aditya and the rest of English Education Study Program batch 2013.
12. The writer's KKN buddies: R. Imas Aguslina, Dina Agustina, Diah Nur Hafifah, Farisa Syarifah, Ratna Damayanti, Annisa Anggrayani, Yuke Agustin, Anita Khoiri and Sandy Setia Makruf. Thank you for the experience, support and motivation to the writer.
13. The Jarpim-Kadiv in Teknokra: Fajar Nurrohmah as the Pemum, Rika Andriani as the Pemred and my best buddy Yola Septika as the

Kapuslitbang for all the life changing experience we had together through these 5 years. Also, the one and only 'Sawang' in Teknokra Retnoningayu Janji Utami who always makes me happy. Good luck for all of us!

14. Every individu who helped the writer finishing the script that can not be mentioned entirely.

Last but not least, the writer admit that this script are still far from the perfection. Therefore, constructive critics and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give positive impacts to the readers as well as those who want to carry out further research.

Bandar Lampung, June 2018
The writer

Yola Savitri

LIST OF CONTENTS

| | Page |
|--|----------|
| COVER | |
| ABSTRACT | |
| CURRICULUM VITAE | i |
| MOTTO | ii |
| DEDICATION | iii |
| ACKNOWLEDMENT | iv |
| LIST OF CONTENTS | vii |
| LIST OF TABLES | ix |
| LIST OF FIGURES | x |
| LIST OF APPENDICES | xi |
| | |
| I. INTRODUCTION | 1 |
| 1.1. Background of the Problems..... | 1 |
| 1.2. Identification of the Problems..... | 5 |
| 1.3. Limitation of the Problems | 5 |
| 1.4. Formulation of the Research Questions | 5 |
| 1.5. Objectives of the Research..... | 6 |
| 1.6. Uses | 6 |
| 1.7. Scope | 7 |
| 1.8. Definition of Terms..... | 7 |
| | |
| II. THEORETICAL FOUNDATION | 9 |
| 2.1. Review of Previous Research..... | 9 |
| 2.2. Review of Related Literature | 10 |
| 2.3. Definitions of Translation | 11 |

| | |
|--|-----------|
| 2.4. Translation Process | 13 |
| 2.5. Translation Quality..... | 14 |
| 2.6. Translation Quality Assessment..... | 14 |
| 2.6.1. Accuracy in Translation | 16 |
| 2.6.2. Readability in Translation | 17 |
| 2.6.3. Acceptability in Translation..... | 19 |
| III. RESEARCH METHOD..... | 21 |
| 3.1. Research Design..... | 21 |
| 3.2. Settings | 21 |
| 3.2.1. Time | 21 |
| 3.2.2. Place | 22 |
| 3.3. Subjects of the Research | 22 |
| 3.4. Research procedures..... | 22 |
| 3.5. Data Collecting Technique..... | 23 |
| 3.6. Research Instruments | 23 |
| 3.7. Data Analysis | 25 |
| 3.7.1. Translation Quality Analysis | 26 |
| 3.8. Validity | 27 |
| 3.9. Inter-rater Reliability..... | 28 |
| IV. RESULT AND DISCUSSION..... | 29 |
| 4.1. Result of the Research..... | 29 |
| 4.1.1. Accuracy..... | 29 |
| 4.1.2. Readability | 36 |
| 4.1.3. Acceptability | 41 |
| 4.2 Discussion of Findings..... | 45 |
| V. CONCLUSIONS AND SUGGESTIONS..... | 49 |
| 5.1 Conclusions | 49 |
| 5.2 Suggestions | 51 |
| REFERENCES..... | 52 |
| APPENDICES..... | 55 |

LIST OF TABLES

| Table | Page |
|---|------|
| 2.1. Scale for Scoring Accuracy..... | 17 |
| 2.2. Scale for Scoring Readability..... | 18 |
| 2.3. Scale for Scoring Acceptability | 20 |
| 3.1. Scale of students' translation quality proposed by Nababan | 26 |
| 3.2. The result of Accuracy analysis | 26 |
| 3.3. The result of Readability analysis | 27 |
| 3.4. The result of Acceptability analysis | 27 |
| 4.1. The Accuracy level of Students' translation | 30 |
| 4.2. The Readability level of Students' translation..... | 36 |
| 4.3. The Acceptability level of Students' translation..... | 41 |

LIST OF FIGURES

| Figure | Page |
|--------------------------------------|------|
| 2.1. The Process of Translation..... | 13 |

LIST OF APPENDICES

| Appendix | Page |
|---|------|
| 1. Translation Test..... | 55 |
| 2. Details in Accuracy level of each data | 57 |
| 3. Details in Readability level of each data | 59 |
| 4. Details in Acceptability level of each data | 61 |
| 5. The Tabulation for the Quality of Each Data..... | 63 |
| 6. Samples of the Students' Translation..... | 65 |
| 7. Sample of the Students's Translation Having Scored and Analyzed by the Both Raters..... | 73 |
| 8. Sample of the Students' translation score | 74 |
| 8. The Translated Text Produced by Language Centre | 75 |
| 9. Permission Letter for Conducting Research | 76 |
| 10. Certificate of Having Administering Research | 77 |

I. INTRODUCTION

This chapter covers the introduction of the research that consists of the following points: background of the problems, identification of the problems, limitation of the problems, formulation of the research question, objectives of the research, use of the research, scope of the research and definition of term.

1.1. Background of the Problems

The intention expressed in foreign language could change and even could not be delivered if a person is not able to comprehend the meaning equivalency. The needs of translator competence become a concern in obtaining appropriate translated text. In addition to its critical role in transferring knowledge and information for nation building, Siregar (2015) proposed that translation is principal in the national languages development by increasing their capacities as a medium of communication. Translation is very useful especially for people who cannot speak foreign languages. Without having to learn a language, people will be able to understand the content in a text that is written in foreign language. It is the responsibility of a translator to help those people so that they can understand the content of the text.

Although the translation course is a concerning topic for English Literature students, according to the curriculum, students of English Education especially in University of Lampung are also required to have the ability to translate English to Indonesian in written and oral form. Translation is required in order to deliver

texts and utterances for their students who have not understood English. An English teacher who has the ability in translation can also help his colleagues in translating texts and utterances in English to Indonesian or vice versa.

Meanwhile, those demands are limited that the students' of English Education Study Program in Universitas Lampung were only given 2 credits of Translation subject in the sixth semester. Based on the syllabus submitted in *Panduan Penyelenggaraan Program Sarjana dan Diploma FKIP Universitas Lampung*, the competence that should be achieved through this subject are the ability to translate printed text from English to Indonesian and vice versa through the appropriate lexical choice and grammatically correct sentences. The students' should also must have the knowledge of translation principal, understanding the concept and technique in translation, practicing translation using various technique in the sentence, paragraph and text level so that they are able to produce qualified translation. That is why this research is important to check about how far the goal in curriculum has been attained by the students based on the result of their translation quality.

Moreover, the students had been given sufficient subjects that are related with the competence in learning English such as; Structure, Morphology, Syntax, Semantics, Writing, Cross Culture Understanding, etc. Along with the knowledge and experience, would they achieved the translation skill and able to produce good quality translations in the end of the semester? On the other hand, there are various theories of translation that should be learned not only in one semester. One of them is about the quality of the translation. A qualified translation text is always correlated with the notion quality. What kind of quality and how was it measured would be discussed deeper in this research.

Based on pre-observation held by the researcher, the translation quality of English Education Study Program students' at the University of Lampung was undetermined. The brief pre-observation found that most of the students' translation had some mistranslations in phrases and sentences level. They could

not able to convey the idea from the source text into the target text because of the incorrect word translation chosen. However, some problems were obtained after the researcher checked the translation of 10 English Education Study Program students in University of Lampung. Those specific problems that were found beside the mistranslation were; difficulties in understanding the source text and the confusion in choosing equivalent words to reflect the actual meaning from English to Indonesian. Those problems were obtained by looking at the students' works and their behavior in carrying out the translation process. Therefore, research related on students' translation quality should have been conducted to find out and answer the question about to what extent the English Education students are able to translate an English text into Indonesian.

In its development, there are still many issues to be discussed in English-Indonesian translation. As expressed by Sudirman (2014:169) that accuracy and clarity of translation equivalences become a central issue to convey the messages from the source text to the target text. The idea from the source text should be transferred accurately into the source target with the correct words choice. As stated in Sariasih & Zaim (2015:10) low quality of the students' translation is mostly categorized into textually inaccurate in both texts that the errors are caused by lack of knowledge and practice, only few of them classified into barely adequate translation. The message in source text should be well distributed to the target text that it has similar information that the writer wish to communicate to the reader. The translator should produce the text equivalent enough to the grammar and linguistic feature of the target text or the target text has textual equivalent to the source text that the reader can understand the text with ease.

Meanwhile, Nerudova (2012:8) says that translation has always been connected with the notion of quality. Translation quality has always been a tricky issue and subject to an extensive discussion. Translation is expected to comply with vague and often contradictory requirements. There is a wide range of translation assessment system already. The question is not whether we can measure quality but by which means it can be measured. It can be assumed that

translation quality is an important issue to be discussed through analyzing students' translation. That quality is related to the extent of accuracy, clarity and naturalness as stated by Larson (1998:529) and accuracy, readability and acceptability as stated by Shuttleworth & Cowie (1997:3). The challenge for translator itself is not only about transferring the meaning from source text (ST) to target text (TT). Much consideration should be taken to obtain a good quality translation. Furthermore, measuring the quality of translation is not concerning about whether the quality can be measured and which is the best tools of measurement that researcher used but rather emphasize on how the researcher is able to describe the translation quality based on theories that relevant and adjustable for English-Indonesian translation quality assessment. Furthermore, assessment towards translation quality in this research focuses in three things namely accuracy, readability and acceptability.

A good translation should transfer the idea from source language to target language as similar as in the original text. That is why the translator should understand the source text before transferring the idea into another language. Based on the determination, the decision in choosing the text that would be used in the research should be relevant to the subject, in this case the English student. Moreover the chosen text were published in US Embassy website for Indonesia to deliver the information about exchange program to USA and the text were also published to several ASEAN country beside Indonesia. That means the text has a strong contextual function and relevant for the translators.

Based on the problems and the result of pre-observation stated above, the researcher conducts a research entitled "An Analysis of Students' Translation Quality in Translating An Informative Text Entitled YSEALI to Indonesian" (A study of English Education Study Program Students at the University of Lampung). The use of "Translation Quality" phrase covers three fundamental matters in translation quality assessment that are accuracy, readability and acceptability.

1.2. Identification of the Problems

In relation to background of the problems above, the following problems were found:

- a. The students of English Education Study Program are required to have competence in translation although they only given 2 credits of translation subject in the sixth semester.
- b. Students have difficulties in understanding the source text and confuse in choosing equivalent words to reflect the actual meaning from English to Indonesian.
- c. Accuracy and clarity of translation equivalences become a central issue to convey the messages from the source text to the target text.
- d. The measurement of translation scoring seldom covered all the criteria on how a good translation should be.
- e. Further observation is needed not only related to the meaning but also on how the translation is easy to read and understand.

1.3. Limitation of the Problems

Based on the identification of the problems above, the researcher focused on the assessment of the students' translation quality, through the aspects of the accuracy, readability and acceptability.

1.4. Formulation of the Research Questions

Based on the limitation of the problems above, the researcher formulated the problem as follows:

1. How is the quality of students' translation in translating text entitled YSEALI to Indonesian in Accuracy aspect?
2. How is the quality of students' translation in translating text entitled YSEALI to Indonesian in Readability aspect?

3. How is the quality of students' translation in translating text entitled YSEALI to Indonesian in Acceptability aspect?

1.5.Objectives of the Research

In relation to the research problems formulated above, the objectives of the research were as follow:

1. To analyze the students' translation quality based on the Accuracy aspect in translating text entitled YSEALI text to Indonesian.
2. To analyze the students' translation quality based on the Readability aspect in translating text entitled YSEALI to Indonesian.
3. To analyze the students' translation quality based on the Acceptability aspect in translating text entitled YSEALI to Indonesian.

1.6.Uses

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

Theoretically, the advantages of this research are:

- a. To be used as a references for further research.
- b. To be used as an additional knowledge to improve the students' knowledge about translation.

Practically, the advantages of this research are:

- a. This research may be useful as the reference for the lecturer to identify the problems in students' translation.
- b. This research may be useful as the reference for the leturer to develop and prepare proper teaching material for translation subject.
- c. This research may be the way to identify English Education Program at University of Lampung students' translation quality.
- d. This research may be a reference in assessing the students' translation.

1.7 Scope

This research was conducted for 2014 batch students of English Education Study Program at University of Lampung. They were taking translation subject in the sixth semester. The focus of this research is to analyze the students' translation quality in translating English text to Indonesian. The text is an informative article about Young South East Asian Leaders Initiative (YSEALI) from US-ID Embassy website. Furthermore, this research observes the students' behavior in carrying out the translation by analyzing the students' translation quality (accuracy, readability and acceptability) in translating an Informative text to Indonesian.

1.8. Definition of Terms

Translation

Translation is a process of finding equivalence from one language to another language, adapting the style and the culture without changing the meaning.

Translation Process

Translation process is an activity of a translator when doing translation through analysis, transferring, and restructuring.

Translation Work

Translation work is a result of translation, a translated text done by translator.

Translation Quality

The perception of what is "good" and "bad" in translation based of some criteria.

Translation Assessment

A procedure that consists of distinct criteria in pointing whether a translation considered as a proper or improper translation.

Accuracy in Translation

Accuracy is a term of translation quality assessment, which refers to the extent to which a translation has the same idea toward its original.

Readability in Translation

Readability assumed to measure how far the readers were able to understand the sentences in the surface level.

Acceptability in Translation

Acceptability is a term used to see the translation result based on its naturalness and the relevancy in the target language principal.

Data

The data in this research means the 540 data obtained from 27 sdata per students. There are 20 students so that the data are 540.

Informative Text

Text to provide readers with information about specific topic about the natural or social world, nonfiction category.

Those are all about the introduction of this research that elaborate the background of the problems, identification of the problems, limitation of the problems, formulation of the research question, objectives of the research, uses of the research, scope of the research and definition of term.

II. THEORETICAL FOUNDATION

This chapter discussed the theoretical foundations that were used in this research and cover two main topics: review of previous research and review of related literature.

2.1. Review of Previous Research

Satria (2014) investigated students' translation quality in translating English phrasal verbs into Indonesian in the sixth semester students of English Study Program of University of Bengkulu academic year 2012-2013. This research used descriptive method. The data were collected by using students' translation test and analyzed by using the theories of Larson (1998) in assessing the translation quality. The research showed that the most dominant quality from students' translation was excellent in three aspects of translation quality assessment; 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.

Nisak in 2016 observed the students' translation quality in translating a narrative text for the seventh semester students in English Study Program of IAIN Surakarta in the academic years 2014/2015. Short story from TTA (Translation Text Analysis) class was chosen as the source text. Her research design and the way she analyzed the data are similar to Satria (2013) except the kind of text she used for the research and the absence of readability aspects in determining the translation quality. The result showed that the average score of accuracy of all title and all kind of sentences was 60,86% accurate, 32,09% less accurate and 7,15% was inaccurate. The average score of acceptable of all title and all kind of sentences was 60,84% acceptable, 35,41% less acceptable, and 7,15% was unacceptable. It reflected that most of the translations by the student in Translation Text Analysis class were accurate and acceptable.

The previous studies that had been mentioned above had specific focuses, mostly on students' translation quality. Although the kind and type of the source texts were various, the design and theories they used are similar. Meanwhile, the results showed differences in some aspects. The translation issues existed in researcher's place, various kinds of expert theories, differences types of participants involved and the source texts used became interesting topics to be a further discussion. Moreover, research about translation quality in translating an Informative English text to Indonesian for English Education Study Program in University of Lampung had not been conducted yet. Therefore, this research tried to find out the answers using an informative text about Young South East Asian Leaders Initiative (YSEALI) from US Embassy for Indonesian website. Thus, this research examined English Study Program in University of Lampung students of year 2014.

2.2 Review of Related Literature

In the review of related literature, it is necessary to deal with several terms related to this research. The crucial matter before discussing more about translation quality is the definition of translation itself. By having enough

perspectives about translation, we are definitely able to analyze more about the translation quality. The knowledge on how a 'good' and qualified translation also has the important role in this research, as well as the understanding about the process of translation and more elaboration related to the aspects of translation quality assessment: accuracy, readability and acceptability.

2.3. Definitions of Translation

There are various definitions of translation proposed by translation experts. Even though there are many definitions, translation refers to the process of transferring both written and spoken messages from source text into target text. According to Newmark (1988:5) "translation is rendering the meaning of a text into another language in the way that the author intended the text" "Similar to Newmark, Larson (1998: 3) defines that translation is transferring the meaning of the source language text into the target language text. In translating, Larson really concerns that the meaning of the source language should be transferred into the target language text. It is done by going from the form of the first language to the form of the second language by way of semantic structure. Then, translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text.

Furthermore, Nida and Taber (1974: 14) state that "translating consist of reproducing in receptor language message, first in terms of meaning and secondly in terms of style". Thus, translation is a process of transferring message from a source language into a target language by considering the meaning and style and by emphasizing the equivalence. In addition, Similarly, Bell (1991) states that translation is a representation of a text in one language by a representation of an equivalent text in second language. The idea above is supported by Nida and Taber's (1974: 14) statement that the best translation does not sound like a translation.

It should be known that it is impossible to produce a translation work perfectly since both languages has different system. Therefore, Brislin uses the word of “to synchronize” in Brislin (1976 : 15) : “Every translation, accordingly, is an attempt to synchronize the syntactic, lexical and stylistic systems governing performance in two different languages, a source language (SL) and a target language (TL).” That is why the translator should find correct equivalence for every single word when he/she translates a text. As stated before, translation considered three terms such as the syntactic, lexical and stylistic systems. The syntactic system means the surface structure of the source language. The lexical system is the meaning of the source language and the stylistic system refers to the style of the source language.

As stated in Bell (1991:13), the word ‘translation’ has three distinguishable meanings:

- a. Translating: the process (to translate; the activity rather than the tangible object).
- b. A translation: the work of the process of translating (i.e. the translated text).
- c. Translation: the abstract concept which encompasses both the process of translating and the work of that process.

In other words, translation is not as simple as it seems. It is not only a process of finding equivalence from one language to another using dictionary but also a process of adapting the style and the culture without changing the meaning. The content should be transferred from SL to TL accurately, thus the readers can easily understand the message, which is in context to be the same as when the original readers understand the SL text.

2.4. Translation Process

Translation process is an activity of a translator when doing translation. In this case, Nida (1975:80) has three steps of translation process that can be used by the translator: 1). Analysis, 2). Transferring, 3). Restructuring. In the first step, the translator's activities are reading the source language text, understanding the meaning of each word, phrase, or sentence, finding the message of the text, finding foreign words and giving sign for difficult words or sentence. The second step deals with the activities of translator are finding equivalents and translating the text. The third step is checking process by reading, naturalizing and rewriting the revision. It has to do with the restructuring of the translation to ensure that an accurate, acceptable, and readable translation has been produced. The scheme can be seen as follows:

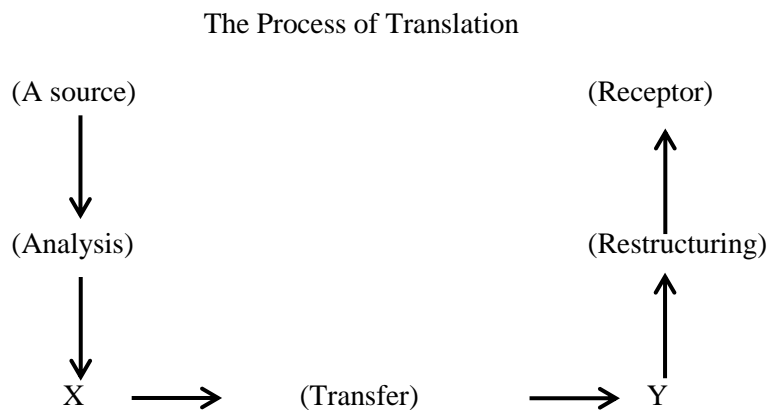


Figure.2.1. The Process of Translation
 Source: Process of Translation (Nida, 1975:80)

The process of analysis is relatively complex, for they involve at least three different sets of features: the grammatical relationships between constituent parts, the referential meanings of the semantic units, and the connotative values of the grammatical structures and the semantic units (Nida, 1975:80).

- a. Analysis. In this case, the translator should understand the message and the meaning of the SL text based on the context, to decide the right word in translating. Therefore, the translator must have the knowledge of the SL and TL culturally and linguistically.

- b. Transfer. A translator translates the analyzed meaning of the original language into the target language.
- c. Restructuring. A translator checks the transferred text or message in the target language. Therefore, it will sound natural and readable for the target reader.

2.5. Translation Quality

Translation has always been connected with the notion of quality. There has been a more discussed issue in the field of translation studies than the definition of translation quality. The perception of what is “good” is highly subjective and depends on a number of various factors. For that reason it is virtually impossible to devise a universal set of criteria to measure translation quality objectively (Nerudova, 2012: 7). There is no universal set of criteria to evaluate what we consider “good” or “poor” translation. House (1997: 1) states that evaluating the quality of a translation presupposes the theory of translation. The different concepts of translational quality, and different ways of assessing it preceded by the different views of translation itself.

2.6. Translation Quality Assessment

There is a wide range of Translation Quality Assessment (TQA) systems at our disposal already. The question is not whether we can measure quality, but by which means it can be measured (Nerudova, 2012:11). Nevertheless, some experts make some distinct criteria in pointing whether a translation is considered as acceptable or unacceptable. Larson (1998:529) asserts three main reasons the translator wants to be sure his translation is *accurate*, *clear* and *natural*. So that the important points in translation process are accuracy, clarity, and naturalness. Accuracy means correct of the source message and transfer of the meaning of that message as exactly as possible into receptor language. Clarity means the translator choose the way, which communicates most clearly, and which way ordinary people will understand. And naturalness means the translator use the natural form

of the receptor language, if the translation is to be effective and acceptable. A translation should not sound foreign.

Meanwhile accuracy, readability, and acceptability are the criteria proposed by Shuttleworth and Cowie (1997: 3). Accuracy is a term that is used in translation evaluation to refer to the extent to which a translation matches its original, while it usually refers to preservation of the information content of ST in TT, its actual meaning in the content of a given translation must depend on the type of equivalence. The accuracy of the message is an important thing in translation as stated by Baker (1992:57) that accuracy is no doubt an important aim in translation, but it is also important to bear in mind that the use of common target language patterns, which are familiar to the reader, plays an important role in keeping the communication channel open. Acceptability in translation means that the translation fulfills the requirement of 'reading as an original' written in the target language and sounds natural for the target reader rather than that of 'reading as the original' Shuttleworth and Cowie (1997: 2).

It seems that accuracy is the main concern in defining translation quality. According to Satria (2014: 9) meaning is an essential element in translation. Understanding the meaning of the source text is vital to have the appropriate equivalent in the target text. In conclusion, the first aspect that must be assessed in translation is the appropriateness of the originality. Means, if the information delivered and author's message consist in the source language change and the reader will not obtain the original message, it will ruin all the target text and can be considered as a bad translation. Furthermore, based on Larson (1998: 529) and Shuttleworth & Cowie's (1997: 3) theories, researcher assumes clarity and readability as a similar constituent. It means whether a translation text can be easily understood by common people include non-bilingual people. Meanwhile, naturalness and acceptability are about the readers' feeling when reading the translation text. Does the text language seem strange? Is it obvious that the text is a translation? Those questions will be answered by considering acceptability and naturalness aspect.

Furthermore, researcher will use the theory by Shuttleworth and Cowie (1997: 3) considering accuracy, readability and acceptability as the criteria in assessing the quality of students' translation. To gain more objectivity, the researcher decides to use Nababan's criteria. He conceives of three levels for each of the criteria that are accurate, less accurate and inaccurate for accuracy; acceptable, less acceptable, unacceptable for acceptability; and readable, less readable and unreadable for readability.

2.6.1 Accuracy in Translation

Accuracy is a term of translation quality assessment, which refers to the extent to which a translation has the same idea toward its original. It is without addition or reduction meaning from source language to target language. It is usually refers to preservation of the information content of SL in TL. It could be said that in translating a text, the translator should also concern to the familiar language pattern which is usually used by the target readers. 'Accurate' indicated that the source language meaning is accurately conveyed into the target language text, there is no meaning distortion. 'Less Accurate' means that the source language meaning is less accurately conveyed into the target language. There are some meaning distortions. 'Inaccurate' indicated by the source language meaning that is definitely not accurately conveyed into the target language. It is omitted or deleted. Nagao, Tsuji & Nakamura in Nababan (2004: 4).

Here is some issues related to the Accuracy of translation according to Specia and Shah (2014)

- a. Terminology: Normative terminology infringed. This issue is not directly covered by current approaches to quality estimation. However, as a proxy to it, both monolingual (target) and bilingual terminology lists could be used for simple checks, such as whether all content words (or nouns) in the translation belong to the terminology list.

- b. Mistranslation: Incorrect word translation chosen (overly literal, false friend, should not have been translated, entity, date/time/number, unit conversion).
- c. Omission: Translation for source word is missing.
- d. Addition: Word that is not in the source segment is added to the translation. Existing features approximate this issue as in the case of “omission”.
- e. Untranslated: A source word is left not translated in the translation. This issue is currently covered by out-of-vocabulary features based on language model of the target language.

According to some theories that were elaborated above, accuracy acts as the main role in equivalency of meaning. An accurate translated text transfers the same idea as the original. Terminology, mistranslation, omission, addition are some issues related to the accuracy of translation. If the translated text delivered different ideas than the original text, the text would be considered as less or not accurate.

Table 2.1. Scale for Scoring Accuracy
(Adapted from Nababan, 2010)

| Scale | Definition | Indication |
|-------|---------------|---|
| 3 | Accurate | The meaning of words, phrases, clauses, or sentences in the source text is conveyed accurately in the target text. There are no distortions in meaning. |
| 2 | Less Accurate | The meaning of words, phrases, clauses, or sentences in the source text is mostly conveyed accurately in the target text. However, there are still distortions in meaning (ambiguity or deletion that distracts the meaning). |
| 1 | Inaccurate | The meaning of words, phrases, clauses, or sentences in the source text is not conveyed accurately in the target text. |

2.6.2 Readability in Translation

Readability involves the average sentence length, number of new words and grammatical complexities of the language used. There are some factors of low readability which makes the text difficult to be understood by the reader

especially non-bilingual readers, include such as the use of ambiguous words and sentences, the use of incomplete sentence, punctuation, grammatical aspect, sentence construction etc. The readability analysis is used to make sure that the target readers can receive the idea presented by the word in the target language and it is also used as the strategy accuracy parameter.

Readability refers to the easy degree of a text to be understood (Sakri in Nababan1999: 62). The same definition is stated by Richard et al in Nababan (1999: 62) that readability is how easily written materials can be read and understood. Readability can be said as the easy indicator that a written text to be read by the readers and understood the content. In translation context, the readability is not only related to the readability of the target language text. This is appropriate with the reality of every translation process, which always involves two languages at once.

Here are some issues related to the readability of translation according to Nababan (1999: 64):

- a. Diction. The choice and use of words, style, or manner of speaking and writing. Diction is used to emphasize the manner of writing on the text.
- b. Sentence Forms. Sentence forms which are related to the factors of readability are ambiguous sentences, length of sentence, complex sentence. Ambiguous sentence is a sentence which has two meanings.

Based on the explanation above, readability assumed to measure how far the readers were able to understand the sentences in the surface level. The need of repetition in reading indicates that the text considered as less or unreadable.

**Table 2.2. Scale for Scoring Readability
(Nababan, 2010)**

| Scale | Definition | Indicator |
|-------|---------------|---|
| 3 | Readable | The translation is very easy to understand. |
| 2 | Less Readable | The translation is quite easy to understand; the readers need to read some parts more than once in order to understand the translation. |
| 1 | Unreadable | The translation is difficult to understand. |

2.6.3. Acceptability in Translation

Acceptability related to the notion of naturalness and readers' feeling. The success indication of translator in producing the translation as natural as the original text is from the level of acceptability. According to Williams (2004), acceptability is the quality of translation which is related to the applicable norms of target language. The implementation acceptability shows that the translator follows the norms of target culture. The translator breaks the norms of target language if he uses the structure of language which is rarely used and has different function. Thus, may affect the target reader in understanding translation text. Acceptability deals with the language naturalness of the translation which is compatible with the target language. A translation which is thought as acceptable should fulfill the requirement of "reading as an original" written in target language rather than that of "reading as the original". A translation is acceptable when the readers feel like reading an original text which is written in target language. It means that the target text sounds natural.

Here are some issues related to acceptability of translation based on Roturier (2006) and Nababan (2010):

- a. Relevancy. The relevance a text has for its receiver and how textual characteristics are accepted, tolerated or rejected by the target language user.
- b. Naturalness. Whether the words, phrases, clauses, and sentences of the source text are appropriate or inappropriate with the target language's principles.

Based on the explanation above, it can be assumed that acceptability used to see the translation result at the level of naturalness and the relevancy in the target language. The translator is required to use the flexible grammatical and

diction to gain the acceptable translation. The readers would not know whether the text is translated text or an original text if the text is considered as acceptable. Weird words and sentence sounded foreign would be considered as less or unacceptable translation.

**Table 2.3. Scale for Scoring Acceptability
(Adapted from Nababan, 2010)**

| Scale | Definition | Indicator |
|--------------|-------------------|--|
| 3 | Acceptable | The translation sounds natural; the words, phrases, clauses, and sentences of the source text are appropriate with the target language's principles. |
| 2 | Less Acceptable | The translation sounds natural; but there are still problems with the dictions or grammar. |
| 1 | Unacceptable | The translation sounds unnatural; the words, phrases, clauses, and sentences used are inappropriate with the target language's principles. |

III. RESEARCH METHOD

This chapter discusses the design of this research, data collecting technique and data analysis.

3.1. Research Design

The research was designed as a descriptive-qualitative study. The data was collected, classified, analyzed and then drawn into the conclusion. Qualitative research was applied in this research because the data were not a statistical data. The qualitative method was used to analyze and describe how the students' translation quality was in translating English text to Indonesian. Although there were some convenient statistics and calculating, they were only used as a medium to analyze the data and to make conclusion. Specifically, the calculating was used in order to assess the quality of translation.

3.2. Settings

3.2.1. Time

The research held for 6 months. In the first month, the researcher collected the data from the students. Another two months were spent by the rater in finishing the works, and for the rest of the following months the researcher analyzed the data. Later on, the findings reported in the first week of the sixth month.

3.2.2. Place

The research conducted at University of Lampung in Teacher Training and Education faculty, which is specifically in the English Education Study Program.

3.3. Subjects of the Research

The subject of this research was the 2014 batch students of English Education Program at University of Lampung. They were taking the Translation class in the sixth semester. The consideration in choosing the 2014 batch students was that they had learned about theories of translation and have done some translation tasks through the lecture process. Moreover, they had already learned and practiced many theories in English grammar and linguistics so that the researcher assumed that the students of 2014 batch were appropriate to be the subject of the research. The subjects were taken from A class which consists of 20 students.

3.4. Research Procedures

The overview of the steps that were done in this research was mentioned in this research procedure;

1. Determining the Problem. The researcher conducted pre-observation to find out the problem to be discussed in this research.
2. Gathering the Data. The first data were collected in the form of translation test that held one time in May, 23rd 2017.
3. Encoding the Data. The collected first data were given a code and number. For example: S1/D4- Subject number/sentence.
4. Categorizing the Data. The encoded data were categorized into the same aspect for example accuracy.
5. Calculating the Data. The categorized data were calculated to answer the research question. The data were collected from scoring table distributed

to the raters. The data were assessed by the raters based on the classification, which was given by the researcher.

6. Analyzing the Result. The categorized data were analyzed to find out the quality of translation in terms of accuracy, acceptability and readability.
7. Drawing Conclusion. Based on data analysis some conclusions were drawn and some suggestions were made.

3.5. Data Collecting Technique

This research was conducted to find out the quality of students' translation related to the accuracy, readability and acceptability aspect. In line with that, the researcher used translation test to gather the data. Brown (2004:3) stated that a test is a method of measuring a person's ability knowledge, or performance in a given domain. In the case of this research, matters that were measured were the students' ability and performance in translating an informative English text to Indonesian. To collect the data, the translation test was held one time. The students were given times to finish the translations test with the help of dictionary. Furthermore, the translation test resulted as the translation works.

3.6. Research Instruments

As stated above, this research analyzed the quality of students' translation quality and translation test was used as the research instrument to gather the data. The translation test was a paper-pencil test, manual translation with the help of dictionary. The students were given two sheets, one was the printed text in source language and another sheet was to write down the text in target language. The text was an informative text about the overview of YSEALI program derived from US Embassy for Indonesia website; <https://id.usembassy.gov/education-culture/yseali/>. The text consisted about 296 words, 21 sentences, 6 paragraphs. The text was chosen because it is an authentic text and contains informative education matter for college students so that the students' should had good

comprehension and interpretation about this text. An Informative text is a nonfiction text that purpose to inform the reader about the natural or social world (Duke & Bennett-Armistead, 2003). The text is presented below:

What is YSEALI?

Launched in 2013, the Young Southeast Asian Leaders Initiative (YSEALI) is the U.S. government's signature program to strengthen partnerships with emerging leaders in Southeast Asia; to expand their skills as effective civic, economic and non-governmental leaders in the region; and to encourage them to work together across borders to solve regional challenges.

YSEALI includes all ASEAN member countries (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam) and is open to young people ages 18-35. Responding to priorities from youth in the ASEAN region, YSEALI programs focus on four themes:

- Economic development and entrepreneurship
- Environmental protection
- Education
- Civic engagement

YSEALI opportunities include professional and academic exchanges to the United States, regional workshops for networking and skills development, social media engagement, and a grant competition to support emerging leaders' efforts to address regional issues.

Why is YSEALI important?

According to the ASEAN Secretariat, 65 percent of the population in the ASEAN region is under the age of thirty-five. These 400 million youth will define the Asia Pacific region for decades to come, so their full

participation in solving global challenges such as climate change or economic growth is critical to the development and prosperity of the region.

Calling Youth with a Vision

Young people in Southeast Asia are working to make tomorrow a brighter day and the United States is here to help. If you are a young person with dreams of saving the environment, educating your generation, increasing prosperity, and working for the good of your community, please join others just like you who are making a difference through YSEALI. Do you have a great idea to share? Do you want to lead your community? If yes, sign up today and learn more about YSEALI. We can't wait to hear from you!

3.7. Data Analysis

After the data were collected, the data were organized into some patterns and categories according to the research questions. Content analysis was used in this research to analyze the collected data, as it was a proper way to analyze written data. Elo & Kyngas (2007) state that the aim of content analysis is to attain a condensed and broad description of the phenomenon and the outcome of the analysis is concepts or categories describing the phenomenon. The purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. The presentation of the analyzed data was in form of systematic accurate table attached with the explanation; this method generated the intention of the data result so that the conclusion can be drawn (Muhson, 2006).

Before analyzing the data, simple coding was employed in this research. There were 25 subjects in this research and the source text contained 21 sentences, 296 words. Therefore, the collected data will be given a code and number. For example S5/D24.

S1 : Subject number, there were D1-D22.

D1 : Sentence number, means there were S1-S27.

The data analysis in this research were (1) Comparison and contrast: the source language and target language text from students' translations were presented in the comparison table to find the similarities and differences from both of the versions, (2) Calculation: calculate the final score and judgment by the raters, (3) Classify: the result from translation quality assessment were classified into the same presented table. (4) Describe: The results of data judging and scoring were described. (5) Conclude: The final discussion would be drawn into a conclusion. This data analysis was modified from Nisak (2016) that conduct similar research in UIN Surakarta.

3.7.1. Translation Quality Analysis

The assessment of the students' translation quality was using the theory proposed by Shuttleworth & Cowie (1997:3) along with Nababan's scale of translation quality (2010). The following criteria are used to help the raters to assess the translation in form of scaled questionnaire.

Table 3.1. Scale of students' translation quality proposed by Nababan (2010)

| CODE | Source Text | Target Text | Accuracy | | | Readability | | | Acceptability | | |
|-------|-------------|-------------|----------|---------------|------------|-------------|---------------|------------|---------------|-----------------|--------------|
| | | | Accurate | Less Accurate | Inaccurate | Readable | Less Readable | Unreadable | Acceptable | Less Acceptable | Unacceptable |
| | | | 3 | | | 3 | | | 3 | | |
| | | | | 2 | | | 2 | | | 2 | |
| | | | | | 1 | | | 1 | | | 1 |

The raters' result of analyzing students' translation works quality will be presented into a form of scoring table:

Table 3.2. The result of Accuracy analysis.

| Subject and Data Number | R1 Score | R2 Score | Mean | Accurate/Less/Not |
|-------------------------|----------|----------|------|-------------------|
| | | | | |
| | | | | |
| | | | | |

Table 3.3. The result of Readability analysis.

| Subject and Data Number | R1 Score | R2 Score | Mean | Readable/Less/Not |
|-------------------------|----------|----------|------|-------------------|
| | | | | |
| | | | | |
| | | | | |

Table 3.4. The result of Acceptability analysis.

| Subject and Data Number | R1 Score | R2 Score | Mean | Acceptable/Less/Not |
|-------------------------|----------|----------|------|---------------------|
| | | | | |
| | | | | |
| | | | | |

In drawing the conclusion of students' translation quality based on raters' justification, a calculating was made to process the result to answer the question on how is the students' translation quality in translating English text to Indonesian. The formula for the calculating process was:

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

Note:

P = Percentage

F = Frequency

N = Overall Number

3.8. Validity

To obtain the validity of the data, the researcher used informants (raters). The raters were given a rater's guide that was consisted of a transtaled text by UPT Bahasa Universitas Lampung for the reference, the theory and rubric of translation wuality, scoring table and also the guide in assessing the translation work. In scoring the data, the raters used the comparison method. The way in analyzing of the data is comparing between the source language and target language that are analyzed the accuracy, acceptability and readability.

3.9. Inter-rater Reliability

To maintain the reliability of the analysis, the researcher provided a proper translation text under the supervision from the university's language centre. Juxtaposing the proper translated text with students' works was one of the best ways to help the raters in giving the judgment for the quality of students' translation works. Furthermore, inter-rater reliability was used to maintain the reliability and avoid subjectivity in this research. In scoring the students' translation quality, the researcher asked two lecturers of English Study Program in Lampung University to be the raters. The consideration in choosing the rater were 1) It was hard to find a licensed translator in Bandar Lampung, 2) The chosen lecturer were some of the lecturers that had some experience in assessing translation works. All of the results would be the basis for the researcher to draw the conclusion that would be used as the findings to answer the research questions of this research.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions. Some suggestions are proposed for practitioners in translation field and other researcher that are interested to investigate the students' translation quality in further time.

5.1 Conclusions

After doing the research, the conclusions of the research are:

1. According to the analysis in accuracy aspect, it can be concluded that percentage of the accurate data and less accurate data were high (47% accurate and 48% less accurate) while the data that were categorized into inaccurate were 5%. Most of accurate data were simple sentence.
2. Based on to the analysis of the readability aspect, it can be concluded that 62% data were readable, 37% data were less readable while the data that were categorized as unreadable data were only 1%.
3. Based on to the analysis of the acceptability aspect, it can be concluded that 64% data were acceptable, 34% data were less acceptable while the data that were categorized as unacceptable data were only 2%.

The translation quality in translating English text about Young South East Asean Leaders (YSEALI) that was done by students of English Education Study Program in FKIP University of Lampung batch 2014 is relatively fair due to lots of lack and minus in each aspect. The translation quality cannot be said a good or

a bad translation because that result is between those level. Some of the students done the translation works with good but not excellent score, while the rest done the translation with fair result, neither good nor bad. Although the percentages of students that achieve the accurate translation are lower than the other aspect, but the readability and acceptability aspect are good. Similar as the data analysis itself, from 20 data, the most scores for each data is less accurate for accuracy and readable and acceptable for readability and the acceptability aspect.

5.2 Suggestions

Based on the conclusions above, there are several suggestions concerning the research findings as follow:

1. For the Student.

The students of English Education study program are suggested to learn more about Translation theory and do more practice in translation

2. For the lecturer of Translation subject and curriculum supervisor.

It is recommended to revise the syllabus and arrange to give more in-depth understanding when delivering the knowledge about Translation although it is just a one-semester subject.

3. For further researcher.

It is recommended to conduct extended research concluding the methods and technique of translation because it is related to the result of quality translation that cannot be done in this research due of same difficulties.

REFERENCES

- Baker, M. (1992). *In other words: a course book on translation*. London and New York: Routledge
- Bell, R. T. (1991). *Translation and translating*. England: Longman Group.
- Brislin, R. W. (1976). *Translation application and research*. New York: Gardener Press Inc.
- Brown, H. Douglas (2004). *Language assessment: principles and classroom practices*. White Plains, NY: Pearson Education.
- Duke, N., & Bennett-Armistead, V. (2003). *Reading and writing information text in the primary grades*. Research-based practices. New York: Scholastic.
- Elo, S. & Kyngäs, H. (2014). Qualitative content analysis: a focus on trustworthiness. *Sage Open Journal* 4(1).
- House, J. (1997). *Translation quality assessment: a model revisited*. Tübingen: Narr.
- Larson, M. L. (1998). *Meaning-based translation: a guide to cross-language equivalence*. Language Arts & Disciplines: University Press of America.
- Muhson, Ali (2006). *Tenik analisis kuantitatif*. Retrieved from UNY journal: www.uny.ac.id

- Nababan, M. R. (1999). *Teori menerjemahkan bahasa Inggris*. Yogyakarta: Pustaka Pelajar.
- Nababan, M R. (2004). *Translation processes, practices and products of professional Indonesian translators*. Thesis. New Zealand: Victoria Univ of Wellington..
- Nababan, M. R. (2010). *Pengembangan model penilaian kualitas terjemahan. Ringkasan hasil penelitian UNIKOM Tahun II*. Surakarta: Sebelas Maret University
- Nerudova, L. (2012). *Quality of translation: approaches and a field survey*. Thesis. Czech Republic: Masaryk University.
- Newmark, P. (1998). *A text book of translation*. London: Pentice Hall.
- Nida, E. A. (1975). *Language and structure and translation*. California: Stanford University Press.
- Nida, E. A. and Taber. R. (1974). *The theory and practice of translation*. Leiden: Brill
- Nisak, K.H. (2016). *An analysis of students' translation quality at the seventh semester of English department IAIN Surakarta in the academic year of 2014/2015*. Thesis. Surakarta: State Institute of Surakarta.
- Roturier, J. (2006). *An investigation into the impact of controlled English rules on the comprehensibility, usefulness and acceptability of machine-translated technical documentation for French and German users*. PhD thesis,. Ireland: Dublin city University.

- Sariasih, W, and, Zaim, M. (2015). Students' textual equivalence in translating informative text from Indonesian into English." *Journal English language teaching*. Volume 1, No.1. Retrieved from <http://ejournal.unp.ac.id/index.php/elt/article/view/4617>.
- Satria, K. A. (2014). *Students' translation quality in translating English phrasal verbs into Indonesian*. Script. Bengkulu: University of Bengkulu.
- Shuttleworth, M and Cowie, M. (1997). *Dictionary of translation studies*. Manchester: St. Jerome Publishing.
- Siregar, R. (2016), Translation quality assessment of "the 8th habit: from effectiveness to greatness by Stephen R. Covey" into Indonesian. *International Journal of Language and Literature*. June, Vol. 4, No. 1, pp. 228-239.
- Specia, L and Shah K (2014). *Predicting human translation quality*. United Kingdom: University of Sheffield.
- Sudirman, A. (2014). Current issues in English-Indonesian translation equivalnces. *International journal of science and research*. Volume 5, Issue 2. Retrieved from <https://www.ijsr.net/archive/v5i2/NOV161482>, September 22 2016.
- Williams, Malcom. (2004). *Translation quality qssessment: an argumentationcentred pproach*, Canada: University of Ottawa Press.