

**ANALYSIS OF STUDENTS' QUALITY IN TRANSLATING
ABSTRACT OF SCIENTIFIC WRITING**

**(A Descriptive Quantitative Study In Sixth Semester of English Education Study
Program Academic Years 2017/2018 At IAIN Curup)**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



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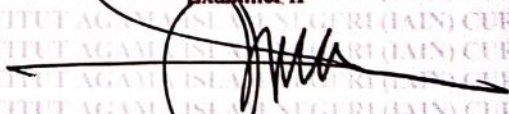

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Assalamu`alaikum wr.wb


Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Hafizh Ramadhani Yunas, 13552003** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul “**Analysis Of Students’ Translation Quality In Abstract**” Sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih


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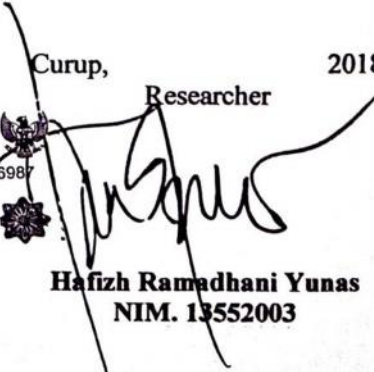

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Motto

“Don’t have any motto? Just looked for someone else”

“Sometimes you have to be lazy, Lazy to be Poor”

“Make your own references, there are so many ways to be success”

Dedication

This thesis is dedicated to “My Heroes”. They are My Parents, “Ibuk” (Yusra Weni) and “Ayah” (Nasril Yani).

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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing his thesis entitled by “**Analysis of Students’ Quality in Translating Abstract of Scientific Writing (A Descriptive Quantitative Study In Sixth Semester Of English Education Study Program Academic Years 2017/2018 At Iain Curup)**”. This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English *Tadris* Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being better in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, February 2019
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ABSTRACT

Hafizh Ramadhani Yunas, 2018, “*An Analysis of Students’ Quality in Translating Abstract of Scientific Writing (A Descriptive Quantitative Study In Sixth Semester of English Education Study Program Academic Years 2017/2018 At IAIN Curup)*”

Advisor : Leffi Noviyenty, M.Pd

Co-Advisor : Eka Apriani, M.Pd

This research focuses on Students’ Translation Quality in term of Accuracy, Readability and Acceptability. The researcher chose descriptive quantitative study as the kind of the research and presented the results in quantitative way. The subject of this research was students in sixth semester of English Education Study Program at IAIN Curup. The participant was chosen by the researcher because of several considerations; first, the participants have been learned about translation which is translation I (English – Indonesian), second: they were they also are familiar with scientific writing as a learning material. In collecting the data, the researcher used Test. The instruments were table of assessing, to help the researcher collecting the complete data of students’ translation quality. For keeping the validation of the data, the researcher used 2 Raters. The result, According to the analysis in term of accuracy, Students were in high quality translation as overall result was 80.23%, student that their translation products accurate were 25 persons. 6 students were less accurate and 2 students were inaccurate. Based on to the analysis of the readability aspect, 23 students were readable, 9 students were less readable while the students that were categorized as unreadable were 1 student. Based on to the analysis of the acceptability aspect, 21 students were acceptable, 11 students were less acceptable while the student that were categorized as unacceptable data were 1 students

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

One of important activities in improving the students' ability in English can be practiced by many kinds. One of them is translation. By translation, students are able to render many words in English by some expression but the most important is we can get the focus meaning of those words. As stated by Newmark, translation is rendering the meaning of the text into another language in the way that the author intended the text.¹ So, from that statement, at least students try to learn how the students ability in translating a meaning sentence into other language.

Translation is not only about how the make a rendering words or sentence into other language but also about the quality. Every student that wants to learn how to make the good translation is they have to know what the quality translation is first. The translation quality means that the translation products are natural and have some point of view of an equivalent. It relates to Eugene and Charles statement that translation consist in reproducing in the receptor language the closest meaning natural equivalent of the source language message.² So, we can conclude that translation quality is translation product which has closest

¹ Peter Newmark, *A text book of translation*, (Longman, London: 1998). Pg.5

² Eugene & Charles, *The Theory and Practice of Translation*. 1982, Pg.12

natural equivalent in term of accuracy, readability and acceptability from source language to the target language.

We need to know how the quality of translation can be applied in translation product. For getting know the quality, we can use scale to assess the translation product. According to Martinez Melis and Hurtado Albir, scale is obviously keys in translation assessment instrument when it is the product that is to be assessed.³ So, by using assessment in translation the students will know how far their quality in translating the product. One of the instruments that can use for knowing the quality is by abstract.

Abstract is one of academic writing that can support for students' assessment in improving the translation ability, because the quality of words or sentence structure is include standard of academic writing. Beside the width of the paragraph is also enough for practice the assessment. As what Susan Gilbert said that 'Abstract is a short informative or descriptive y of a longer report.'⁴ It is a condensed version of an original work: a book, journal article, technical report, patent, or sometimes a speech or an interview'. So, by practice using abstract at least students have filled some requisite toward translation activity.

Abstract also media that used to improve students' getting information for knowledge because of abstract has big line information inside. In scientific

³ Martinez Melis, N & Hurtado Albir, A. *Assessment in Translation Studies: Research Needs*, Pg.284

⁴ Susan Gilbert, *How to Write an Abstract* on Science Digest Journal, (Published on May 1985, Publication Manual of the American Psychological Association)

writing, there are so many languages that used to share the information. Simple example is if the writer was Japanese, the scientific writing has a big chance was in Japanese language. But in abstract, there are two domain languages that used to be which is mother language and English version. So student has to translate it first to get the information, don't need to translated for all scientific writing, but student may translates the abstract first for the big line information. In this term, Translation subject is very useful, besides the student get the information that they need, on the other side, the student also get improve their ability in translation.

In general, using abstract must fulfill some criteria that usually have been exist in abstract product. The structure of abstract that must be written as the result of research consists of 3 (three) major parts: opening, body, and closing. 1) Opening, tells about a brief explanation about the topics or title and the reason for choosing it and conducting the research; 2) Body is the main activity or all activities that the researcher has done that covers all important things conducted during the research, the kind or identity of research, the statement of the problems, the objective / aims, and methodology supported by some theories; and 3) Closing, is the final result of research, conclusion, and its implications, and suggestion if necessary.

But in choosing abstract, the students hoped understand what the good kind of the abstract products that will be used as a translation assessment. Many kind of abstracts from some products translation can be used as the media for

assessment, such as a book, journal article, technical report, patent, or sometimes a speech or an interview'. One of the best products that can be used is from Asian TEFL. Why does choose Asian TEFL? Because it is believed have good criteria. It has published for International need article. In fact, to publish the article to Asian TEFL is hard enough because the article must be accurate, appropriate, and there is no mistake inside. So, there will no guiltiness in this abstract. Beside, even Asian TEFL write in mother language but it will always write in English and it will not incorrect in choosing English words in the product. So, abstract from Asian TEFL will be good choice to be product for assessing the translation product.

In many universities, learning translation usually use abstract as the product that will be learned by students. To know the ability of the students in translating the product, Asian TEFL is one of the best because fulfill the good requisite. In fact, the Asian TEFL must be made in two languages these are mother language and English. It must be there is no guiltiness of the product of this abstract. Based on explanation above, it means that abstract of Asian TEFL is the best way to students in assessing in knowing the students translation quality.

In IAIN Curup, especially in 6th semester, students study translation from English into Indonesian.⁵ Usually they use some journals as their task in making a translation product. By using abstract from Asian TEFL that has good quality like the researcher explained above, it has a right way as an assessment for doing the

⁵ English Study Program, *Interview with Mr. Sakut Ansori, M. Hum*, October 2017.

translation quality of the students. That is why in this thesis, the researcher believes that by using abstract as translation assessing, it will help the students' translation quality of Asian TEFL that has known as one of the best journal article of translation product.

From the phenomenon above, the researcher conducts a research by doing analyzing about **The Student's Quality in Translating Abstract of Scientific Writing**. In this research, the researcher uses data that will be analyzed as student's translation quality.

1.2. Question of The Research

Based on the background above, the problem to be studied is formulated as follows:

1. How is Accuracy of student's Translation quality in Scientific Writing Abstract of 6th semester IAIN Curup.
2. How is Readability of student's Translation quality in Scientific Writing Abstract of 6th semester IAIN Curup.
3. How is Acceptability of student's Translation quality in Scientific Writing Abstract of 6th semester IAIN Curup.

1.3. Objective of The Research

This research has some objectives that will be analyzed by researcher as follows:

1. To observe how is Accuracy of student's Translation quality in Scientific Writing Abstract of 6th semester IAIN Curup.

2. To observe how is Readability of student's Translation quality in Scientific Writing Abstract of 6th semester IAIN Curup.
3. To observe how is Acceptability of student's Translation quality in Scientific Writing Abstract of 6th semester IAIN Curup.

1.4 . Limitation of the Research

This research focuses on analyzing the quality of the translation in terms of Accuracy, Readability, and Acceptability in translating Academic Writing which is the abstract translation product. Students as the subject of the research are English Education Study Programme at sixth semester academic year 2017/2018. Academic writing used is an Abstract of international research. The researcher uses abstract as a test on doing assessment of student's translation quality.

1.5. Significance of the Research

Theoretically, understand about translation quality is important, especially for teachers, because to assess the translation quality is not about perspective by its teacher but also adding objective assessing should be more accurate in assessing student's translation quality.

For the readers and the learners or students understand about assessing translation quality can help them in translation subject. Because, translation is not only the readability but of course there are accuracy and acceptability inside.

Respectfully, for the lecturers, if they understand more about student's translation quality, they should know more about fatal mistakes that student did in translating academic writing or perhaps all about translation.

1.6. Definition of Key Term

1. Translation

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in second language.⁶

- a. Translation Accuracy means the meaning of the word, phrase, clause, and sentence from source language is accurately or not accurate transferred to the Target Language.
- b. Translation Acceptability is that the Phrase, clause, word and sentence can be understood or not understand by the reader easily.
- c. Translation Readability means if the translation product feels natural, technical term used is familiar or not to the reader commonly; phrase, clause, word and sentence are used in accordance with the rules of Indonesian.

⁶ Roger T. Bell, *Translation and Translating : Theory and Practice*, (Longman: London and Newyork, 1933), Pg. 6.

Translation Studies is one of Subject that learned by students in Sixth and seventh semester At IAIN curup. In this research, the researcher is collecting the data from the sixth semester student's translation product.

2. Abstract

In this research, Abstract that use is abstract from ASIAN TEFL Journal. Abstract is a brief overview of the key points of an [article](#), [report](#), or [proposal](#).

“Positioned at the head of a paper, the abstract is usually "the first thing that individuals read and, as such, decide whether to continue reading. It is also what is most accessed by search engines and researchers conducting their own [literature reviews](#)”⁷

Abstract has a complete structure in general writing. That's why the researcher uses abstract as the test to conduct translation product of the students.

1.7. Organization of the Thesis

Chapter I is introduction to the research it tells about background of the research, problem of the research, objective of the research, limitation of the research, significance of the research, Definition of Key Term and Organization of the thesis.

⁷

Dan W. Butin, *The Education Dissertation*, Corwin, California : 2010, Pg. 128

Chapter II, the researcher expresses about related theories. The related theories include about Definition of Translation, assessment of Translation Quality and also About Abstract.

Chapter III tells about methodology of the research which presents the kind of the research, data of the research, instrument of the research, technique of collecting data, technique of analysis data.

CHAPTER II

LITERATURE REVIEW

2.1. Definition of Translation

It represents the perspective and attitude to translation theory, which is the basis and starting point of relative translation studies, so deep understanding to definition will deepen the recognition to the theory. According to Peter Newmark in *A text Book of translation*, “Translation is rendering the meaning of a text into another text language in the way that the author intended the text”.⁸ Based on *Oxford Advanced Learner’s Dictionary*, Translation is the process of changing that is written or spoken into another language.⁹ Moreover, translation is the replacement of textual material in Source Language (SL) by equivalent textual material in Target Language (TL).¹⁰ The authors continue and make the problem of Equivalence very plain: “Text in different languages can be equivalent in different degrees (fully or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of semantic, of grammar, of lexis, etc.) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence).¹¹ Moreover, Lawrence Venuti states that, Translation is

⁸ Peter Newmark, *A text book of translatio*, (Longman, London: 1998), Pg.5

⁹ Oxford Advanced Learner’s Dictionary 7th edition, (New York: Oxford University Press, 2005)

¹⁰ *Ibid.*,

¹¹ Roger T. Bell, *Translation and Translating: theory and practice*, (Longman, London: 1991), Pg.6

not only the intellectual, creative process by which a text written in a given language is transferred into another.¹²

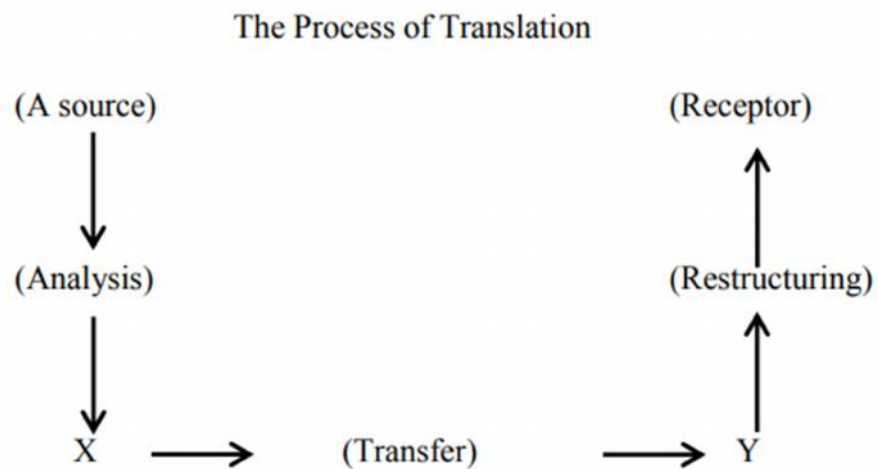
Based on the definitions above, translation basically is process of replacing textual material of SL into TL by the natural closest equivalent meaning. Translation is concerned with textual material. It means that the object that translated is written form of SLT. The aim of translation is finding the equivalent meaning from source language expression in the target language. 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.

2.2. Translation Process

Translation process is an activity of a translator when doing translation. In this case, Nida 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

¹² *Ibid*,Pg.46

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:



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.¹³

- 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

¹³ E. A. Nida. *Language and structure and translation*. (California: Stanford University Press : 1975). Pg. 80

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.

2.3. 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.¹⁴ There is no universal set of criteria to evaluate what we consider “good” or “poor” translation. House 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.¹⁵

¹⁴ L. Nerudova, *Quality of translation: approaches and a field survey*, (Thesis. Czech Republic: Masaryk University : 2012). Pg. 7

¹⁵ J. House, *Translation quality assessment: a model revisited*, (Tubingen: Narr. 1997). Pg. 1

2.4. Assessment of Translation Quality

In this research, translation quality assessment instrument are use among other things to the accuracy rating instrument that have been modified by the researcher to access the level of accuracy. Then to assess acceptance subtitles, the researcher modifies the assessment criteria initiated by Nababan and readability rating instrumental so been modified to measure the level of translation, in his research entitled “Translation processes, Practices, and Products of professional Indonesian translators”, Nababan, uses two instruments to access the quality of translation.

Martinez Melis and Hurtado Albir state, “Scale is obviously key in translation assessment instrument (when it is the product that is to be assessed”¹⁶. All three instruments measuring the quality of translation is using a scale that has been determined by researchers.

2.2.1. Accuracy Rating Instrument

The instrument used to measure the level of accuracy in this research refers to the accuracy of the rating instrument that is adapted Nagao, Tsuji an Nakamura (in Nababan) based on scale of 1 to 4 with explanation as shown below.

Table 1. Scale and definition Accuracy rating instrument.¹⁷

¹⁶ Martinez Melis, N & Hurtado Albir, A. *Assessment in Translation Studies: Research Needs*, Pg.284
¹⁷ *Ibid.* Nababan, 2004. Pg.61

Scale	Definition
1	The content of the source sentence is accurately conveyed into the target sentence. The translated sentence is clear to the evaluator and no rewriting is needed.
2	The content of the source sentence is accurately conveyed to the target sentence. The translated sentence can be early understood by the evaluator, but some rewritings and some changes in word order are needed.
3	The content of the source sentence is not accurately conveyed to the target sentence. There are some problem with the choice of lexical items and with the relationships between phrase, clause and sentence elements.
4	The source sentence is not translated at all into the target sentence. It is omitted or deleted.

Furthermore, Nababan has Modified Based on the criteria of Accuracy Rating Instrument. This assessment uses a scale of 1 to 3 with following the criteria.

Table 2. Scale, Indicator, and Summary Accuracy Rating Instrument.¹⁸

Scale	Indicator	Summary
3	The meaning of the word, phrase, clause, and sentence from source language is accurately transferred to the Target Language.	Accurate
2	Most of the meaning of the word, phrase, clause, and sentence from source language is accurately transferred to the Target Language. However, there is a double meaning (ambiguous) or deleted some meaning,	Less Accurate

¹⁸ Nababan, dkk. *Pengembangan Model Penelitian Kualitas Terjemahan*, 2012. Pg.51

	which disrupts the integrity of the message.	
1	The meaning of the word, phrase, clause, and sentence from source language is not accurately transferred to the Target Language.	Not Accurate

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.

2.2.2. Readability Rating Instrument

This instrument measures the level of translation of text readability and contains two types of questions: closed questions and open questions. Closed questions related to translation of text readability levels based on a scale of 1 to 4 below.

Table 3. Scale and Indicators Readability Rating Instrument.¹⁹

Paragraph	Readability Level			
	1 Very Easy	2 Easy	3 Difficult	4 Very Difficult
I				
II				

¹⁹ *Op.Cit.* Pg.62

III				
IV				
V				
VI				

Based on readability assessment model Nababan modified into 1 to 3 scale with accompanying indicators as contained in following table.

Table 4. Scale, definition and summary Readability Rating Instrument.²⁰

Scale	Definition	Summary
3	Phrase, clause, word and sentence can be understood by the reader easily.	Read
2	Commonly, the translation can be understood by the reader, But there are certain parts that should be read more than once to understand the translation.	Less Read
1	Translation is difficult to understand by the reader.	Not Read

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.

²⁰ *Ibid*, Nababan, dkk. 2012, Pg.52

2.2.3. Acceptability Rating instrument

It is used to measure the level of acceptability Rating Instrument modification that refers to the criteria according to Machali that divides translation into several Categories, namely:

Table 5. Scale Indicator of Acceptability Rating Instrument.²¹

Scale	Indicators	Summary
1	Delivery off air, almost does not feel like a translation, no spelling mistakes, no errors/deviations grammatical errors and no use of the term.	Almost Perfect
2	No distortion of meaning, there is no literal is stiff, no error term use, there are one or two grammatical/spelling error.	
3	No distortion of meaning, there is a literal translation of a rigid, but relatively no more than 15% of the text so it does not feel like a translation, idioms and grammatical errors are relatively not more than 15% of the text, there are one or two uses of the term that are not common standard, there are one or two errors of grammar/spelling.	Good
4	Felt as translation, there are some literal translation stiff, but comparatively not more than 25%, there are some idiomatic/grammar errors, but relatively not more than 25% of the text, there are one or two uses of the term which is not a common standard and/or less clear.	Enough
5	Felt as translation, literal translation many rigid (relative more than 25% of the whole text), meaning distortion and error use of the term is more than 25% of the entire text.	Bad

²¹ Machali, Rochayah. *Pedoman Bagi Penerjemah*. (Jakarta: PT Grasindo. 2000), Pg.119.

Then, Nababan modifies the Acceptability Rating Instrument based on rating above using a scale of 1 to 3. For more details, it can be seen as the following table.

Table 6. Scale and Indicator of Acceptability Rating Instrument.²²

Scale	Indicators	Summary
3	Translation feels natural, technical term used is familiar to the reader commonly; phrase, clause, word and sentence are used in accordance with the rules of Indonesian.	Acceptable
2	Commonly, the translation has been felt natural, but there are some problems in using technical term or grammatical error.	Less Acceptable
1	Translation is not felt natural, technical term used is not familiar to the reader commonly; Phrase, clause, word and sentence are not used in accordance with the rules of Indonesian.	Unacceptable

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 20 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

²² *Op.Cit.* Pg. 53

sentence sounded foreign would be considered as less or unacceptable translation.

2.5. Abstract

2.3.1. The Meaning of Abstract

According to Butin (2010); 'Abstract is positioned at the head of a paper, the abstract is usually "the first thing that individuals read and, as such, decide whether to continue reading. It is also what is most accessed by search engines and researchers conducting their own [literature reviews](#)"²³. Meanwhile in Webster's Desk Dictionary of the English Language, it is said that 'Abstract' is a summary of a statement, etc'.²⁴ Based on these two definitions it can be assumed that abstract especially related to the result of research, and other scientific article of writing for a journal is a kind of short or very brief of condensed text of final report that represents all activities that the writer or researcher has done which is limited between 250 up to 500 words or written within two pages at the most or less.

Besides the result of research, there are some other writings that can be condensed into an abstract text, such as books, and articles in a journal. As what Susan Gilbert (1985: 1) said that 'Abstract is a short informative or descriptive y

²³ Dan W. Butin, *The Education Dissertation*, (California : Corwin, 2010), Pg. 128

²⁴ Webster, *Websters Desk Dictionary of the English Language*, (New York: Random House, Inc.,1983)

of a longer report. It is a condensed version of an original work: a book, journal article, technical report, patent, or sometimes a speech or an interview'.²⁵

Furthermore, Judith Kilborn (1998: 1) wrote one article in Literacy Education Online (LEO: 1) concerning with this definition. It was stated that an abstract was a condensed version of a longer piece of writing that highlighted the major points covered, concisely described the content and scope of the writing, and reviews the writing's contents in abbreviated form.²⁶

However, among those several definitions and explanation stated above, it seems that the closest idea related to abstract text as a result of a study is the definition stated by Judith Kilborn.

2.3.2. The Structure of Abstract

In general, the structure of abstract that must be written as the result of research consists of 3 (three) major parts: opening, body, and closing. 1) Opening, tells about a brief explanation about the topics or title and the reason for choosing it and conducting the research; 2) Body is the main activity or all activities that the researcher has done that covers all important things conducted during the research, the kind or identity of research, the statement of the problems, the objective / aims, and methodology supported by some theories;

²⁵ Susan Gilbert, *How to Write an Abstract* on Science Digest Journal, (Published on May 1985, Publication Manual of the American Psychological Association)

²⁶ Judith Kilborn, *Writing Abstracts*, (LEO: Literacy Education Online. St. Cloud State University, St. Cloud: Minnesota, 1998). [Online] Available: <http://leo.stcloudstate.edu/bizwrite/abstracts.htm>

and 3) Closing, is the final result of research, conclusion, and its implications, and suggestion if necessary.

Meanwhile, Koopman (1997: 1) said that the structure of abstract must cover 5 (five) aspects: motivation / introduction, objective / goal / aim, approach / methodology, results, and conclusion. 1) Motivation or introduction means the reason for choosing the topics and conducting the research; 2) Objective or Goal. Usually this part is stated in the form of statement of the problems that will become the focus of discussion. In this section, the objective of research and its hypothesis as the main base of theory are also stated; 3) Approach is methodology which is used to analyze the data so that the result of research can fulfill as what it is expected; 4) Result is an answer or the result of the research finding according to the statement of the problems; and 5) Conclusion is a statement that infers or concludes the result of discussion and findings and its implications of the answers stated in the statement of the problems.²⁷

Moreover, the similar opinion was also stated by Owen D Williamson (2007 : 3). He said that to make a good or perfect text, besides those five aspects, abstract. Should be accomplished with coherence of text. 'Abstract should

²⁷ Philip Koopman, *How to Write an Abstract*. (Carnegie Mellon University, 1997). [Online] Available: <http://www.ece.cmu.edu/~koopman/essays/abstract.html>

consist of 1) introduction, 2) aims, 3) methods, 4) results / discussion, 5) conclusions, 6) coherence'.²⁸

Among those several requirements of the structure of abstract writing, it seems that Williamson's is the most complete. Due to the fact that one text should consist of one or more than one paragraphs, each paragraph should cohere one another, and each paragraph that consists of several sentences, each sentence should cohere one another to make it unity. One text is considered to be coherence if there is some appropriate connecting word between one sentence and another, or between one paragraph and another. The word that connects one sentence and another, one paragraph and another is called 'lexical or grammatical cohesion'. Therefore, to obtain a good coherence of text, the most appropriate lexical or grammatical cohesion. Joan Cutting (2002:13) said that the coherence of text is determined by the choice of words or lexical equivalence and grammatical equivalence.²⁹ This means that one text is considered whether its coherence of text is good or not is determined by those two aspects of language, the most appropriate words and grammatical structures used in the text. The same idea about the importance of coherence of one text was also stated by Reiss and Vermer in Jeremy Munday (2000 : 79).³⁰

²⁸ Owen D Williamson, *How to Write a Better Abstract*. (Sydney: Spine Society of Australia, 2007)

²⁹ Joan Cutting, *Pragmatics and Discourse: A Course book for Students*. (London and New York: Routledge; Taylor & Francis Group, 2002).Pg.13

³⁰ Jeremy Munday, *Introducing Translation Studies: Theories and Applications*. (London : Routledge, Taylor and Francis Group, 2000). Pg. 79

2.6. Previous Related Study

Related on this research, Zahra Dehbandi³¹ in his research entitled “The Difference in Translation Quality of Undergraduate Translation Students and Experienced Translators in Narrative Text” conclude that in this part, summary of the procedures and results are expressed. This study sought to find the difference in translation quality of undergraduate translation students and experienced translators. 15 experienced translators from three different translation institutions and 15 undergraduate students of Payam Noor University were selected. The translators translated two literary texts in one session but the students translated two texts in two separate sessions. Three raters evaluated participants' performance on the basis of quality assessment model. And finally by analyzing data, the difference in translation quality of two groups was illustrated. In this study, two sets of scores were compared to found the difference of two groups. The scores of the undergraduate students were compared with the scores of the experienced translators to found the difference of their translation performances. Based on data analysis that was done in previous section, the null hypothesis was rejected, which meant that there was a significant difference in translation quality of the experienced translators and undergraduate students. In other words, the experienced translators performed

³¹ Zahra Dehbandi, *The Difference in Translation Quality of Undergraduate Translation Students and Experienced Translators in Narrative Text*, (Journal of Language Sciences & Linguistics. Vol., 1 (1), 12-15, 2013)

better than the undergraduate students. According to data analysis, the sig value of the mean score was 0.000 which was lower than 0.05. And this sig value proved the difference between experienced translators and undergraduate students in their translation performance.

Moreover, Ambhita Dhyaningrum³² in her research entitled “An Analysis of Translation Technique and Translation Quality Sentences that Consist of Satire Expression in Novel Entitled *The 100-Year-Old Man Who Climbed Out Of The Window And Dissapeared*” Stated that The most frequent translation techniques give positive contribution to the whole of translation quality. From the assesment of three aspects of quality, it can be concluded that the translator is capable enough to apply the translation techniques. There is positive impact of the techinques applied and the total quality of translation.

Muhammad Awaluddin Kamil³³, in his research entitled “AN ANALYSIS OF ENGLISH-INDONESIAN Translation Quality on Twitter Web Pages” stated that there are 170 phrases from 22 selected Twitter Web pages which were gained from the interviewees’ responses. The good characteristics of translation are achieved since the clarity and naturalness of the TL are maintained despite several improper translations. This research is expected that

³² Ambhita Dhyaningrum, “An Analysis of Translation Technique and Translation Quality Sentences that Consist of Satire Expression in Novel Entitled *The 100-Year-Old Man Who Climbed Out Of The Window And Dissapeared*”, (Prasasti: Journal of Linguistic. Vol., 1 (1), 2016)

³³ Muhammad Awaluddin Kamil, “AN ANALYSIS OF ENGLISH-INDONESIAN Translation Quality on Twitter Web Pages”, (Indonesia University: Journal of English and Education 2014, 2(1), 27-38)

the translators, in relation to the characteristics of good translation, should create and choose natural and clear translation to achieve the goals to attain the real message of the text. This case study research has figured out the quality of the translation. This research is aimed at finding out its translation quality. Therefore, the present study draws several conclusions related to the research questions and the aims of the study. The use of translation procedures is aimed at preserving the meaning of SL to the TL. The good characteristics of the translation products are also achieved since the clarity and naturalness of the TL are maintained despite several improper translations. Nevertheless, in relation to the inappropriate translations as in “email” should also be considered. From the interview, besides gaining what Twitter Web pages that are frequently visited by the students, it is also found out that the interviewees’ opinions towards the translation version of Twitter Web pages are positive and it is in line with what the analysis of procedures and theories proposed by the experts. In relation to the present study, a suggestion is proposed in relation to the characteristics of good translation that the translators should create and choose natural and clear translation to achieve the goals to attain the real message of the text.

From the result of previous related study above, it is conclude that the problem of the researcher investigated is still new. It had never yet been investigated. What the researcher going to find out is about translation quality of student. It’s not book, movie or something else that similar to the description

above. Because of that, the researcher interest to conduct about Students' Translation Quality.

CHAPTER III METHODOLOGY OF THE RESEARCH

3.1. Kind of the Research

In this research the researcher used descriptive quantitative method. Descriptive quantitative means one of research methodology that try to describe or interpret what it is available.³⁴ Descriptive here only describe the result of student's translation quality. The researcher describes the data in written from describes quantitative data are usually collected through a Test. According to Gay and Airasian that descriptive research is a research which determines and describes the way things are, thus the researcher reported the result of the research just as it was found.³⁵ Related to this theory, this research was designed to find out the students' Translation Quality.

From the explanations above, in summary, the research used descriptive method and will be presented in quantitative way. In brief, the researcher will describe the phenomenon as naturally as possible based on the data that was found on the field, and present it in words or description from instead of numbers or measures. In order to keep the originality of the data, the researcher must not add or modified or make any interventions that possibly damage the naturalization of the data.

³⁴ Sanafiah. *Methodology penelitian descriptive*, (Pustaka jaya : 1982), P g. 34

³⁵ Gay, L. R & Airasian, *Educational Research: Competences for Analysis and Application (10th Edition)*.(Upper Saddle River, DJ: Prentice Hall, 2000), p. 175

3.2. Subject of the Research

3.2.1. Population

The population is the entire of subject that can be taken as the object of the research. According to Gay, population is the group in which the researcher would like the result of the study to be generalized.³⁶ So in this research the population is the entire of the students at sixth semester English Study Program of IAIN Curup. The considerations for choosing them because they were learning translation so that easier for them to translate abstract. The number of population is given in the table 7 below.

Table 7. Population.

NO	Class	Number Of Student
1	PBI 6 A	13
2	PBI 6 B	19
3	PBI 6 NR	6
TOTAL		38

3.2.2. Sample

From the population stated above, the researcher selects the sample as the way to represent the population. According to Gay, sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which

³⁶ Gay L. R, *Education Research: Competencies for Analysis and Application. Third Edition*, (Columbus: Merrill Publishing, 1987), p. 130

they were selected.³⁷ The population of this research is less than 100 students, so the researcher used total sampling technique in this research. Sugiyono gives definition about total sampling that sample collecting technique which the number of samples is equal to the population.³⁸ In means that all students of sixth semester at English Education (PBI) Study Program as sample to translate anstracts.

3.3. Technique of Collecting Data

Data collection technique is used to collect data in accordance procedures for research in order to obtain the required data. According to Sugiyono, data collection technique is the most strategic step in the study, because the main goal of the research is collecting data.³⁹ In addition Gay defined the data that are the pieces of information you collect and use to examine your topic, hypotheses, or observations.⁴⁰ The data for the research will be collected by the following technique:

3.3.1. Test

The researcher gave a test to students to translate abstract from source language to the target language and became translation product that would be assessed. The number of abstract were 38 items.

³⁷ Ibid., p. 130

³⁸ Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013). p.190

³⁹ Ibid., p.137

⁴⁰ Gay L.R., *Op.Cit.* p. 150

Which the indicators of Translation Quality in Term of Accuracy,
Readability and Acceptability by Nababan (2012):

1. In term of Accuracy

Scale	Indicator	Summary
3	The meaning of the word, phrase, clause, and sentence from source language is accurately transferred to the Target Language.	Accurate
2	Most of the meaning of the word, phrase, clause, and sentence from source language is accurately transferred to the Target Language. However, there is a double meaning (ambiguous) or deleted some meaning, which disrupts the integrity of the message.	Less Accurate
1	The meaning of the word, phrase, clause, and sentence from source language is not accurately transferred to the Target Language.	Not Accurate

2. In term of Readability

Scale	Definition	Summary
3	Phrase, clause, word and sentence can be understood by the reader easily.	Read
2	Commonly, the translation can be understood by the reader, But there are certain parts that should be read more than once to understand the translation.	Less Read
1	Translation is difficult to understand by the reader.	Not Read

3. In term of Acceptability

Scale	Indicators	Summary
3	Translation feels natural, technical term used is familiar to the reader commonly; phrase, clause, word and sentence are used in accordance with the rules of	Acceptable

	Indonesian.	
2	Commonly, the translation has been felt natural, but there are some problems in using technical term or grammatical error.	Less Acceptable
1	Translation is not felt natural, technical term used is not familiar to the reader commonly; Phrase, clause, word and sentence are not used in accordance with the rules of Indonesian.	Unacceptable

3.4. Research Instruments

The instrument is an instrument used to collect the data or information required.⁴¹ The research instrument is an invaluable tool for researchers in collecting the data. So the instrument is measuring tool in the study. In this research the researcher used test as the instrument to know how student's translation quality is in this case the students is given abstract as the product.

A test, in simple terms, is a method of measuring a person ability, knowledge, or performance in a given domain.⁴² The researcher gave a test which is translating an abstract from source language to the target language. An abstract that given to student was the last update of Asian TEFL Journal. The student should be serious in translating these abstracts because it was not easy as seems. The test was became translation product that had assessed. Students are allowed to use every media that they need as long as the media has contact with Translation.

⁴¹ Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, Bandung: Alfabeta, 1995, p. 126-130.

⁴² Douglas H. Brown, *LANGUAGE ASSESSMENT Principle and Language Classroom*, (NY: Pearson Education, Inc.), p. 3

Why ASIAN TEFL Journal?

ASIAN TEFL Journal is indexed journal, is published monthly and presents information, theories, research, methods and materials related to language acquisition and language learning. An academic Second Language Acquisition Research Journal. The Asian TEFL Journal is one of the world's leading refereed and indexed journals for second language research. Hard to get publishing the scientific writing in ASIAN TEFL Journal because of the scientific writing inside was published for English journal as an international language. So, the grammar or word choice is must be right. Others, ASIAN TEFL Journal has the information which is mostly for what student needs as candidate teacher. So, this is why the researcher conducts ASIAN TEFL Journal as the instrument, besides of improving ability in translation, Student also get the information that they want.

3.5. Technique of Data Analysis

The data analysis used in this research was descriptive quantitative since the data are about quotations, statements, descriptions and explanations. It is used to give clearer description about the study and to find out the percentage of respondent on the questionnaire. The data will be analyzed in using percentage, and then described by words.

3.5.1. Assessing

In this part, the data from test have been analyzed and sorted by researcher and raters. The analysis of student's translation product used rating scale of translation quality in term of accuracy, acceptability and readability. The maximum score in this scale is 3 and the minimum score is 1 in each term. In scoring, the researcher counted the number of student's translation quality based on the translation product score. The researcher decided the final result of assessing student's translation quality in rating scale by considering rater's assessment.

3.5.2. Tabulating in percentages

After researcher got the score by assessing student's translation product, the next step was tabulating in percentages. In this part, the researcher used the formula to percentage each term of translation quality which accuracy, acceptability, and readability. The data from assessing changed to percentages form. The formulas were describe as follows:

1) The formula of tabulating in percentages in term of **Accuracy**.

$$X_1 = \frac{(fA_1 \times 1) + (fA_2 \times 2) + (fA_3 \times 3)}{M \quad S} \times 100$$

Where :

X_1 : Percentage in term of Accuracy

f_1 : Frequency of Accuracy in scale 1

f_2 : Frequency of Accuracy in scale 2

f_3 : Frequency of Accuracy in scale 3

Max Score : total of frequencies x maximum scale

2) The formula of tabulating in percentages in term of **Readability**.

$$X_2 = \frac{(fR_1 \times 1) + (fR_2 \times 2) + (fR_3 \times 3)}{M \quad S} \times 100$$

Where :

X_2 : Percentage in term of Readability

f_1 : Frequency of Readability in scale 1

f_2 : Frequency of Readability in scale 2

f_3 : Frequency of Readability in scale 3

Max Score : total of frequencies x maximum scale

3) The formula of tabulating in percentages in term of **Acceptability**.

$$X_3 = \frac{(fA_1 \times 1) + (fA_2 \times 2) + (fA_3 \times 3)}{M \quad S} \times 100$$

Where :

X_3 : Percentage in term of Acceptability

f_1 : Frequency of Acceptability in scale 1

f_2 : Frequency of Acceptability in scale 2

f_3 : Frequency of Acceptability in scale 3

Max Score : total of frequencies x maximum scale

The next step is tabulating the data above into overall result from all students which are 38 students by using this formula.

$$P = \frac{F}{M \text{ Score}} \times 100\%$$

Where:

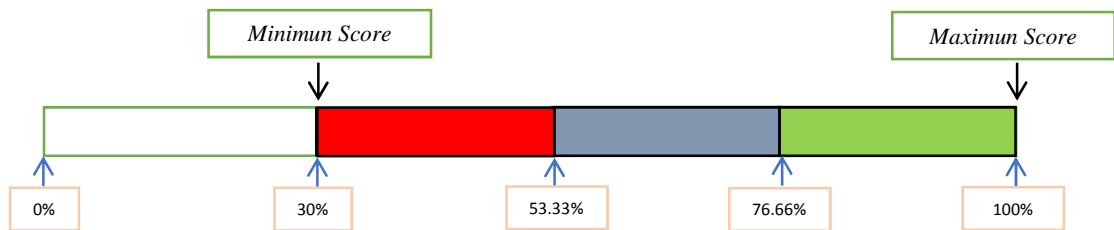
P : Percentage

F : Total score

Max Score : Maximum score

3.5.3. Grading

Basically, giving a score on the quality of student translation can be done from Nababan's theory itself. If we look again at the linkert scale of Nababan's theory, we can calculate it in 3 levels even in percentage. If scale 1 gives 30%, that is the minimum score, Otherwise, the maximum score is 100%. So, we can divide 3 different levels from 30% to 100%. This can be seen in the diagram as follows.



The diagram above shows that how is percentages become a grade to the students' score. It means student which gets 30% - 53.32% score were in low quality of translation. Student which gets score of 53.33 – 76.66% were in medium quality. Student which gets score 76.67% above were high quality in translation.

CHAPTER IV

FINDING AND DISCUSSION

4.1. Finding

In this part, the researcher presented all the data that was found and analyzed. Since there were three research questions used in this research, there would be three parts of data presentation for each one. First, the Accuracy, next was Readability and last was acceptability of Translation qualities. There were 38 students that has been taken the data by the researcher indeed. But in field, the researcher only get 33 students because of some reason, one of them is because they were in KPM.

4.1.1. Translation Quality In term of Accuracy

The accuracy of translation results In translating Abstract, accuracy is a term of translation quality assessment which refers to the extent to which a translation matches toward its original. It is without addition or reduction 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.

There are two raters in scoring translation quality in accuracy term. The raters are allowed to give comment for each assessment (if needed). The

accuracy of the translation technique from the scientific articles was measured by two raters who were experts in translation field and has enough experience in translating text. As explained in previous chapter (in chapter 3), a questionnaire was given to all raters and then they gave a score for each data. They gave score based on the description given by the researcher. In this term, the researcher has tabulating the data into percentage. It used the formula as below.

The formula of tabulating in percentages in term of Accuracy.

$$X_1 = \frac{(f_{A_1} \times 1) + (f_{A_2} \times 2) + (f_{A_3} \times 3)}{M \quad S} \times 100$$

Where :

X_1 : Percentage in term of Accuracy

f_1 : Frequency of Accuracy in scale 1

f_2 : Frequency of Accuracy in scale 2

f_3 : Frequency of Accuracy in scale 3

Max Score : total of frequencies x maximum scale

Table 8. Data of 33 students translation Quality in term of Accuracy.

NO	Student	Max Score (total of frequencies x maximum scale)	f_1 (Frequency of Accuracy in scale 1)	f_2 (Frequency of Accuracy in scale 2)	f_3 (Frequency of Accuracy in scale 3)	Percentage (($f_{-1} \times 1$) + ($f_{-2} \times 2$) + ($f_{-3} \times 3$))/ ($M \quad S$) x 100)
1	A1	30	2	5	3	70.00
2	A2	27	3	1	5	74.07
3	A3	27	4	2	3	62.96
4	A4	39	5	4	4	64.10

5	A5	27	1	3	5	81.48
6	A6	33	2	4	5	75.75
7	A7	33	9	1	1	42.42
8	A8	30	0	2	8	93.33
9	A9	24	6	1	1	45.83
10	A10	21	2	2	3	85.71
11	A11	24	0	4	4	83.33
12	A12	21	1	1	5	85.71
13	A13	30	0	1	9	96.66
14	A14	27	0	3	6	88.88
15	A15	30	1	5	4	76.66
16	A16	30	1	4	5	80.00
17	A17	27	0	3	6	88.88
18	A18	30	1	4	5	80.00
19	A19	36	0	3	9	91.66
20	A20	33	0	4	7	87.87
21	A21	18	0	1	5	94.44
22	A22	24	0	5	3	79.16
23	A23	24	0	2	6	91.66
24	A24	24	0	1	7	95.83
25	A25	24	0	5	3	79.16
26	A26	33	1	4	6	81.81
27	A27	18	0	3	3	83.33
28	A28	24	0	3	5	87.50
29	A29	18	0	3	3	83.33
30	A30	33	2	2	7	81.81
31	A31	39	2	5	6	76.92
32	A32	39	0	4	9	89.74
33	A33	39	0	4	9	89.74
Total		936	43	99	170	80.23

Based on the table 8, there are 33 students whose translating an abstract and they have been given score. Mostly of student were getting high score which mean high quality because of the percentages was 76.67% above. As the data above, there are 25 students were getting high score. The highest score were

96.66% which is almost perfect. Only 6 student that is less accurate. These 6 students get score between of 53.33% to 76.66% which mean most of the meaning of the word, phrase, clause and sentence from source language to target language is accurately transferred even there is an ambiguous or deleted some meaning. And also, there are 2 students whose get low scores which are getting score between of 30% to 53.32%. It's probably okay, considering that the calculations made by researchers were done overall, and also there must be some student can't doing translation well because of it's not their expertise. But, the overall students get score 80.23% which mean their product were accurately transferred from source language to the target language.

4.1.2. Translation Quality In term of Readability

Readability covers about 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, they include such as the use of foreign and regional words, the use of ambiguous words and sentences, the use of foreign language or use of incomplete sentence, punctuation, grammatical aspect, sentence construction etc.

There are two raters in assessing the readability term. The raters are also same person with raters in assessing accuracy and readability aspect. The raters are allowed to give any comment for each assessment. For determining the readability of the translation, the researcher counted the mean of the score given

by the raters. In this term, the researcher has tabulating the data into percentage.

It used the formula as below.

The formula of tabulating in percentages in term of Readability.

$$X_2 = \frac{(fR_1 \times 1) + (fR_2 \times 2) + (fR_3 \times 3)}{M \quad S} \times 100$$

Where :

X_2 : Percentage in term of Readability

f_1 : Frequency of Readability in scale 1

f_2 : Frequency of Readability in scale 2

f_3 : Frequency of Readability in scale 3

Max Score : total of frequencies x maximum scale

And as the result, the data was found was shown in table 12.

Table 9. Data of 33 students translation Quality in term of Readability.

NO	Student	Max Score (total of frequencies x maximum scale)	f_1 (Frequency of Readability in scale 1)	f_2 (Frequency of Readability in scale 2)	fR_3 (Frequency of Readability in scale 3)	Percentage (($f_1 \times 1$) + ($f_2 \times 2$) + ($f_3 \times 3$))/ ($M \quad S$) x 100 (%)
1	A1	30	1	6	3	73.33
2	A2	27	3	1	5	74.04
3	A3	27	1	6	2	70.37
4	A4	39	3	6	4	69.23
5	A5	27	2	5	2	66.66
6	A6	33	2	4	5	75.75
7	A7	33	8	2	1	45.45
8	A8	30	0	2	8	93.33

9	A9	24	3	4	1	58.33
10	A10	21	2	3	2	66.66
11	A11	24	0	4	4	83.33
12	A12	21	0	1	6	95.23
13	A13	30	1	1	8	90.00
14	A14	27	0	3	6	88.88
15	A15	30	1	5	4	76.66
16	A16	30	1	4	5	80.00
17	A17	27	0	3	6	88.88
18	A18	30	0	5	5	83.33
19	A19	36	0	3	9	91.66
20	A20	33	0	4	7	87.87
21	A21	18	0	1	5	94.44
22	A22	24	0	5	3	79.19
23	A23	24	0	2	6	91.66
24	A24	24	0	1	7	95.83
25	A25	24	0	5	3	79.16
26	A26	33	0	5	6	84.84
27	A27	18	0	3	3	83.33
28	A28	24	0	2	6	91.66
29	A29	18	0	3	3	83.33
30	A30	33	2	2	7	81.81
31	A31	39	2	4	7	79.48
32	A32	39	0	4	9	89.74
33	A33	39	0	4	9	89.74
Total		936	32	113	167	81.08

Based on the table above, mostly of student were getting high score which mean high quality because of the percentages was 76.67% above. As the data above, there are 23 students were getting high score. The highest score were 95.83% which not as high as accuracy aspect, but in medium quality were more than its aspect. There are 9 students that is less accurate. These 6 students get score between of 53.33% to 76.66% which mean commonly, the translation can

be understood by the reader, but there are certain parts that should be read more than once to understand translation. And also, only 1 student whose get low scores which are getting score between of 30% to 53.32%. And, the overall result of students' translation quality in term of Readability was 81.08% which mean their product were easy to understand by the reader.

4.1.3. Translation Quality In term of Acceptability

The acceptability of translation results in translating Abstract. In acceptability, it 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.

There are two raters which same with the raters in assessing accuracy term. The raters are allowed to give any comment for each assessment. For determining the acceptability of the translation, the researcher counted the mean of the score given by the raters. In this term, the researcher has tabulating the data into percentage. It used the formula as below.

The formula of tabulating in percentages in term of Acceptability.

$$X_3 = \frac{(fA_1 \times 1) + (fA_2 \times 2) + (fA_3 \times 3)}{M \quad S} \times 100$$

Where :

X_3 : Percentage in term of Acceptability

f_1 : Frequency of Acceptability in scale 1

f_2 : Frequency of Acceptability in scale 2

f_3 : Frequency of Acceptability in scale 3

Max Score : total of frequencies x maximum scale

And as the result, the data was found was shown in table 13.

Table 10. Data of 33 students translation Quality in term of Acceptability.

NO	Student	Max Score (total of frequencies x maximum scale)	f_1 (Frequency of Acceptability in scale 1)	f_2 (Frequency of Acceptability in scale 2)	f_3 (Frequency of Acceptability in scale 3)	Percentage $((f_1 \times 1) + (f_2 \times 2) + (f_3 \times 3)) / (M \quad S) \times 100$ (%)
1	A1	30	1	6	3	73.33
2	A2	27	3	1	5	74.07
3	A3	27	1	6	2	70.37
4	A4	39	3	6	4	69.23
5	A5	27	2	5	2	66.66
6	A6	33	2	4	5	75.75
7	A7	33	8	2	1	45.45
8	A8	30	0	2	8	93.33
9	A9	24	3	4	1	58.33
10	A10	21	2	3	2	66.66
11	A11	24	0	4	4	83.33
12	A12	21	0	1	6	95.23

13	A13	30	1	1	8	90.00
14	A14	27	0	3	6	88.88
15	A15	30	1	5	4	76.66
16	A16	30	1	4	5	70.00
17	A17	27	0	3	6	88.88
18	A18	30	0	5	5	76.66
19	A19	36	0	3	9	91.66
20	A20	33	0	4	7	87.87
21	A21	18	0	1	5	94.44
22	A22	24	0	5	3	79.16
23	A23	24	0	2	6	91.66
24	A24	24	0	2	6	91.66
25	A25	24	0	5	3	79.16
26	A26	33	0	5	6	84.84
27	A27	18	0	3	3	83.83
28	A28	24	0	2	6	91.66
29	A29	18	0	3	3	83.33
30	A30	33	2	2	7	81.81
31	A31	39	2	4	7	79.48
32	A32	39	0	4	9	89.74
33	A33	39	0	4	9	89.74
Total		936	32	114	166	80.98

Based on the table above, mostly of student were getting high score which mean high quality because of the percentages was 76.67% above. As the data above, there are 21 students were getting high score. The highest score were 95.23% which not as high as others aspect, but in medium quality were more than its aspect. There are 11 students that is less accurate. These 6 students get score between of 53.33% to 76.66% which mean the translation falls natural commonly, but there are some problems in using technical term end grammatical error. And also, only 1 student whose get low scores which are getting score

between of 30% to 53.32%. And, the overall result of students' translation quality in term of Readability was 81.08% which mean their product were sounds Natural.

4.2. Discussion

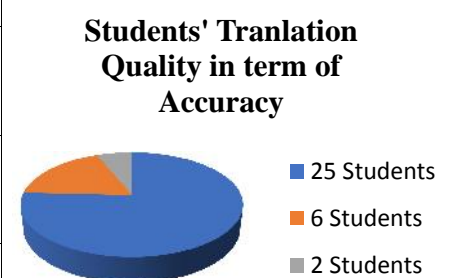
Based on Findings above, it was explained how is students' translation quality in term of Accuracy, Readability and Acceptability. Although there are some students who's getting low score, but overall the students' translation quality were high. For further understanding, it can be explained below.

4.2.1. Students' translation Quality in term of Accuracy

This data in the table below shows the result to answer Research Questions which are how students' Translation Quality in term of Accuracy.

Table 11. Data result of students' Translation Quality in term of Accuracy.

NO	Scale	Summary	Number Of Students
1	3	High Quality of Translation (Accurate)	25
2	2	Medium Quality of Translation (Less Accurate)	6
3	1	Low Quality of Translation (Inaccurate)	2



As the data shown above, the researcher can conclude that mostly students in translating an abstract were highly accurate. There are 2 persons

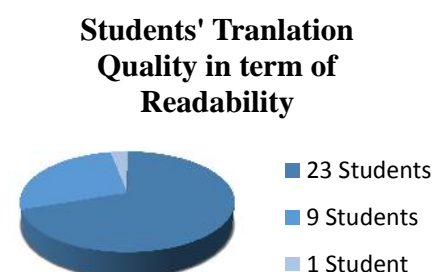
whose get low quality. It makes conclusion that 6th semester students in IAIN Curup were accurately transfer the meaning of an abstract from Source Language to Target Language.

4.2.2. Students' translation Quality in term of Readability

This data in the table below shows the result to answer Research Questions which are how students' Translation Quality in term of Readability.

Table 12. Data result of students' Translation Quality in term of Readability.

NO	Scale	Summary	Number Of Students
1	3	High Quality of Translation (Readable)	23
2	2	Medium Quality of Translation (Less Readable)	9
3	1	Low Quality of Translation (Unreadable)	1



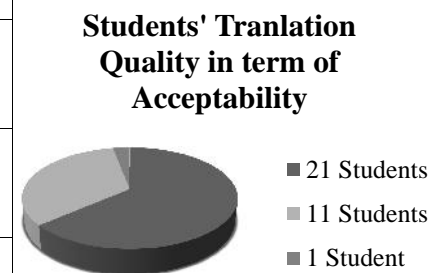
The Table 12 above shows the result of students were translating an abstract, the result shows that their product were easy to understand by the reader. Although, there is someone who's getting low score, but overall, the researcher can conclude that their products were readable.

4.2.3. Students' translation Quality in term of Acceptability

This data in the table below shows the result to answer Research Questions which are how students' Translation Quality in term of Acceptability.

Table 13. Data result of students' Translation Quality in term of Acceptability.

NO	Scale	Summary	Number Of Students
1	3	High Quality of Translation (Acceptable)	21
2	2	Medium Quality of Translation (Less Acceptable)	11
3	1	Low Quality of Translation (Unacceptable)	1



Acceptability is an aspect where the translation product sounds natural when read. The rater and also the researcher were investigating the acceptability term of students' translation product and found that is their products were acceptable as the table shown above.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher concluded the results of the research by answering the research questions and then giving some points of suggestion for the parties involved.

5.1. Conclusions

Based on finding and discussion in the previous chapter, the researcher finally concluded that:

1. According to the analysis in term of accuracy, it can be concluded that Students were in high quality translation as overall result was 80.23%, student that their translation product accurate were 25 persons. 6 students were less accurate and 2 students were inaccurate.
2. Based on to the analysis of the readability aspect, it can be concluded that 23 students were readable, 9 students were less readable while the students that were categorized as unreadable were 1 student.
3. Based on to the analysis of the acceptability aspect, it can be concluded that 21 students were acceptable, 11 students were less acceptable while the student that were categorized as unacceptable data were 1 students.

The translation quality in translating an abstract from ASIAN TEFL Journal that was done by students of English Education Study Program in IAIN Curup

academic year 2017/2018 is relatively fair due to lots of lack and minus in each aspect. The translation quality cannot be said a good or 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.

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. Respectfully to 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 two-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.

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KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 16/Siti.02/LPP.00.9/61 / 2017

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

**Menetapkan
Pertama**

- Saudara :
1. **Leffi Noviyenti, M.Pd** 19761106 200312 2 004
 2. **Eka Apriani, M.Pd** 19900403 201503 2 005

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Hafizh Ramadhani Yunas
N I M : 13552003

JUDUL SKRIPSI : *An Analysis of Students' Translation Quality in Academic Writing (A Descriptive Study in Sixth Semester Academic Year 2016/2017 at STAIN Curup)*

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 20 Januari 2017



Ketua STAIN Curup

Wakil Ketua I,

Harmi, M.Pd.

NIP. 19751108 200312 1 001

Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;

STATEMENT

I, the undersigned, Mashita Ariani S.Pd.I.,M.Pd. Would like to certify that was willing to become Rater and validated the data in a thesis entitled "*An analysis of students' quality in translating abstract of scientific writing*" and subsequently called Rater 1.

Curup, December 2018

Rater 1,

A handwritten signature in black ink, appearing to read 'Mashita Ariani' with a stylized flourish at the end.

Mashita Ariani S.Pd.I.,M.Pd.

STATEMENT

I, the undersigned,

Name : Henny Septia Utami, M.Pd

NIK : 17102010

Would like to certify that was willing to become Rater and validated the data in a thesis entitled "*An analysis of students' quality in translating abstract of scientific writing*" and subsequently called Rater 2.

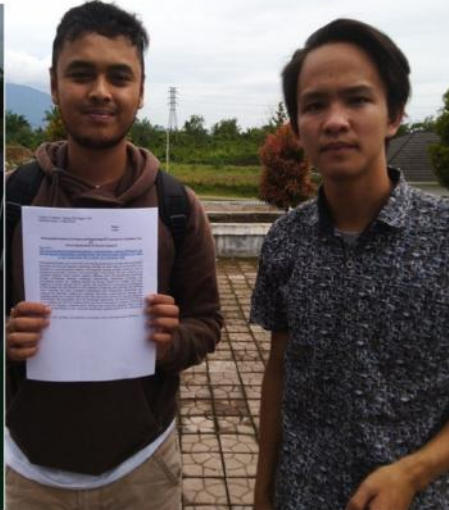
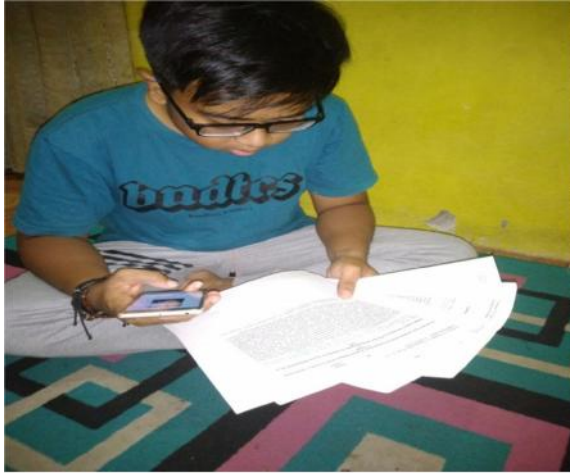
Curup, December 2018

Rater 2

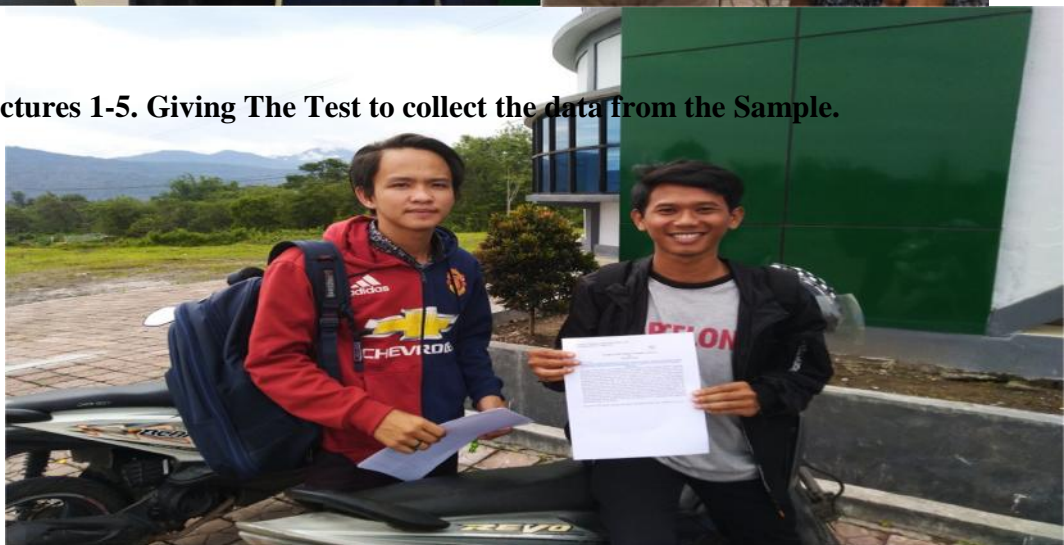
A handwritten signature in black ink, appearing to be 'Henny Septia Utami', written over a horizontal line.

Henny Septia Utami, M.Pd

NIK. 17102010



Pictures 1-5. Giving The Test to collect the data from the Sample.





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Hafizh Ramadhani Yusuf
 NIM : 13552603
 JURUSAN/PRODI : Tadris / Pendidikan Bahasa Inggris
 PEMBIMBING I : Luffy Noviyenti M.Pd
 PEMBIMBING II : Eka Apriani M.Pd
 JUDUL SKRIPSI : An Analysis of Students' Translation Quality in Abstract

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Hafizh Ramadhani Yusuf
 NIM : 13552003
 JURUSAN/PRODI : Tadris / Pendidikan Bahasa Inggris
 PEMBIMBING I : Luffy Noviyenti M.Pd
 PEMBIMBING II : Eka Apriani M.Pd
 JUDUL SKRIPSI : An Analysis of Students' Translation Quality in Abstract

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Luffy Noviyenti M.Pd
 NIP.197611062006122004

Pembimbing II,

Eka Apriani M.Pd
 NIP.199004032015032008



No. TANGGAL	Hai-bal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	Chapter I, II, III		
2.	Acc Chapter I, II, III		
3.	Chapter IV		
4.	Chapter IV		
5.	Chapter IV		
6.	Chapter V		
7.	Acc All chapter		
8.			



No. TANGGAL	Hai-bal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	Chapter I, II, III		
2.	Chapter I, II, III		
3.	Chapter I, II, III		
4.	Acc Chapter I, II, III		
5.	Chapter IV, V		
6.	Chapter IV, V		
7.	Chapter IV, V		
8.	Acc Chapter IV, V		

BIOGRAPHY



Hafizh Ramadahni Yunas was born in Tik Kuto, on February 02nd 1996. He is the second son of Mr. Nasril Yani and Mrs. Yusra Weni. He has one brother, his name is Sapta Hadi Yunas and one sister, Aisya Astri Yunas. His first studied in elementary school at SD 10 Rimbo Pengadang, Lebong. Then he continued his study at SMP N 01 Bermani Ulu Raya in 2007 to 2010. After that, He became a student of vocational school at SMAN 1 Curup Utara in 2010 to 2013. For the next education program, he decided entering State College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as his faculty and he was graduated in 2019. While he was studying in this faculty, he did a close skill organization of translation of movies as a translator member of “Heisenberg-Lab”.