

**A STUDY ON STUDENTS' ABILITY IN TRANSLATING ENGLISH  
DESCRIPTIVE TEXT INTO INDONESIAN AT SIXTH SEMESTER OF  
ENGLISH STUDY PROGRAM OF FKIP UIR**

**A THESIS**

*Intended to fulfill the requirements for the Award of Sarjana Degree in  
English Education and Teacher Training*



**RIDWAN SOLEH SIREGAR**

**NPM: 176310479**

**ENGLISH STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU**

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The researcher

**Ridwan Soleh Siregar**  
NPM.176310479



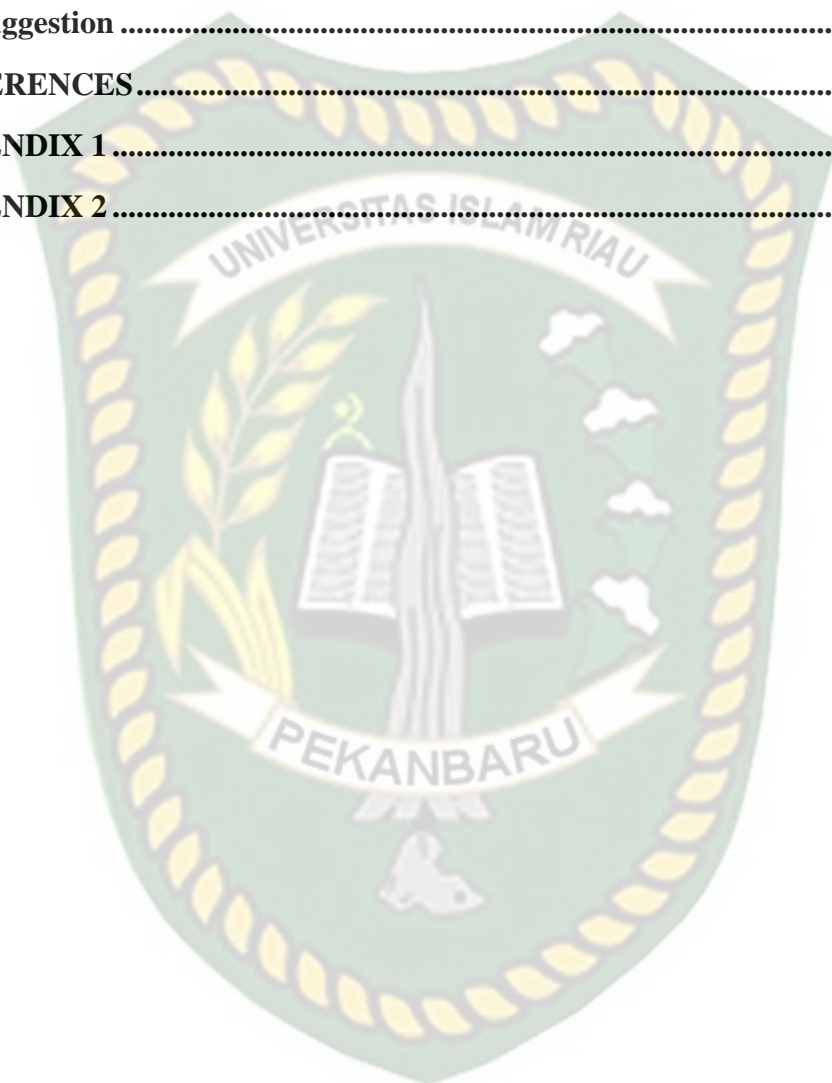


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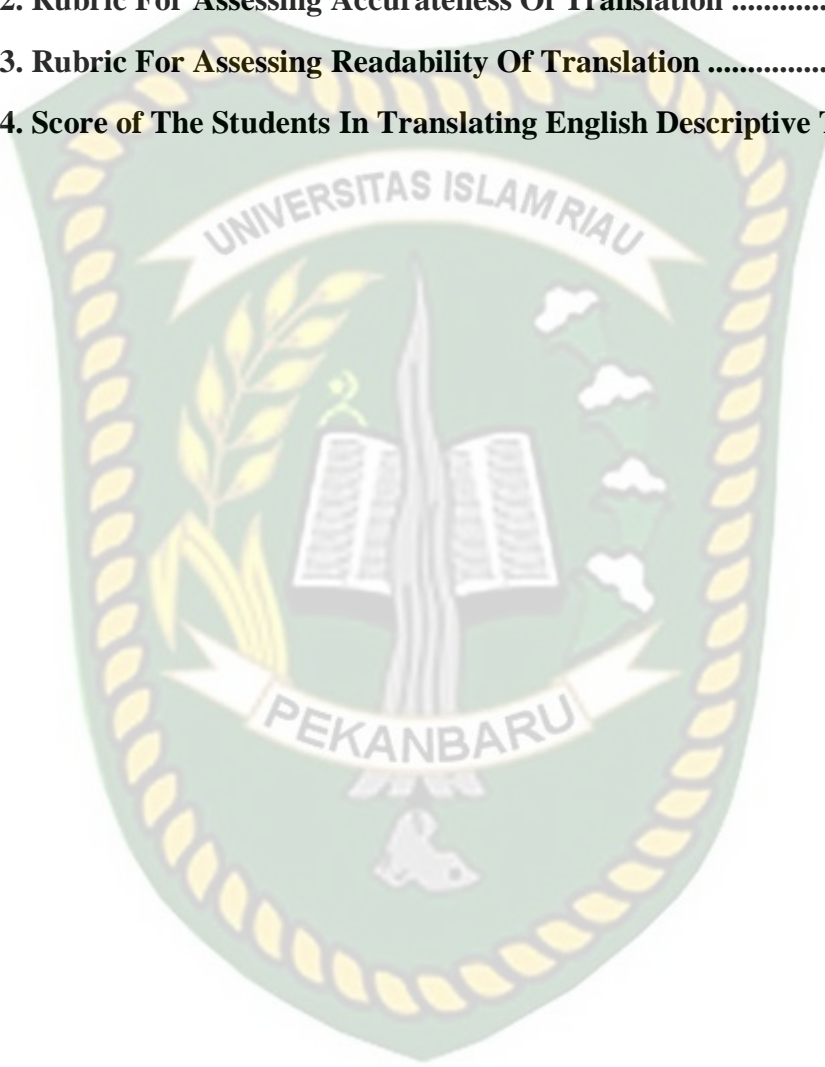
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## ABSTRACT

### ***Ridwan Soleh Siregar. 2021. A STUDY ON STUDENTS' ABILITY IN TRANSLATING ENGLISH DESCRIPTIVE TEXT INTO INDONESIA AT SIXTH SEMESTER OF ENGLISH STUDY PROGRAM OF FKIP UIR***

*Translation is the communication or activity to find the meaning of source language text by means of an equivalent into a target language text. In other words, translation is the activity of humans to change the source language to target language, to be more easily understand by the reader and give the information of text to avoid misunderstanding in text. To find out and describes the translation process of students, the reseacher used test instrument. To support the result of the test, the researcher given the text to the students to be translated. To analysis the result of students' test, the researcher used theory by Rugayah 2016. The subject of this research is 27 English students at sixth semester in FKIP UIR.*

*Therefore, This research purposes to find out and describe the ability of students in translating English descriptive text at the sixth semester of English study program of FKIP UIR. This research was conducted through a descriptive quantitative approach toward the test, which was describes and delivered the natural state in depth and detail percent about ability of the sutdents' in translation.*

*The results of research in findings and describing of students ability in translating English descriptive text, most of students get high score in the test, it means that almost students have good ability when they are translate text. Just a few students get medium and low score, it means that they should be learn more about source text before they translate. So, the dominant ability of students at sixth semester is good, because the translation students easy to understand, follow the rules by experts, and the information from the text is clear. The students should learn more about vocab, culture of indonesian language, technique in translating, and using good method in translating english text, to avoid misunderstanding and miscommunication with the reader or target text.*

**Keywords :** Ability, Translating, Descriptive Text

## ABSTRAK

**Ridwan Soleh Siregar. 2021. SEBUAH STUDI TENTANG KEMAMPUAN SISWA DALAM MENERJEMAHKAN TEKS DESKRIPTIF BAHASA INGGRIS KE INDONESIA PADA SEMESTER KEENAM PROGRAM STUDI BAHASA INGGRIS FKIP UIR**

*Penerjemahan adalah komunikasi atau kegiatan untuk menemukan makna teks bahasa sumber melalui padanan dalam teks bahasa sasaran. Dengan kata lain, penerjemahan adalah kegiatan manusia untuk mengubah bahasa sumber menjadi bahasa sasaran, untuk lebih mudah dipahami oleh pembaca dan memberikan informasi teks untuk menghindari kesalahpahaman dalam teks. Untuk mencari tahu dan menjelaskan proses penerjemahan para siswa, reseacher menggunakan alat tes. Untuk mendukung hasil tes itu, sang peneliti memberikan teks kepada para siswa untuk diterjemahkan. Untuk menganalisis hasil ujian para siswa, sang peneliti menggunakan teori oleh Rugayah 2016. Subjek penelitian ini adalah 27 siswa inggris pada semester keenam di FKIP UIR.*

*Oleh karena itu, penelitian ini bertujuan untuk mencari tahu dan menjelaskan kemampuan para siswa dalam menerjemahkan teks deskriptif bahasa inggris pada semester keenam program pelajaran bahasa inggris FKIP UIR. Penelitian ini dilakukan melalui pendekatan kuantitatif deskriptif terhadap tes, yang menggambarkan dan menyampaikan keadaan alam secara mendalam dan terperinci persen tentang kemampuan para sutdents dalam penerjemahan.*

*Hasil penelitian dalam temuan-temuan dan uraian tentang siswa kemampuan dalam menerjemahkan teks deskriptif bahasa inggris, sebagian besar siswa mendapatkan nilai tinggi dalam tes, itu berarti bahwa hampir siswa memiliki kemampuan yang baik ketika mereka menerjemahkan teks. Hanya beberapa siswa mendapatkan nilai medium dan rendah, itu berarti bahwa mereka hendaknya belajar lebih banyak mengenai teks sumber sebelum mereka menerjemahkan. Jadi, kemampuan dominan siswa pada semester keenam baik, karena siswa terjemahan mudah untuk memahami, mengikuti aturan oleh para ahli, dan informasi dari teks jelas. Para siswa harus belajar lebih banyak tentang vocab, budaya bahasa indonesia, teknik menerjemahkan, dan menggunakan metode yang baik dalam menerjemahkan teks bahasa inggris, untuk menghindari kesalahpahaman dan miskomunikasi dengan pembaca atau target teks.*

**Kata kunci :** Kemampuan, Penerjemahan, Teks Deskriptif

## CHAPTER I

### INTRODUCTION

#### 1.1 Background Of The Research

Language is a form of thinking that can be understood, in touch with reality, and has the form structure of logic. It is used to transfer information, idea, feeling from one person to another person. Language also means tools or media of human communication and has meaning. Sometimes, the human must be able to understand the language around their environment. In fact, language is an important aspects of humans because humans and language walk together in daily activities. Language is a system, and the system must have a set of rules. In a language, the one set of rules is called grammar. The function of grammar is to organize the language and the meaning in a sentence is clearly understood. Having good grammar of the language was helpful to the learners in delivering their ideas and feeling, message either to the readers or listener.

One of languages is English. English language is an international language in the world, while in Indonesia, English as a foreign language and very important as a basis to survive in this globalization. English language becoming very important in the aspects of education, especially in Indonesia. Indonesia used English language as one subject in the state and is an important lesson for students to learn. As a popular language, people can use English language to talk with other people or speak our expression, feeling, etc, with people from different countries. The four skills of English are listening,



speaking, reading and writing are very important too because these skills are basic when someone or students want to learn English language.

Translation is the communication or activity to find the meaning of source language text by means of an equivalent into a target language text. In other words, translation is the activity of humans to change the source language to target language, to be more easily understood by the reader and give the information of text to avoid misunderstanding in text. In fact, some people or learners still have a problem in translating a text, especially English students. So this the reason why people must have good knowledge or good skills in translation. Who the person or machines that translate books, text, articles from one language to another is called a translator.

In translation, the translator is very important, especially in many industries to help their company to translate the language from English into Indonesia. Learning English in a school is not enough to improve their knowledge or their skill, but the students also learn outside of school or at home more. According to Budiman, et. al.(2016) 'that basic principals in translation refer to basic standards that need to be concerned in producing translation product'. One kind of text translation is Descriptive text. According to Dedi S. (2013), "Descriptive text is a paragraph may be defined as a group of sentences that are closely related in thought and which serve one common purpose often use to describe what a person looks like and acts like, place looks like, and object looks like". Additionally, descriptive text is a text that describes the information about something, like person, place, historical



building and animal. Thus, Good ability of students in translating can help them in understanding the meaning of the text, for example when the students read a journal, article, textbooks and others. In fact, many students still translated some text with translated English sentence word by word, and this technique is not clear to found the meaning of the text and not effective.

However, the teachers must also help the students in improving their skills about translation, looking at the difficulties of students in learning translation especially to find the meaning of a sentence or paragraph. Based on the explanation above, the researcher said English becomes a large language that has many words and some words have ambiguous or difficult meanings to translate. Somehow the beginner students sometimes found many mistakes in learning English translation. Students have to learn more so they can find new knowledge and improve their skills in English translation. Many sources that students can use to explore their knowledge for example watch movie, songs, read the article or English story and more.

The researcher is interested in conducting research entitled: '**A Study on Students' Ability in Translating English Descriptive Text at Sixth Semester of English Study Program of FKIP UIR**'

### **1.2 Setting of the Research**

The students has to realize in learning English translation need seriousness, know the rules, and special technique or method in doing translated text. So, that students can add more vocabulary, easy to understand, have a good skill in translation and get the information about translating descriptive text.

Based on the background stated in the description above, there are some problems faced by students in the researcher class in translating ability. First, the problem is students still don't have effective techniques or methods of translation, especially in translating English descriptive text. Second, the students weak in English translation because English is not the native language of them and third, the ability of students in English translation still not good because of poor vocabulary, grammar and knowledge of translation. In learning English translation students have to be able to master many important aspects in the process of mastering language.

### **1.3 Limitation of the Research**

Based on the Setting of the research above, it is important to focus on problems in this research. The researcher focuses on studying second half years students' ability in English translation and translated English to Bahasa Indonesia with a paragraph and analyzed 27 students at sixth semester in English department.

### **1.4 Formulation of the Research**

In this research, the problem is formulated as follow: How are the Students' Ability in Translating English Descriptive Text at the Sixth Semester of English Study Program of FKIP UIR?

### **1.5 Objective of the Research**

The researcher carried out the research for an objective stated below : to find out how well the ability of student in translating English descriptive text at sixth semester in English study program of FKIP UIR.

## 1.6 Significance of the Research

The researcher hopes this research was give motivation for students to find out more information and knowledge about translation, especially in translating English descriptive text. The importance in this research is, to know the students' ability and understanding in translating English. Then the researcher hopes the result of this research can be useful for the people, who are involved in English translating activity, and when they want to learn English translation is not difficult.

## 1.7 Definition of Key Terms

To avoid misunderstanding of the term used in this study, the following key terms need to be defined :

- a) A study : A systematic research, examination, identification, and understanding of the aspects or factors associated with an activity, event, phenomenon, situation. Study is the act of learning for discovering information or academic work or investigation about a particular thing or subject area.
- b) Ability : Ability is the skill or competence of doing something by some persons. The meaning of this word is the situation being able.
- c) Translating : Translating is some activities to found the meaning of text from one language to another language.
- d) Descriptive Text : descriptive text is designed specially about things person and place to tells information about all of that.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Relevance theories

To conduct this research, need some theories to explain the information and concepts terms applied in research, to avoid the confusion the terms should be classified. Therefore, the function in classification of the concept, was minimized possible misunderstanding between the writer and reader. Also, this chapter has purposed is to support the researcher opinion as a basic of analysis.

##### 2.1.1 Definition of Translation

Some experts explain their ideas about translation by presenting theory. The theory is used as basic and to help the reader in doing this study. The definition of translation explain is :

According to Turnbull, Joanna, et al (2010) “translation defines as the process of changing something that is written or spoken into another language”. This definition is explained becomes the cover skin to go through the translation. It becomes as first assumption for us when the people are going to discuss translation. According to Warwal (2015) “translation is the comprehension of the meaning of a text and the subsequent production of an equivalent”.



Based on the explanation, Translation is a process by which the meaning of the original text is explained into another language (target text) suitable with the text intended to be addressed with its grammatical and linguistics aspects. Translation and linguistics are difficult or even inseparable things. The concept of translation involves the transfer of units of good language to words up to different discourse so that the translations results can be read and buried properly. Nevertheless, the aspects of language is important for careful reflection and attention in carrying out translation activities studies.

Therefore, it is assumed that the linguistics element was the basic for translation activity and study since the meaning and forms of the language were diverted. Another assumption said is that translation in its practices requires linguistics theories as a means of finding out all the difficulties and problems in translation. According to Nida nad Taber (1994) “translation is the reopening of the message in the source language into the target language using the nearest and natural equivalent, first in the meaning and second in style”.

In addition, a translation can be explained as a way of interpreting content to express the meaning, message, or commission contained in the source text into target text with the equivalent of words that have a similar understood by the reader. Accuracy in translating a source text into target text makes it easy for the reader to understand what is want to be presented by a writer. Good source language translation depends on it a translator’s communication ability to understand the intent of a writer. In the translation process, resource mastery



alone is insufficient, a translator must also know the social cultural background, the purpose and the target of the reader from written text.

### 2.1.2 Characteristics of Translation

Talking about translation competence, a writer once gave an explicit statement of translation competence. According to El, H.A. (2017) states: "The translation production competence is directly related to the mental process of translation such as the command of language, ability to perform language transfer, ability to deal with different texts, etc". And also, that translation skills are easy as if they were given. Thus, the competence of translation is characterized in a large way toward one purpose.

However, from the definition above it can be concluded that should be following some requirements:

1. It's a sort of substitute or an explanatory message, from source language (SL) to target language (TL).
2. It does not confuse the reader or related to a written message or text.
3. It provides information in the form of content or thought or message, not in the form of text source language (SL).
4. It's also a process or an exercise.
5. The second text must have the same meaning or message as the first or the original text.
6. The second text uses the idiomatic phrase in target language (TL), to maintain the style or keep it looking like the original text.

7. The second text also uses target language equivalent to the source language.

### **2.1.3 Function of Translation**

Translation have some aspect studying is lexicon, grammatical, structure, communication situation and cultural context of the source language (SL) text, in analyzing those factors in order to find out its appropriate meaning or explanation and reconstructing the same meaning using the lexicon and grammatical structure in a suitable communication situation, cultural context in the target language (TL). According to Jinu Liu (2013) "translation as an activity leading to a product has a tradition reaching far back to the beginnings of recorded history and beyond that to the oral tradition". In the general the purpose of translation is to produce a variety of texts, scientific literature and philosophy in other languages and thus making it available to wide readers.

### **2.1.4 Type of Translation**

The translation is divided into 2 major types: is literal translation and free translation. In the translation process, it can also be done by the definition used. According to Molina. R and Hurtado Albir (2002) "Literal translation occur when there is an exact structural, lexical, even morphological equivalence between 2 langquliuaages".

In addition, translation into second language is a regular and accepted practice. In almost all post-colonial societies, in developing countries where the primary European language was still developing, there would be people who

regularly wrote and translated it as a second language. Similarly, in a high-immigration countries, a second language speaker in write and translate the language. In such a reality, it requires proper education strategies such as curricula and testing regimes. Many statements said, when the people learning to translate into the first language were not different a process than learning to translate into a second language, then there was no special need for different models. But the reality is not the same or different, and that requires such students to think differently. This is the reason why the people or students need a translation competence model for a second-language translation education.

According to Wang (2016) states some principals in translation:

- a. he must know the original language well.
- b. He must be proficient with the target language, which is even more important than the first point in translation.
- c. Proficiency with a language is different from proficiency with professional knowledge in some specific field.
- d. He must be able to understand the original writer's intent between the lines and expressed this intent out in the target text.

From the explanation above, can be concluded four principles that follow from the idea of modeling translation competence:

1. Translation competence can be separated into relatively independent components can be used as a building block in a curriculum.

2. Translation education is a matter of intervention in the development of the various components of translation competence.
3. Students are likely to obtain different levels of achievement in the various components of translation competence, given the imbalance in their bilingual skills.
4. The assessment of translation quality is best seen as a matter of profiling of the learners, rather than merely simply measuring their quality.

### 2.1.5 Translation Techniques

Translation techniques is a procedure to analyze and classify the text how translation equivalence suitable. According to the researcher statement, there is 5 basic characteristics of translation technique:

- a. They affect the result of the translation.
- b. They are classified by comparison with the original text.
- c. They affect micro-unit text.
- d. They are by nature discursive and contextual.
- e. They are functional.

According to J. Munday (2016: 89) states in a technique of translation have seven procedures, there are:

#### 1. Borrowing

Borrowing is the taking of words directly from source language into target language without translation. for example, in Indonesia language words, *abstract-abstrak*, *empathy-empati* and *accurate-akurat* (words which



borrowing from English or it sounded the same but had different in his writing).

## 2. Literal Translation

A word-for-word translation can be used in some languages and not dependent on the sentence structure. Example *'I have a pen'* translated to be *'Aku punya sebuah pulpen'*.

## 3. Adaptation

Adaptation is when something one language culture is expressed and has totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. For example *'second account'* be *'akun kedua'* (the word kelas adopted by class).

## 4. Transposition

This is the process where the translator change their sequence when they are translated. It is in a sense a shift of word class. For example *'Good night'* be *'Selamat malam'*.

## 5. Modulation

Modulation consists of using a different phrase at the source language and target languages to convey the same idea. For example *'no parking area'* be *'bukan area parkir'*, and *'I broke my heart'* be *'aku patah hati'*.

## 6. Equivalence or Idiomatic translation

Is particularly useful in translating idioms and proverb the sense, though not the image, of *'like a dog in a game of skittles'* can be rendered *'like a bull in a*



china shop'. Also, use in the situation where languages describe in the same situation by different stylistic or structural means.

#### 7. Calque

Where the source language expression or structure is transferred in a literal translation. For example, *science-fiction (English)* to be *ciencia ficcion (spanyol)*.

#### 2.1.6 Strategies of Translation

Strategy is the science or often called a special way of shaping and carrying out an activity the people was do to achieve or accomplish it more easily, the use of artifice or finesse in carrying out any project a method, plan, to achieve some goal. another hand, strategy in Oxford Advanced Learner's Dictionary International Student's Edition (2010) is the art of planning operations in war of movements of armies and navies into favorable positions for fighting; skill in managing any affair. According to Mardin Silalahi, et.al (2018) "translation strategy, the writers use semantic strategy especially modulation in translating scientific texts and at least use the special structural strategy of addition".

Similarly, according to Sitti Khadija and Shalawati (2018) "in translation must having good proficiency in source language and target language, and also better understanding about their language and cultures".

Thus, usually translation strategies aim to make the best product of translation. In principle, that fall into three categories; they can be conscious, potentially conscious and totally subconscious. Strategies are not directly

accessible through the translator, they need also to be hypothesized from the available data.

Subsequently, considerations made through the process and product of translation, According to Langgeng and Aan (2010) “divides strategies into 2 major categories: Some strategies relate to what happens to texts, while other strategies relate to what happens in the process”.

Based on the statement for some of the steps that translation was go through in a translation strategies are:

- a. Preliminary Analysis
- b. Exhaustive Style and Context Analysis
- c. Acclimation
- d. Reformulation of The Text
- e. Analysis of The Translation
- f. Reviews and Comparison

### **2.1.7 Translation Method**

Translation method means the translation method used by translators to get and explain overall meaning of the source language into the target language. According to Newmark (1988:45) “translation methods can be traced in terms of its emphasis on the source language and the target language”.

Furthermore, he goes on to refer to the following methods of translation:

- a. Word-for-word translation: In which the SL word order is preserved and the words translated word by word in their most common meaning, out of context.

- b. Literal translation: In which the SL grammatical constructions are converted to their nearest TL equivalents, it is also known as word-for-word translation.
- c. Faithful translation: Efforts made to produce the precise contextual meaning of the original language within the constraints of the TL grammatical structures.
- d. Semantic translation: Almost as much as the faithful translation, it is just the differs must take more account of the aesthetic value of the SL text.
- e. Adaptation: Which is the freest form of translation between others, adaptation use mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, it was converging from SL to the TL and the text is rewritten.
- f. Free translation: a translation that takes no note of some aspects such as the style, form, or content of the original.
- g. Idiomatic translation: it produces the message of the original language but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- h. Communicative translation: it translation is used to give the correct contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

### **2.1.8 Quality in Translation**

The practice of translation is not as easy as predict. The translation should cover 2 different language. In the rules, that absolutely each of the languages

has their own system. According to D. Gouadec (2010:270) states: “ The basic idea is that the quality of transaction is ‘good’ if and when both the provider and provide are satisfied with the translation provision process, and of course its result”. So, if the translator follows strict relevant procedures, this was reduce the risk of non-quality.

In addition, not all language communities have the same ideas, because that language has their own characteristics or special context and not easily can be matched to another language. Every single language has their grammar rule that may be same with other in some part and different in another part. The translator should actually learn about both language and appear the best translation of it. That is why the translation quality becomes the scale to measure the good of the translation product. A good product of translation is when the reader does not realize that the text is a translation product.

Therefore, the quality of the translation influence by the equivalents of the translation. According to Langgeng and Aan (2010:1) “A translation as a replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. Generally the equivalent of the translation product is linier and suitable with the translation quality. According to Venutti (2012) “The equivalents important to make the product of the translation deliver the equal information as mentioned in the target text”. A translator must pay close attention about the equivalents between the source text and target text, so that there is no missing and misunderstanding information when he transfers the messages from source text into target text’.



### 2.1.9 Translation Quality Assessment (TQA)

In Translation Quality Assessment is about the way how to assess the quality of translation. This assessment focused on the product of the translation. It means the result of translation process becomes the object to assess by the TQA and related to the evaluation. According to Wasiam (2009) “people with an interest in translation studies are always evaluating. They would be evaluating sources (they usefulness and authenticity), evaluating authors and their translators ( their aesthetic, their influences, and how this informs their work), evaluating source text and evaluating target texts”. Therefore, according to Luis, M. C. (2015) states: “acceptability is used as the presumption of mutual knowledge, which is a precondition for the exchange of texts, and thus for translation”. This statement determines that when the people are going to evaluate, their need to consider the level of the assessment. To make it, needed any scale of something that can measure each level of the evaluation.

Too Wasiam (2009) point that TQA models and procedures should pass the validity and the reliability, as explained below :

1. **Validity**, is the process of seeing how far the evaluation and also designed to measure, such as translation skills (construct validity). Content validity is the extent to which an evaluation for covers the skills necessary in a performance. For example, is the content of the translation examination an appropriate sample of the content of the course ?



**2. Realibility**, is how far the evaluation of the same results is given over and over again to the same populations, under the same conditions. As a result the TQA system is clearly credible and a reference is recommended if the decisions are consistent and the criteria are stable. Is the results merely inappropriate bias or variation over time? Is there a mechanism for ensuring that evaluators do not fluctuate between excessive rigour (purism) and extreme flexibility (laxism)? Is the evaluator always objective? Are quality requirements clearly enough defined for decisions on borderline cases to be made with consistency and sample justification?

According to Nababan (2014), defines that a good translation should fulfill three aspectss, they are accuratability, acceptability, and readability.

### 1. Accurateness

The accurability refers to the equivalence of the translation product with the source text. The equivalence of the translation product is related to the meaning and the message. A text can be a note as a good translation product when it has same meaning and message between the source text and the target text.

### 2. Acceptability

If a translation product is made without regard to accuracy, the result is not acceptable refers to whether the translation product has follow the rules and norms of the target text. for example, its a normal in some countries when a son calls his mom with his child name like *what are you doing, Marni*. The son calls his mother's marni. But this situation was a problem

when is applied in Indonesia. The translator must learn more about the culture of target text to bring the norm and the rule of the target text.

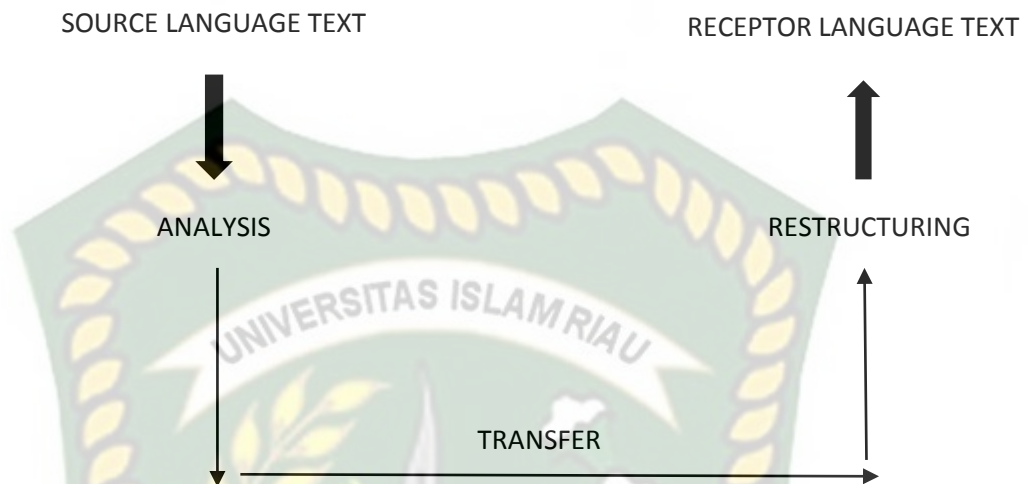
### **3. Readability**

In translation activity, the readability can not be separated and erased. The readability focuses on the source text and target text. the translator should understand the concept and the rules of readability at the source text and target text. a good understanding of it was make the good translation and the result of the translation was easier read by the reader.

#### **2.1.10 Translation Process**

Definition of translation process is divided into 2 sides from a broader sense and a narrow sense. In a broader sense means to focus more on the relationship with the translation project, whereas in a narrow sense only includes a mental relation in the translation process. In addition, according to Nida and Taber (1969:33) introduce three stages in the process of translation. This process begins by analyzing SL into grammatical and semantic structure of the TL, transferring the meaning and at last by reconstructing the grammatical and semantic structure into the appropriate TL forms in order to create an equivalent TT.

**Figure 2.1 Nida's Model of Translation Process**



From that explanation it can be concluded, a translator must have knowledge about the elements of 2 or more languages. Such as, grammatical, semantic structure, idiomatic and etc. process of translation is done for finding the equivalence meaning from source language (SL) to target language (TL).

According to Nababan (2012), the process of translation is divided into three stages, that is analysis, transfer, and restructuring or alignment.

1. **Analysis**, the analytical phrase is the most decisive stage step for the translator. At this stage, the translator should be able to capture the content, messages, meanings and focusing on the grammatical relationship of words that are in the source language. This stage is an important peak for translators. If translators use in meaning, message, and meaning in the words is not good and clear, the translation was all wrong. The translator must understand about linguistics and extra linguistics. Where nothing unites language and culture, because there are 2 important things that cannot be ignored.

2. **Transfer** is a stage used by the translator to transfer content, messages, or meanings contained in the source language into the target language. In this stage, the translator must find an equivalent word from the source language into the target language. This process really need translator logic.
3. **Restructuring** is a stage when the translator begins to pour the content, meanings and messages derived from the source language into written form. This stage also is regarded as an editing stage that involves decision making. The translator is required to master the culture and information of the source language rules so that the transfer of language feels natural and good.

The translation process very difficult linguistic activity as recognized by diplomats. Many linguistics are paying great attention in this field. In the translation process, linguistic knowledge such as morphology, syntax, semantics and knowledge of culture. It is important to establish the text that the translator needs to have.

## 2.2 Descriptive Text

Descriptive test is the text describes something, like places, resort place, characteristic of people, historical building and etc. According to Knapp and Watkins (2005) “descriptive text is a type text which is used by the writer or speaker to describe a particular thing, animal, place and or event the readers or hearers”.

Knapp and Watkins (2005) state that descriptive text employs some linguistics features as summarized below:



- a. Focus on specific participants as the main character.
- b. Use present tense as dominant tenses.
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant).
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.
- e. Use mentals verb or mental process when describing feelings.
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic.
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

The process of describing is done through ordering their characteristics clearly, starting from naming, classifying, and dealing their (attributes, behaviors, functions) and that the readers or hearers can possibly notice what the writer writing.

Like other genres, descriptive text also has its structure or stages. According to J. Siahaan (2013), “The elements or schematic structures of descriptive text

are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. Description, on the other side, is structured to describe that participants from its characteristics appearances, personality, and habits or qualities”.

### 2.3 Relevance Studies

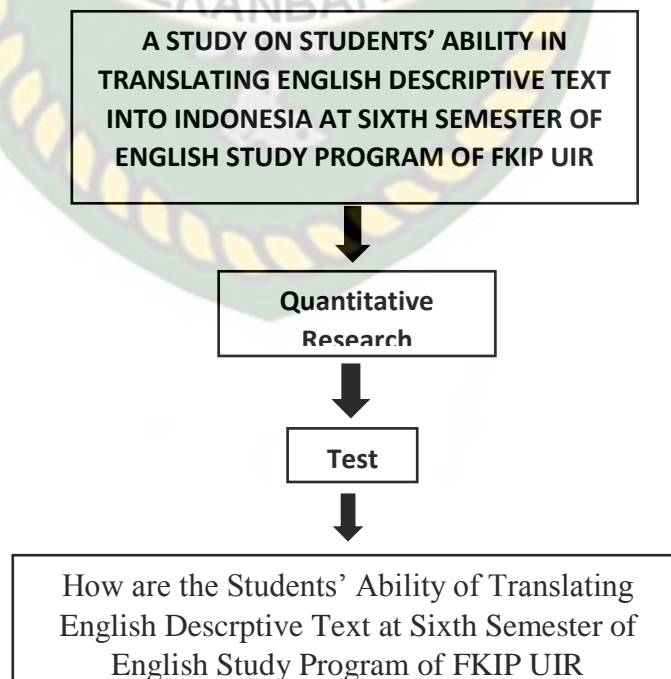
This research was conduct by some previous research, there is :

1. Research by Melsi Agustin (2017), from Islamic University of Riau. The title of her research is “An Analysis of Students Ability in Translating Descriptive Text Into Indonesia Language At English Study Program of Islamic University of Riau”. This research was researched about the ability of students in translating descriptive text, especially English study program. The researcher choose seventh semester as subject of the research, more specificant researcher choose some students from all classes in English study program and totally 20 students, as random sampling technique.
2. A thesis by Herti Hirda Astria (2017), entitled “ An Analysis Translation Method Used By Students At The Sixth Semester Of English Education Department Uin Alauddin Makassar”. This research explain that students method in translation about descriptive text and give more information about descriptive text. The subject of this research was students of the sixth semester at

English education department of UIN Alauddin Makassar, which consist of 2 classes and 86 peoples. The researcher choose 10 students of PBI 3-4. In terms of having 10 students are recommended by the lecturer.

3. Mardin Silalahi et.all (2018), entitled “The Analysis Of Errors Translation Of Scientific Text From English To Indonesia Language”. This study explain aims to find errors in the translation of scientific text from English into indonesia. Using the quantitative method with content analysis approach, this research also focus or discuss about 5 points: (1)the translation strategy,(2)lexical error,(3)morphological error,(4)syntactic error,(5)the factor choosing error in translation.

#### 2.4 Conceptual Framework



This research with title a A Study on Students' Ability in Translating English Descriptive Text Into Indonesia at Sixth Semester of English Study Program of FKIP UIR is a quantitative research with one of data collection techniques, that is a test. This technique was use to find out the students ability in translating descriptive text.

### **2.5 Hypothesis**

The assumption of this research is English education students has been learning through about translating text. In this time when the students want to translate a text, and has a good skill in translation, they should be learn more about translation especially in technique, the equivalent, strategy, process and etc.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research is a descriptive research which focuses on the quantitative design. According to Creswell (2012), “ embedded research design used to present both qualitative and quantitative data in order to provide better understanding about the research problem”. Additionally, according to , “quantitative research is about explaining phenomena by collecting quantitative data which are analyzed using mathematically based methods”.

The variable of this research is students’ ability in translating descriptive text and students as a respondents.

#### 3.2 Location and Time of The Research

##### 3.2.1 Location

This research was conduct at English study program of FKIP UIR which located on Kaharuddin Nasution street no. 113. The reason of the researcher assigns the department as a research location because as some consideration as follows:

1. In pandemic conditions (covid 19) like this, Islamic University of Riau is the closest place.
2. To facilitating collection data technique.
3. The researcher has some participants in UIR to assist in research.
4. The researcher synchronize with the problem and focus of the research.

### 3.2.2 Time

This research was conducted in even semester of academic years 2020/2021.

### 3.3 Population and Sample of The Research

#### 3.3.1 Population

According to Taderhoost, H (2016) “the entire set of cases from which researcher is drawn called the population”. So, the population of this research is sixth semester of English study program of FKIP UIR or more than 100 subjects from (A, B, D) class.

#### 3.3.2 Sample

According to Majid (2018) “sample is an important tool for research. Sampling is a while of selecting a statistically representative sample of an individual from the population”. In addition, according Arikunto (2006), “ if the population is <100 be better taken all, but if the number of population in large or >100, it can be taken between 10-15% or 20-25%”. So, the researcher in this research taken 25% from the population as the sample and use simple random sampling. Then, the researcher choose 27 students from the population. Based on simple random sampling technique of the population class, the researcher choose 9 random students in each class.

### 3.4 Instrumen of The Research

For this research, the researcher was use a test to obtain the data in order to get the answer of the research question. The researcher use text from internet about description of Indonesian ( ASIAN - RECIPE.COM ), the text explain about population, geography and the location of Indonesian country.

### 3.4.1 Translation Test

A test is an educational assessment to measure a test-taker's knowledge, skill, physical fitness, or classification in many other topics. From a test, the ability or the understanding someone can visible good or not. And also in this research, the researcher use translation test (TT) as an instrument to get the data, because suitable if used in translating English descriptive text or paragraph for students

Furthermore, Nababan. M. et.al (2018), recomendeed three instruments to assess the translation product:

**Table 1: Rubric for Assessing Accurateness of Translation**

Categories	Quantitative Parameters	Scores
Accurate	Technical terms, word, phrases, clauses from source language can be transferred into the target language accurately, so translation clearly without distorting the meaning	3
Less accurate	The transferred accurately from source language into target language, but the transferred in text have some distorted meanings or omitted meaning.	2
Not Accurate	Techniqal terms, word, phrases, clauses from source language cannot be transferred accurately into the target language.	1

**Table 2: Rubric for Assessing Acceptability of Translation**

Categories	Quantitative Parameters	Scores
Acceptable	The translation is good, natural, familiar in used technical terms and phrases and also related or refer to Indonesia grammatical rules.	3
Less Acceptable	The translation is good, natural but has some problems in technical terms and grammatical errors.	2
Not Acceptable	The translation is not good, natural, unfamiliar and there is significant grammatical errors in many aspectss.	1

**Table 3: Rubric for Assessing Readability of Translation**

Categories	Quantitative Parameters	Scores
Readable	Sentence, words, phrases, clauses are easy to understand by the reader.	3
Less Readable	Overall, the translation can be understood but should read it more than once tu fully understand the point.	2
Not Readable	The translation hard to understand and not suitable with source language.	1



### **3.5 Data Collection Technique**

#### **3.5.1 Translation Test**

Researcher was not be able to meet the respondents. Researcher was contact the chairman of sixth semester, class (a,b,d), and then ask them to fill up the task. There is two step way that researcher use to distribute the test. First, the researcher was make a group in whatsapp for the subject test or students, and in the group the researcher give some information and intruction for the subject test about the test. After that, the researcher send the google classroom code into the group whatsapp and ask the students to join class test with that code.and last the student ready to doing the test and waiting the intruction to begin the test from researcher. This technique used to spread the test due to Covid-19..

#### **3.6 Data Analysis Technique**

According to Dr. Rugayah (2016:30-32) “Data analysis is a process the systematic tracking and setting of interviews transcripts, field notes and other materials gathered to increase understanding of the material so that it can be assimilated to others”. Therefore, data analysis is the process of searching and compiling the data obtained from field notes and documentation. By organizing data into categories, translating into units, systhesizing, arraging into patterns, chosing which is important studied and made conclusions easily understood by self and other.

According to Dr. Rugayah (2016), procedure analysis data quantitative divided into 4 stage that follow:

1. Organizing Data
2. Making Category, theme and format.
3. Found the Explanation Alternative Data
4. Writing a Report

To measure this research, the researcher was follow the stage as suggested by Dr. Rugayah above in analyzing data:

- a. Organizing the data, the researcher was able to read the data more than once, which tells the difference what is usable and what is not.
- b. Researcher was categorize the data into group with different themes, to producing patterns or format that are neat or orderly, easy to understand and clear.
- c. Next process, the researcher was give an explanation about the data and also the researcher should be able to explain the data based on consistent logic.
- d. Last part is reports, the researcher should be writing the description data by pay attention words, phrase and sentence exactly.

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation of Students' Translation Test in Translating Text

The researcher theory used from Mangatur Nababan to get the data, there are three instruments to assess the translation product namely accuracy, acceptability and readability. Based on description of the data, the researcher found the result of translating English descriptive text below:

**Table 4. Scoring Rubric of The Students In Translating English Descriptive Text**

Students	Accuracy		Acceptability		Readability	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
S1	3	2	3	2	3	3
S2	2	2	3	2	2	2
S3	3	3	3	3	3	3
S4	3	3	3	3	3	3
S5	3	3	3	3	3	3
S6	3	3	3	2	3	3
S7	3	3	3	3	3	3
S8	2	1	3	2	3	3
S9	3	3	3	3	3	3
S10	3	3	3	3	3	3
S11	3	2	3	2	3	3
S12	3	2	3	3	3	3
S13	3	1	3	2	2	3
S14	2	2	3	3	3	3
S15	3	3	3	3	3	3
S16	3	3	3	3	3	3
S17	3	2	3	3	3	3
S18	3	2	3	3	3	3
S19	3	2	3	2	3	3
S20	3	2	3	3	3	3
S21	3	2	3	2	3	3
S22	2	1	2	1	2	1
S23	2	2	3	3	3	3

S24	3	2	3	2	3	3
S25	3	3	3	2	3	2
S26	3	3	3	3	3	3
S27	3	3	3	3	3	3

The table above is the result of students score given by rater 1 and rater 2, in evaluating the students test, there are three aspects of assessment in translation by nababan used, namely Accuracy, Acceptability, and Readability. In addition many students get a high score or excellence ability in translation test, there are students: (3, 4, 5, 6, 7, 15, 16, 26, 27), also some who get a moderate score, there are: (1, 2, 6, 11, 14, 17, 18, 19, 20, 21, 23, 24, 25) and students get lower score are: (8, 13, 22).

Based on rater one, student 1 in all aspects is accuracy, acceptability and readability get 3 scores. Meanwhile, based on rater 2, student get 2 scores accuracy because there is a phrase that is less accurate "*terdapat penghuni*" and it would confusing the reader, 3 scores in acceptability and readability . It can be concluded student 1 get a high score.

Based on rater one student 2, get 2 scores in accuracy because there is less accurate word "*mengangkangi*" it was made the reader not understand meaning of the word, 3 scores acceptability and 2 scores in readability because a phrase "*kepulauan terbesar*"the reader must reread a phrase to get the meaning. And based on rater 2, the student get 2 score accuracy, it's same as rater 1 because word "*mengangkangi*" less accurate, 2 scores acceptability because there is a problem in technical terms in a sentence "*itu sekitar 190 juta*



*penduduk*” and 2 scores in readability. It can be concluded student 2 get a medium score.

Based on rater one and rater 2, student 3 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 3 get a high score in all assessment aspects.

Based on rater one and rater 2, student 4 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 4 get a high score in all assessment aspects.

Based on rater one and rater 2, student 5 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 5 get a high score in all assessment aspects.

Based on rater one and rater 2, student 6 in all aspects is accuracy, acceptability and readability get 3 scores. But, based on rater 2 the student get 3 scores in accuracy, 2 scores in acceptability because word “*ecuator*” at target text less information and not familiar word with more reader and 3 scores in readability. It can be concluded student 6 get a high score.

Based on rater one and rater 2, student 7 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 7 get a high score in all assessment aspects.

Student 8, based on rater one and rater 2 the student get 2 scores accuracy because there is a word “*dialek*” less accurate and not clear information, acceptability 2 scores because phrase “*negara Khatulistiwa*” this word

unfamiliar with some reader, readability get 3 scores. it can be concluded the student get a medium score.

Based on rater one and rater 2, student 9 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 9 get a high score in all assessment aspects.

Based on rater one and rater 2, student 10 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 10 get a high score in all assessment aspects.

Based on rater one and rater 2, student 11 in all aspects is accuracy, acceptability and readability get 3 scores. But based on rater 2, the student get 2 score accuracy because a phrase "*di khatulistiwa*" less accurate and has confused meaning, acceptability also 2 score because word "*ecuator*" not familiar with target text and the reader was confused, readability get 3 scores. It can be concluded student 11 get a medium score.

Based on rater one and rater 2, student 12 get 2 scores accuracy because phrase "*di khatulistiwa*", "*iklim khatulistiwa*" the target meaning or the information of this word is less accurate for some reader or target text, 3 scores in acceptability and readability. It can be concluded student 12 get a medium score.

Based on rater one and rater 2, student 13 get one score accuracy because the student did not translate a few word and many sentences so the translation not clear and not accurate, acceptability get 2 scores because a phrase "

*berpenguji sekitar 6000*” the information this phrase not clear and has grammatical error, and readability get 3 scores. It can be concluded student 13 get a lower score,

Based on rater one and rater 2, Student 14 get 2 scores accuracy because a sentence “ *kepulauan terbesar and populasi terbanyak di dunia*” the translation of this sentence not accurate because change blot out many words from source text so the information not accurate, 3 scores in acceptability and readability. It can be concluded student 14 get a medium score.

Based on rater one and rater 2, student 15 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 15 get a high score in all assessment aspects.

Based on rater one and rater 2, student 16 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 16 get a high score in all assessment aspects.

Based on rater one, student 17 in all aspects is accuracy, acceptability and readability get 3 scores. But based rater 2 get 2 scores accuracy because phrase “*iklim khatulistiwa*” the target meaning or the information of this word is less accurate for some reader or target text, 3 scores in acceptability and readability. It can be concluded student 17 get a medium score.

Based on rater one, student 18 in all aspects is accuracy, acceptability and readability get 3 scores. But based rater 2 get score accuracy 2 because a phrase “*iklim khatulistiwa*” the target meaning or the information of this word

is less accurate for some reader or target text, 3 scores in acceptability and readability. It can be concluded student 18 get a medium score.

Based on rater 1, student 19 in all aspects is accuracy, acceptability and readability get 3 scores. But based on rater 2, the student get score accuracy 2 because word "*di khatulistiwa*" less accurate and has confused meaning, acceptability also 2 scores because word "*ecuator*" not familiar with target text and the reader was confused, readability get 3 scores. It can be concluded student 19 get a medium score.

Based on rater 1, student 20 in all aspects is accuracy, acceptability and readability get 3 scores. But based rater 2, get score accuracy 2 because a phrase "*iklim khatulistiwa*" the target meaning or the information of this word is less accurate for some reader or target text, get 3 scores in acceptability and readability. It can be concluded student 20 get a medium score.

Based on rater 1, student 21 get 3 scores in accuracy , acceptability and readability. But based on rater 2, the student get scores accuracy 2 because word "*di khatulistiwa*" less accurate and has confused meaning, acceptability also 2 scores because word "*ecuator*" not familiar with target text and the reader was confused, readability get 3 score. It can be concluded student 21 get a medium score.

Based on rater 1, student 22 get 2 scores in accuracy, acceptability and readability because some there are less words "*equator*", a phrase "*melintasi khatulistiwa*" and "*posisi kelima dunia*", also the information of this



translation product not clear because the translation test unfinished work. Meanwhile, based on rater 2 the student get 1 score in accuracy, acceptability and readability. The reason why rater 2 given that score also because the problem translation as describes earlier.

Based on rater 1 and rater 2, student 23 get 2 scores in accuracy because a phrase and word "*bahasa dan dialek*" transferred in text have some distorted meanings or omitted meaning and "*straddles*" the student cannot translate this word into target language, and the student get 3 scores in acceptability and readability.

Based on rater 1, student 24 in all aspects is accuracy, acceptability and readability get 3 scores. But based on rater 2, the student get scores accuracy 2 because a phrase "*di khatulistiwa*" less accurate and has confused meaning, acceptability also 2 scores because word "*ecuator*" not familiar with target text and the reader was confused, readability get 3 scores. It can be concluded student 24 get a medium score.

Based on rater 1, student 25 in all aspects is accuracy, acceptability and readability get 3 scores. Based on rater 2, the student get 3 scores in accuracy, 2 score in acceptability because phrase "*bahasa dan dialek*" this phrase was make the reader confused what is the meaning of that, and in readability get 3 scores. It can be concluded the student get a high score.

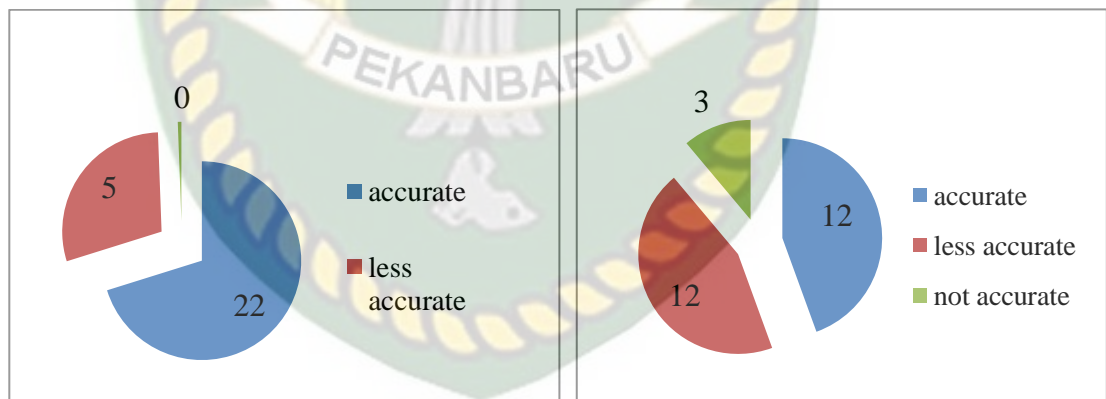
Based on rater 1 and rater 2, student 26 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 26 get a high score in all assessment aspects.

Based on rater 1 and rater 2, student 27 in all aspects is accuracy, acceptability and readability get 3 scores. It can be concluded student 27 get a high score in all assessment aspects.

#### 4.2 Data Interpretation of Students' Ability in Translating Text

From explanation in data description above, the researcher found the result quality of the students' translation test in translating text from English to Indonesia. It can be seen by figure below:

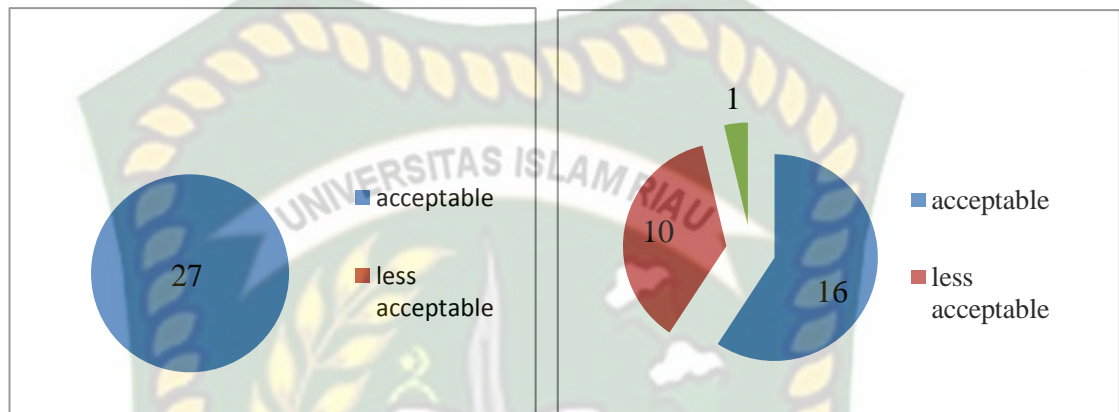
Figure 1. Accuracy of Students' Translation Based on Rater 1 and Rater 2



From the figure above to assess the translation product of students there are three categories: accurate, less accurate and not accurate. Among those categories based on rater 1, most of the students were an accurate category with almost twenty 2 students and five students were in less category. It can be concluded the students mostly get a high score. Meanwhile, rater 2 has the difference in assessment the student's translation product were an accurate and

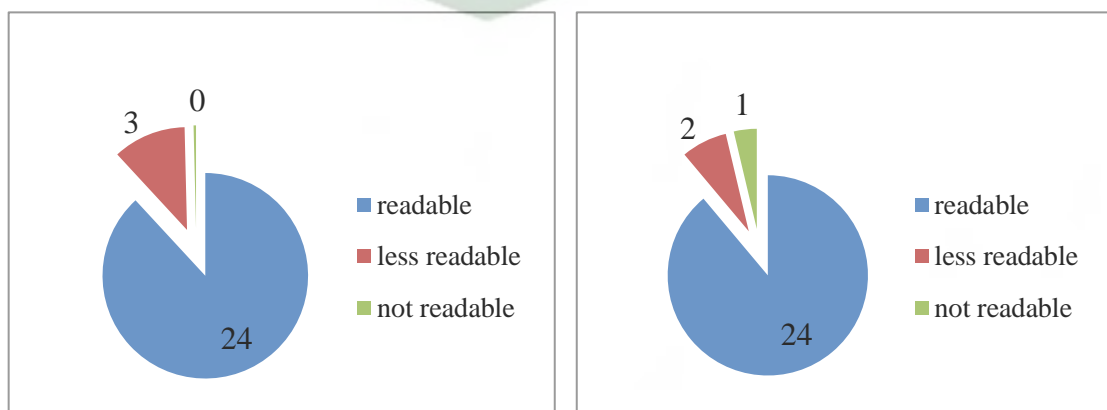
less accurate is same, totally twelve students and three students didn't get accurate category. thus, based on rater 2 just a few students get a high score.

Figure 2. Acceptability of Students' Translation Based on Rater 1 and Rater 2



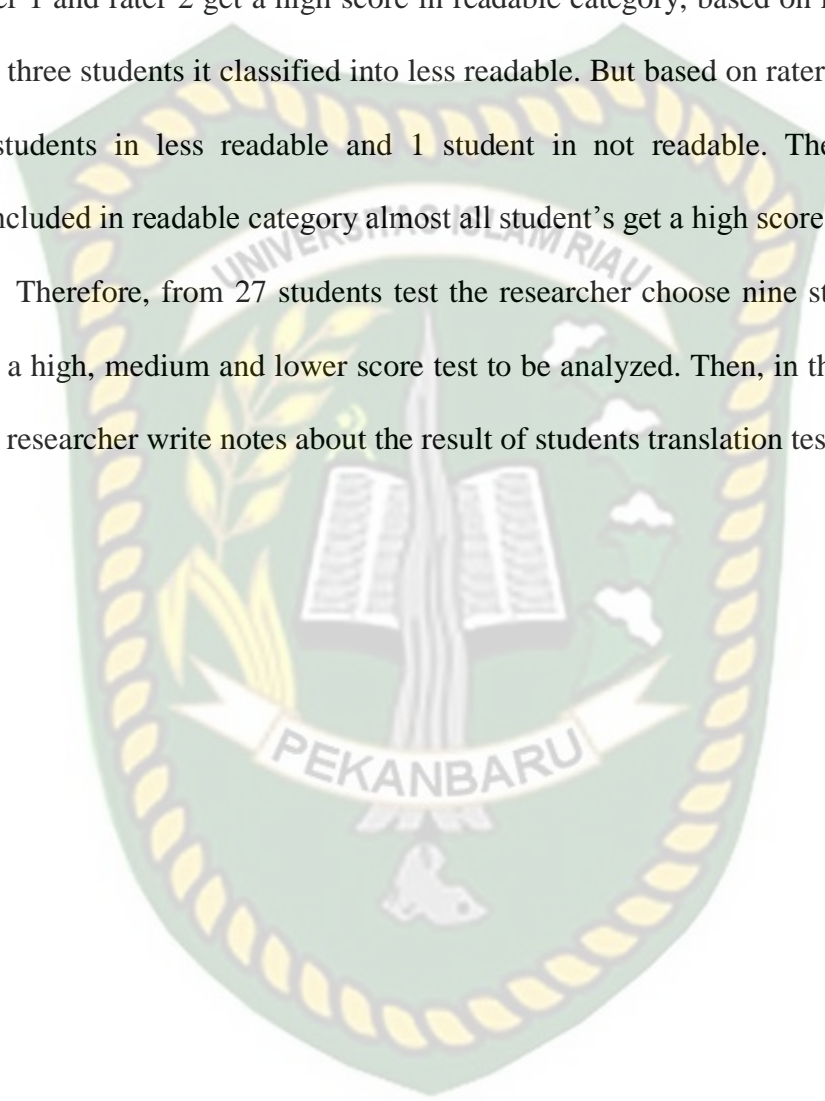
Based on figure above it show the information about the data of students in translation test acceptable category. Based on rater 1, all of the students get three scores in acceptable category. Meanwhile, based on rater 2 shows the result of students were sixteen students classified into acceptable category or a high score, ten students get less acceptable or 2 score and last 1 student get not acceptable category. So, it can be concluded the students who mostly get a high score was in acceptable category.

Figure 3. Readability of Students' Translation Based on Rater 1 and Rater 2



Based on figure above, in terms of readability mostly of students could produce readable translation category. There are twenty four students based on rater 1 and rater 2 get a high score in readable category, based on rater 1 there are three students it classified into less readable. But based on rater 2, there are 2 students in less readable and 1 student in not readable. Therefore, can concluded in readable category almost all student's get a high score.

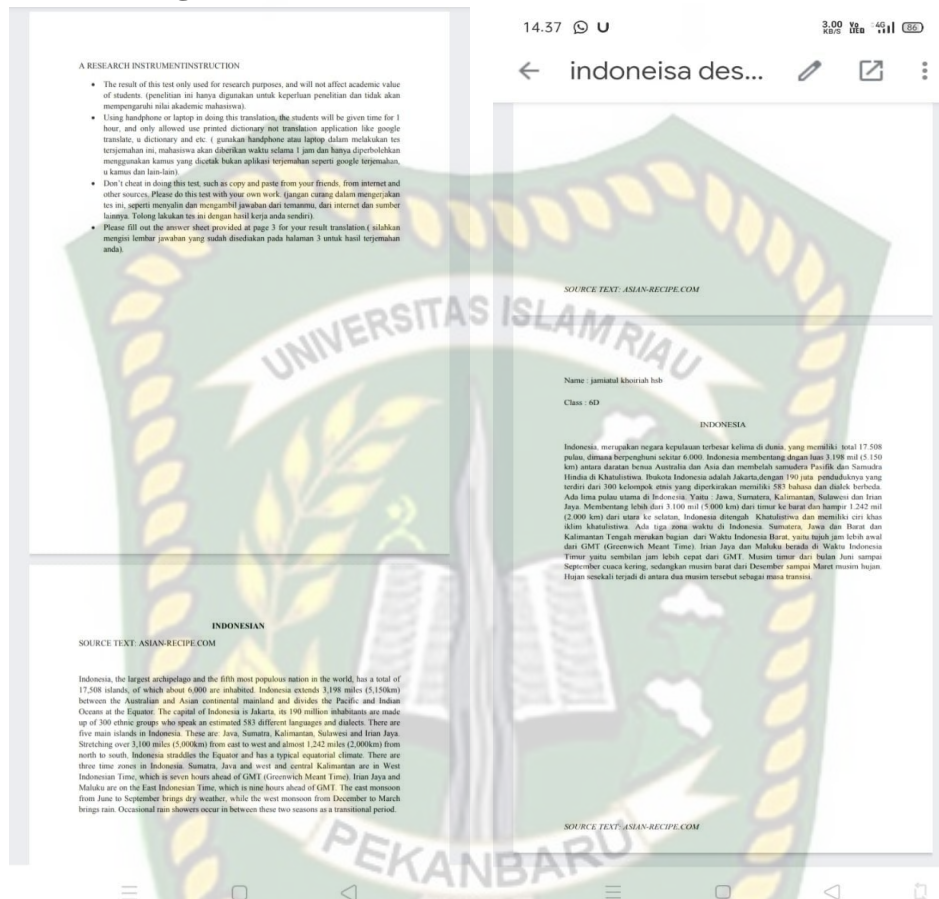
Therefore, from 27 students test the researcher choose nine students who get a high, medium and lower score test to be analyzed. Then, in this research, the researcher write notes about the result of students translation test.





## Data 1

Figure 4.2.1 Picture Of Result Translation Test Of Student



Notes:

Student 1, based on rater 1 and rater 2 get a high score in all assessment aspects by Nababan. Meanwhile, based on researcher found 1 word “*equator*” for be better change or translate to “*tropis/penghujan*” because that is general language of ind1sia people as an target text.

## Data 2

Figure 4.2.2 Picture Of Result Translation Test Of Student



Notes:

Student 2, based on rater 1 and rater 2 get a high score in all assessment aspects. The researcher has feedback for the result of student, for be better the student change to be a phrase “*khatulistiwa*” be “*garis khatulistiwa*”, so the reader or target text easy to understand the meaning.

Data 3

Figure 4.2.3 Picture Of Result Translation Test Of Student

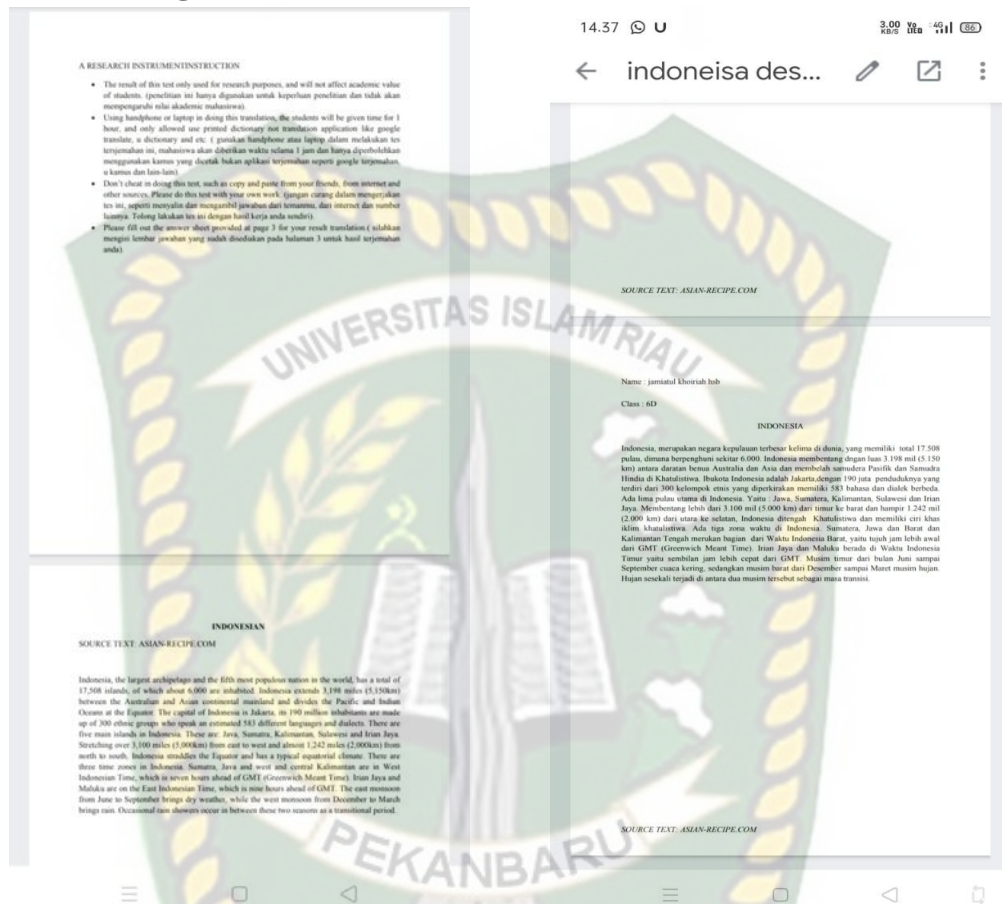


Notes:

Student 3, based on rater 1 and rater 2 also get a high score in all assessment aspects. From the researcher has feedback, be better the student add the information at word “*khatulistiwa*” be “*garis khatulistiwa*” and so the reader easy to get the point or the meaning.

## Data 4

Figure 4.2.4 Picture Of Result Translation Test Of Student



Notes:

Student 4, based on rater 1 and rater 2 get medium score because has some less translating text. The researcher found that less translating, at word “*khatulistiwa*” change be a phrase “*garis khatulistiwa*” so the reader easy to understand and at word “*equator*” be “*tropis/penghujan*” because it more give clear information to the reader.



## Data 5

Figure 4.2.5 Picture Of Result Translation Test Of Student

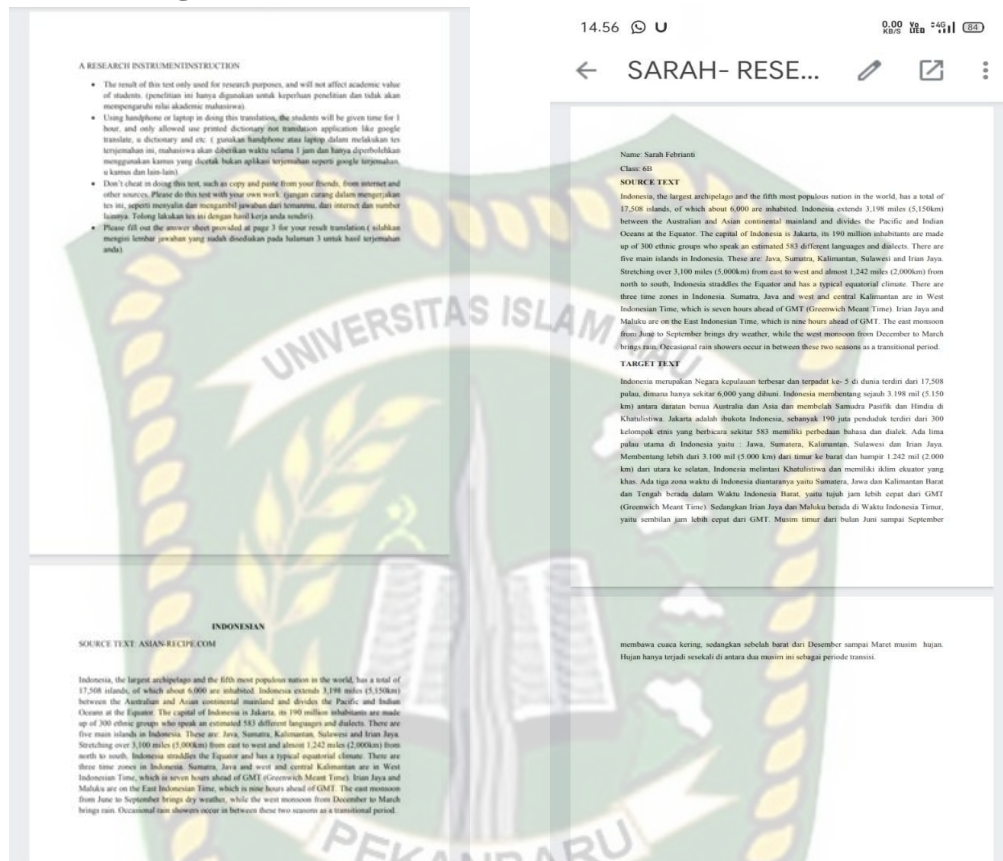


Notes:

Student 5, based on rater 1 and rater 2 get medium score. the researcher found some less translation or the reason why the student get medium score there is at phrase “*iklim khatulistiwa*” the student just write that word in the translation text, regardless phrase “*iklim khatulistiwa*” it will make confusing, so the translation should be “*iklim tropis/penghujan*” because that is general language in target text and more easy to understand .

## Data 6

Figure 4.2.6 Picture Of Result Translation Test Of Student

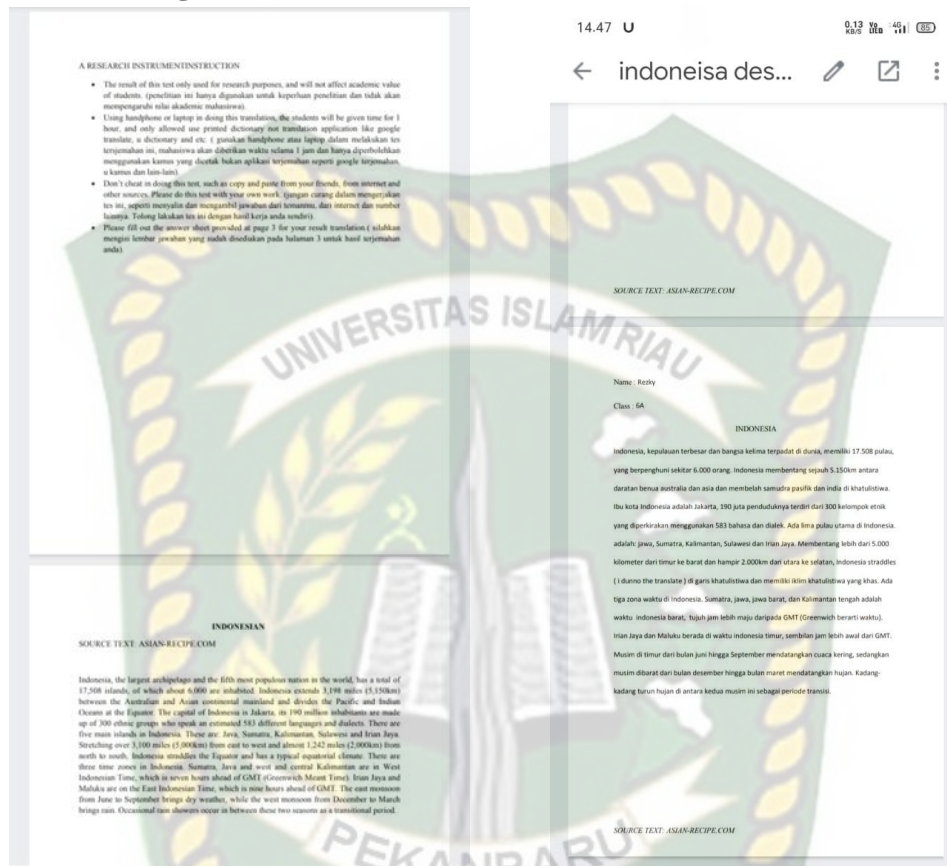


Notes:

Student 6, based on rater 1 and rater 2 get medium score because the translation test of student has less translation. The researcher found that less translating, at word "khatulistiwa" change be a phrase "garis khatulistiwa" so the reader easy to understand and at phrase "iklim khatulistiwa" be "iklim tropis/penghujan".

## Data 7

Figure 4.2.7 Picture Of Result Translation Test Of Student



Notes:

Student 7, based on rater 1 and rater 2 get lower score because the student has some mistake and not clear information in translation test. The researcher found that mistake at phrase “*iklim khatuulistiwa*” it will make confusing, so the translation should be “*iklim tropis/penghujan*” because that is general language in target text and more easy to understand. Thus, at translation “*6000 orang*” its not clear information because the source text explain about “*6000 pulau*” not people. Then at phrase “*bahasa dan dialek*” the student omitted

phrase from the source text, the translation should be “*bahasa dan dialek yang berbeda*” so it the clear information. And last at word “*straddles*” the student cannot translate this word, the translation is “*melintasi*”.

### Data 8

Figure 4.2.8 Picture Of Result Translation Test Of Student



Notes:

Student 8, based on rater 1 and rater 2 get lower score. The researcher found the reason why the student get lower score because at at word “*mengangkangi*” is not good translation because the meaning of this word really ambiguous, necessarily the student write “*melintasi*”. Then, at phrase “*iklim khatuulistiwa*” it will make confusing, so the translaation should be



“iklim tropis/penghujan” because that is general language in target text and more easy to understand. Thus, at phrase “*bahasa dan dialek*” the student omitted phrase from the source text, the translation should be “*bahasa dan dialek yang berbeda*” so it the clear information.

## Data 9

Figure 4.2.9 Picture Of Result Translation Test Of Student

The screenshot shows a mobile application interface for a translation test. At the top, there is a header with the text "INDONESIAN..." and a back arrow. Below the header, there is a section titled "A RESEARCH INSTRUMENT INSTRUCTION" with several bullet points. The main content area is divided into two sections: "INDONESIAN" (Source Text) and "INDONESIAN" (Student Translation). The source text is a paragraph about Indonesia's geography and population. The student's translation is a simplified version of the source text, missing some details and using simpler vocabulary.

**INDONESIAN**  
SOURCE TEXT: ASIAN-RECIPE.COM

Indonesia, the largest archipelago and the fifth most populous nation in the world, has a total of 17,508 islands, of which about 6,000 are inhabited. Indonesia extends 3,198 miles (5,150km) between the Australian and Asian continental mainland and divides the Pacific and Indian Oceans at the Equator. The capital of Indonesia is Jakarta, an 190 million inhabitants are made up of 380 ethnic groups who speak an estimated 583 different languages and dialects. There are five main islands in Indonesia. These are: Java, Sumatra, Kalimantan, Sulawesi and Irian Jaya. Stretching over 3,100 miles (5,000km) from east to west and almost 1,242 miles (2,000km) from north to south, Indonesia straddles the Equator and has a typical equatorial climate. There are three time zones in Indonesia. Sumatra, Java and most of central Kalimantan are in West Indonesian Time, which is seven hours ahead of GMT (Greenwich Mean Time). Irian Jaya and Maluku are on the East Indonesian Time, which is nine hours ahead of GMT. The east monsoon from June to September brings dry weather, while the west monsoon from December to March brings rain. Occasional rain showers occur in between these two seasons as a transitional period.

**INDONESIAN**

Nama: Nofriyani Zebua  
Class: 6B

INDONESIA  
Indonesia adalah negara kepulauan terbesar dan negara terpadat penduduk kelima di dunia, memiliki 17.508 pulau, dimana sekitar 6000 dihuni. Indonesia terbentang sejauh 3.198 mil (5.150km) diantara benua Australia dan Asia dan membelah samudra Pasifik dan Hindia di khatulistiwa. Ibu kota negara Indonesia adalah Jakarta. Ada 190 juta penduduk yang terdiri dari 380 kelompok etnis yang berbicara sekitar 583 dengan bahasa dan dialek yang berbeda. Ada lima pulau utama di Indonesia. Ada pulau Jawa, Sumatra, Kalimantan, Sulawesi dan Irian Jaya. Terbangun lebih dari 3.100 mil (5.000km) dari timur ke barat dan hampir 2.042 mil (3.286km) dari utara ke selatan, Indonesia mengangkangi khatulistiwa dan memiliki zona iklim khatulistiwa. Terdapat tiga zona waktu di Indonesia. Sumatra, Jawa dan Kalimantan bagian dan Tengah berada dalam Waktu Indonesia Barat, yaitu tujuh jam lebih cepat dari GMT (Greenwich Mean Time). Irian Jaya dan Maluku berada di Waktu Indonesia Timur, yaitu sembilan jam lebih cepat dari GMT. Musim timur dari bulan Juni sampai September membawa cuaca kering, sedangkan musim barat dari bulan Desember sampai Maret membawa hujan. Hujan turun sesekali terjadi di antara dua musim ini sebagai periode transisi.

Notes:

Student 9, based on rater 1 and rater 2 get lower score. it same like before student the researcher found the reason why the student get lower score because at the word “*mengangkangi*” is not good translation because the meaning of this word really ambiguous, necessarily the student write

“*melintasi*”. Then, at phrase “*iklim khatulistiwa*” it will make confusing, so the translation should be “*iklim tropis/penghujan*” because that is general language in target text and more easy to understand. Thus, at phrase “*bahasa dan dialek*” the student omitted phrase from the source text, the translation should be “*bahasa dan dialek yang berbeda*” so it the clear information.

#### 4.3 Hypothesis Testing

The research had been by the researcher indicated that translation tests in translating English descriptive text d1 by the students, has some difference ability and translation product with assessment aspects by Nababan. After analyzing the data of students translation test, the researcher found most of translation product or test by students get a high score.

A good translator must be able when translate the source language into the target language without leaving and erased the information or message of the text. In addition, the translator or the students as the sample in this research must also mastery the theory of translation, culture and knowledge of the text being translated to avoid misunderstanding when translating text.

Therefore, it can be concluded mostly the students at sixth semester of English faculty of Fkip Uir get a high score in translation test, several get medium score and only a few students get lower score.

## CHAPTER V

### CLOSING

#### 5.1 Conclusion

The researcher get and makes some conclusions to answer the problem or the research question of this research as stated in previous chapter. The researcher has question how are the Students' Ability in Translating English Descriptive Text at Sixth Semester of English Study Program of FKIP UIR?

Based on research findings and discussion, the researcher concludes this research from 27 students, based on criteria: accurateness, acceptability and readability, the students mostly has excellent ability in translating English descriptive text. Because many students get three scores in all assessment aspects by Nababan and the average is just less in 2 word or phrase in their translation test and not more than five get lowest score. so it can be concluded that the ability of students at sixth semester of English study program of FKIP UIR stayed in level 2 and mostly in level three for the accurateness, acceptable and readable.

#### 5.2 Implication

The students should learn more about vocab, culture of indonesian language, technique in translating, and using good method in translating english text, to avoid misunderstanding and miscommunication with the reader or target text.

### 5.3 Suggestions

#### 1. for the students

The students should be learning translation more, especially the students who get a lower score, more practice, try harder to overcome students weakness and discuss with the lecturer, friends or others who can help the students. And the suggestion also for all English students in Islamic University of Riau, don't stop to learn translation, keep practice and do be better in students translation ability and skill.

#### 2. For other researcher

Other researcher must be related with the topic. And the researcher also, sure that the result of the research will be different if it is conducted in different subjects research. Hopefully to other reseacher, the result of this research will be useful for teaching learning process and help next researcher in doing research project.



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