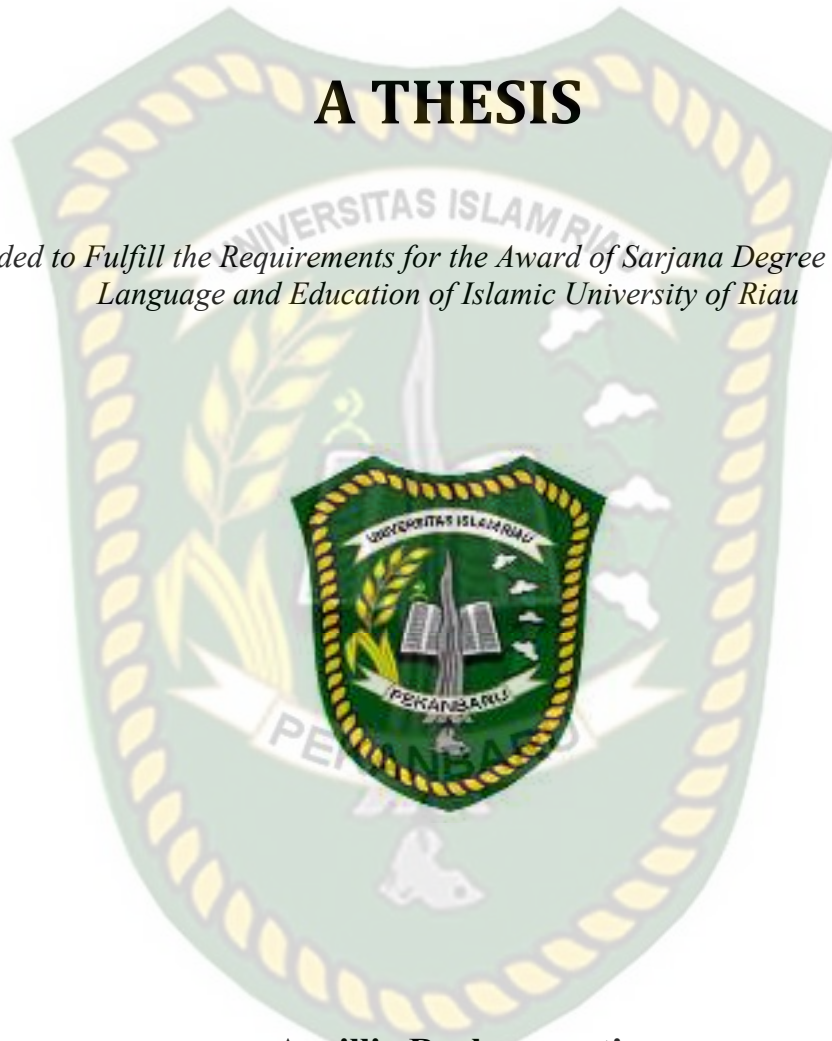


**AN ANALYSIS OF STUDENTS' ABILITY IN TRANSLATING
ANALYTICAL EXPOSITION TEXT AT ENGLISH STUDY
PROGRAM OF UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to Fulfill the Requirements for the Award of Sarjana Degree in English
Language and Education of Islamic University of Riau*



Aprillia Rachmayanti
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

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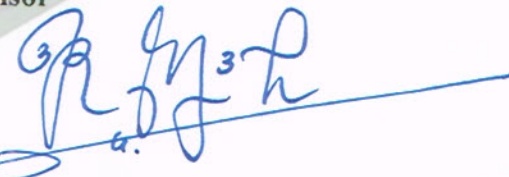
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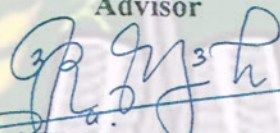
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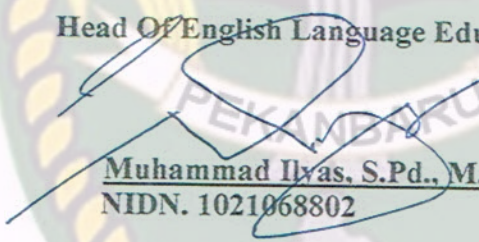
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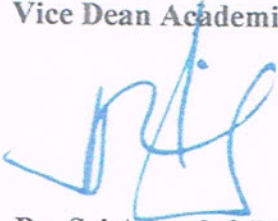

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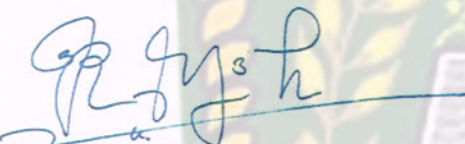
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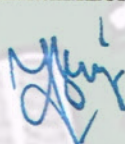
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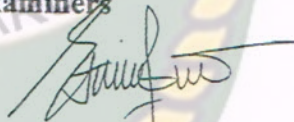
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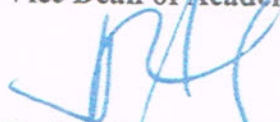
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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2	Selasa, 29-01-2019	Revised Chapter I	Revisi latar belakang masalah	
3	Kamis, 14-02-2019	Chapter II	Manambah teori tentang translation	
4	Rabu, 27-02-2019	Revised Chapter II	Conceptual framework	
5	Selasa, 17-09-2019	Chapter III	Research design	
6	Senin, 23-09-2019	Revised Chapter III	Revisi chapter I, II, III	
7	Selasa, 24-09-2019	Approved to join seminar proposal		
8	Senin, 07-10-2019	Seminar Proposal		
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10	Selasa, 25-08-2020	Chapter IV-V	Hasil dari analisis	

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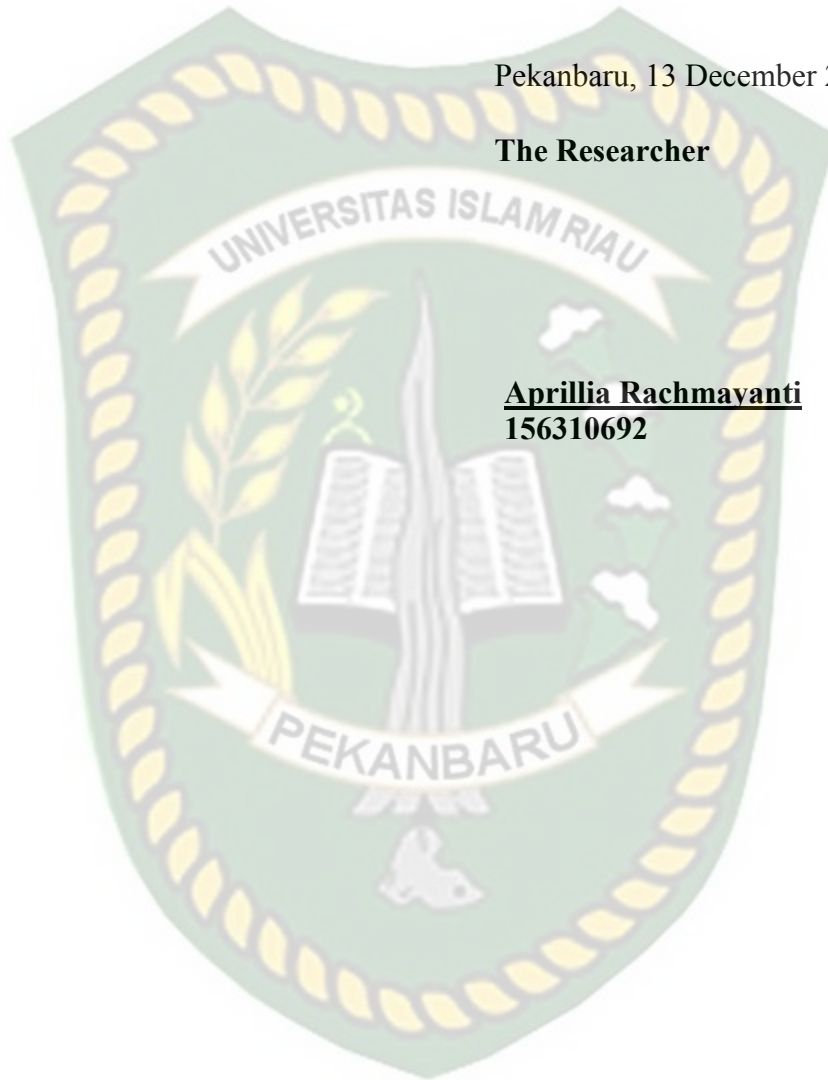
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Finally, the researcher realized that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, 13 December 2020

The Researcher

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ABSTRACT

Aprillia Rachmayanti, 2020. An Analysis of Students' Ability in Translating Analytical Exposition Text at English Study Program of Universitas Islam Riau.

Keyword: Translation, translation ability, analytical exposition text

Translation is replacing or transferring messages, thought, ideas, meaning, or information from the sources' language to the target language. The main point of the translation is that a translator may not change the meaning of the original text's message. The students' translation work is an exciting object for research. This study investigates how was the students' ability in translating analytical exposition text.

This study belongs to the field of descriptive quantitative research. For the data, the researcher took from the students' translation works. The population of this research was the sixth semester students at English Language Education Faculty of Universitas Islam Riau. The total population was 4 classes, which consist of 113 students. The sample was selected using a random sampling technique. The total sample was 23 students. To get the result students' work, the researcher asked students to translate analytical exposition text. After that, the researcher collected it and gave it to the second scorer.

The study results showed that there were three abilities of translation assessment: accuracy, acceptability, and readability. In the accuracy category, the mean score was 2,4. The acceptability gets the highest for about 2,7. Then, readability got 2,5. Then in the category of ability based on three raters, they had the same level in GOOD. From 23 students that have been observed, 15 students (65%) were in very good/good category, 7 students (31%) were in the fair category and 1 student (4%) was in the poor category. It can be concluded that the students' ability in translating analytical exposition text from English into Indonesia at English Study Program of Universitas Islam Riau is GOOD.

TABLE OF CONTENTS

ABSTRACT	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
LIST OF FIGURES	v
LIST OF SYMBOLS	vi
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 Setting of the Problem	3
1.3 Limitation of the Problem	3
1.4 Formulation of the Problem	4
1.5 Objective of the Research	4
1.6 Significance of the Research	4
1.7 Definition of the Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Translation Concept	7
2.1.1 Methods of Translation	10
2.1.2 Process of Translation	16
2.1.3 Principles of Translation	19
2.1.4 Meaning of Translation	21
2.2 TQA (Translation Quality Assessment)	22

2.3	The Translation Text.....	28
2.3.1	Analytical Exposition Text.....	29
2.3.2	Structure of Analytical Exposition text.....	31
2.4	Relevance Studies.....	32
2.5	Conceptual Framework.....	35
 CHAPTER III RESEARCH METHODOLOGY		
3.1	Research Design.....	38
3.2	Location and Time of the Research.....	38
3.3	Population and Sample of the Research.....	38
3.4	Instrument of the Research.....	40
3.4.1	Validity of The Instrument.....	41
3.5	Data Collection Technique.....	41
3.6	Data Analysis Technique.....	42
 CHAPTER VI DATA PERSENTATION AND ANALYSIS		
4.1	Data Presentation.....	47
4.1.1	Accuracy.....	49
4.1.2	Acceptability.....	59
4.1.3	Readability.....	61
4.2	Data Interpretation.....	64
 CHAPTER V CONCLUSION AND SUGGESTION		
5.1	Conclusion.....	68
5.2	Suggestion.....	68
 REFERENCES.....		70
 APPENDICES.....		73

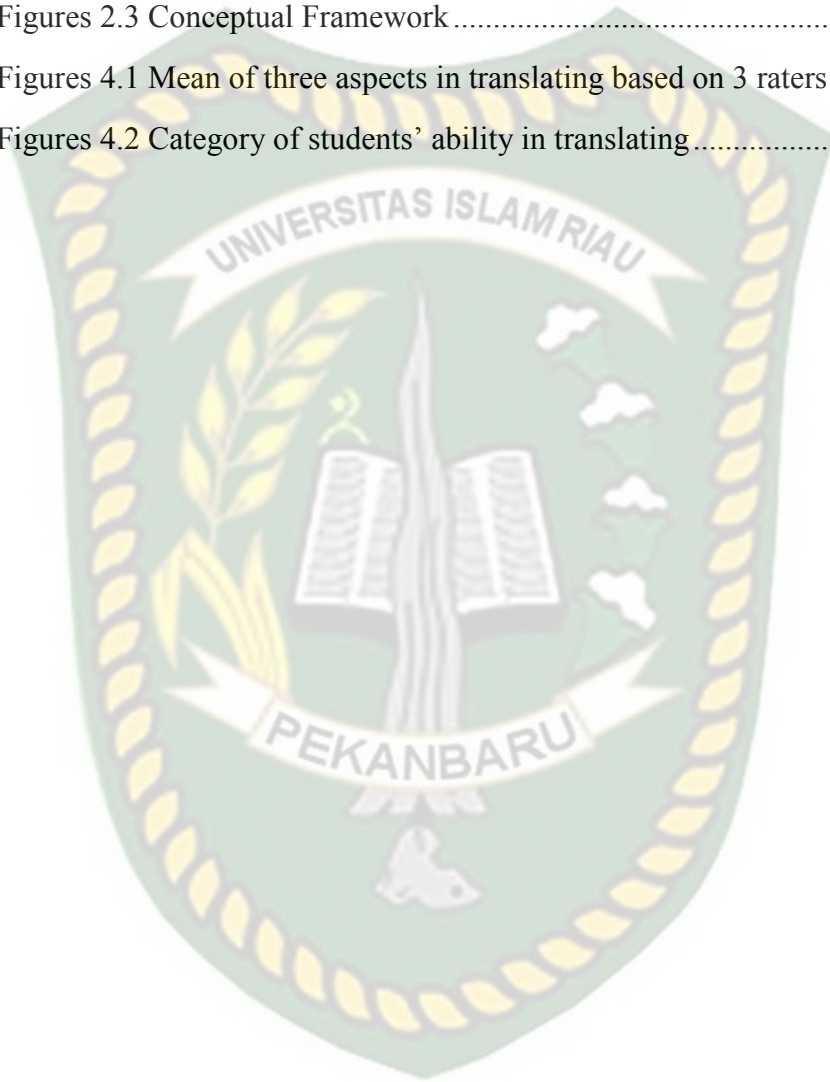
LIST OF TABLES

Table 2.1 Rubric for assessing accurateness of translation	24
Table 2.2 Rubric for assessing acceptability of translation.....	27
Table 2.3 Rubric for assessing readability of translation.....	28
Table 3.1 Population of the sixth semester students	40
Table 3.2 Rubric for assessing accurateness of translation.....	43
Table 3.3 Rubric for assessing acceptability of translation.....	44
Table 3.4 Rubric for assessing readability of translation.....	45
Table 3.5 Level of students' ability	47
Table 4.1 Students' ability in translating analytical exposition text.....	64



LIST OF FIGURES

Table Figures 2.1 Methods of Translation	10
Table Figures 2.2 Translation Process	17
Table Figures 2.3 Conceptual Framework	37
Table Figures 4.1 Mean of three aspects in translating based on 3 raters.....	48
Table Figures 4.2 Category of students' ability in translating.....	49



LIST OF SYMBOLS

- [] : The number of data
() : The number of student



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CHAPTER I

INTRODUCTION

1.1 Background of the study

Translation has become a long-standing method of studying languages. The ability to translate thus becomes a fundamental need for students who learn languages, particularly foreign languages. There is plenty of information, such as article, journal, essay, or even an Indonesian textbook. They were presented, however, in foreign languages, especially in English. The ability to translate helps students to understand the materials. It can also be an instrument for students to research a linguistic feature and the cultural aspect of a language.

Wills in Cholibuddin (2005) stated that the translation procedure leads from a written source language into an optimally equivalent target language text and requires a practical understanding of the translator's original text from its syntactic, semantic, stylistic and textual aspects. The statement shows an equivalence between the source and the target language as the two should be linked in such a way that the reader can clearly understand the meaning. At the same time, all factual information in the original text must be retained in the translation.

The students' translation work is an exciting research object. Surahman (2013) has researched the translation products of students at the Junior High School level. At the Senior High School level, Supangkat (2009) investigated the method, strategies and difficulties of the students in translating English texts into Indonesian. This research, unlike both studies, attempts to explore the translation

products of college students. In other words, these study participants are experienced learners who are supposed to have advanced English translation skills.

English Education Program students who have acquired translation classes are more reliable because they have knowledge of translation theory and master it. However, the text chosen is the analytical exposition text. Priana, Riandi, and Mumpuni (2008) describe the text of the analytical exposition as a text that proposes or suggests a particular subject, not both, that may be pro or contra. The students learn the text of analytical exposition as one of the English materials. In addition, it is essential to have an analytical exposition text. The text of the analytical exposition can be judged, according to Martin (1985), because it is more abstract and distant. The view of spoken and written language is therefore perceived and more complex, more "written-like," and thus more cognitively demanding, reflecting the "big different."

The researcher decides to undertake a study to assess the ability of the students, based on the above factors. The researcher will carry out the thesis "An Analysis of Students' Ability in Translating Analytical Exposition Text at English Study Program of Universitas Islam Riau".

1.2 Setting of the Problems

In many cases, students have problems translating; several do not understand the mechanism of translating exposition text. They have a lack of vocabulary, and they do not consider the language features of exposition text. Some students cannot change the analytical exposition text (source text) with English as the source language into Indonesian as the target language. The students get problems in translating text accurately. They also commonly use word-to-word translations to translate texts or phrases and make translations unnatural or work-like.

1.3 Limitation of the Problems

To avoid expanding the problem in this research, the researcher only focused on students' ability to translate analytical exposition text from English to Indonesian. The research subject is from the sixth semester students in Islamic University of Riau in the academic years 2019/2020. This is because the sixth semester students are assumed to have more in-depth knowledge about translation. After all, they take translation subjects this semester and they are considered to translate the text correctly. Moreover, the students had been given sufficient subjects that are related to competence in learning English, such as; Structure, Morphology, Syntax, Semantics, Writing, Cross Culture Understanding, and Translation.

1.4 Formulation of the Problems

Based on the research background, this research is being intended to analyze the students' ability to translate analytical exposition. Thus, this research aims to get answer to the research questions, which are formulated below:

- 1.4.1** What is the students' ability in translating analytical exposition text at English Study Program of Universitas Islam Riau?

1.5 Objectives of Research

Based on the research question above, the objective of this study as follow:

- 1.5.1** To find out the ability in translating analytical exposition text of the sixth semester student at English Study Program of Universitas Islam Riau.

1.6 Significances of Research

This research has been purposed in two significances:

1.6.1 Theoretical Significances

The researcher expects that this research will support to the area of translation.

1.6.2 Practical Significances

First, the researcher hopes that the research can be useful for the knowledge of teaching. Second, the result of the research can enrich and comprehend the students' knowledge of translation. Moreover, it can be

used as a piece of the necessary information or additional knowledge in doing further research in translation.

1.7 Definition of the Key Terms

The research is titled “An Analysis of Students’ Ability in Translating Analytical Exposition Text at English Education Program of Universitas Islam Riau”. To avoid misunderstanding and misinterpretation of the terms used, the researcher defines some key term in this study:

1.7.1 Translation

Translation is a process performed in language, a process of changing a text in a source language. Translation is consists of giving the meaning of source language into the target language. The form of language is called source language and which is changed is called the target language. Translation is a completed process. However, a translator who is concerned with transferring the meaning will find that the receptor language has a way to express the desired meaning even though it may be very different from the source language form. In this research, the researcher focus on students’ qualities, like accuracy, acceptability and readability. Also, methods that the students commonly used when translating analytical exposition text from English to Indonesia.

1.7.2 Translation Ability

Translation ability is the expression in another language or target language (TL) of what has been expressed in another, source language (SL), Bell (1991) said that preserving semantic and stylistic equivalences. It can be said that translation is transferring the message from the source language to the target language equivalently.

1.7.3 Analytical Exposition Text

The text of the analytical exposition is a text that convinces readers or listeners that something provides a point of view in the case and supports what is claimed. (Mulya 2010).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Translation Concept

Translation is both sciences and art. It means international co-operation and national integration. It is through translation that we can bridge the distance of culture and geography. Translation has a central role in a vast subcontinent like India, with the fifteenth dominant regional language, each proud of its distinct culture and tradition and countless dialects, some of which are as creative and vibrant as any developed language translator.

Newmark is one of the experts who created the concept of translation. He claimed that the act of rendering the meaning of a text into another language is called translation in the way the author meant the text (Newmark, 1988). Another expert, Bell (1991), proposes that translation is the substitution in a second language of a representation of an equivalent text.

According to Jeremy Munday (2004) Translation is the communication of the source language text's meaning using target language text. In addition, translation is a process performed in a language, a process of text change in a source language.

Translation is consists of giving the meaning of source language into the target language. The form of language is named source language, and which is changed is called the target language. Translation is a completed process. Nevertheless, a translator with a concerned to the meaning will find that the

receptor language has a way to express the desired meaning even though it may be very different from the source language form. Translation consists of changing from one state or form to another; to turn into one's own or another's language translation is a change of form. When speaking of a language's form, it refers to the actual words, phrases, clauses, sentences, paragraphs spoken or written. As the component structure of a language, these structures are mentioned. It is the structural component of the language seen in print or heard in speech. The structure of the source language is replaced by the target language of the receptor.

Translation is a process performed in language, a process of changing a text in a source language. Translations consist of giving the meaning of the source language into the target language. The form of language is called source language and which is to change is called target language.

Hatim & Munday (2004) said that Translation is an occurrence that has a significant effect on everyday life. The first of these two perceptions relate to translations as a process and the second to the product. The first sense focuses on the translator's role in taking the origin or source text (ST) and turning it into a text in another language, the target text (TT). The second perception centers on the accurate translation of the product produced by the translator.

Many definitions are expressed by linguists concerning translation. In Sutopo (2001), Catford stated that translation is the substitution in one language (SL) of textual material with the equivalent of textual material in another language (TL). There is an equivalence between the source language and the target language, because both should be linked to allow the reader to clearly capture the

meaning. At the same time, all factual information in the original text must be retained in the translation

Translation particularly has been used to transfer written source language (SL) texts to equivalent written target language (TL) texts. The objective of translation is to reproduce various kinds of texts, including religious, literary, scientific, and philosophical texts in another language, making them available to more extensive readers. More specifically, Catford in Machali (2000) states that “translation is the substitution in one language of textual material with the equivalent of textual in another language”.

According to Basnett (1991), through the intelligent use of the dictionary, translation includes the transfer of meaning held by one set of language signs. A whole set of extra-linguistic criteria are also involved in the process. The requirements for good translation are accurate, natural and communicative.

All of the above translation statements have the same ideas. In the sense that translation is intended to replace or transfer messages, thoughts, ideas, meanings or information from the source language to the target language. The meaning of the original text must not be changed by the translator, because that is the main point of the translation.

2.1.1 Methods of Translation

There are some kinds of translation, according to many experts in translation. To make translation more comfortable, the experts of translation give some translation method as Peter Newmark (1988) elaborates the methods; word of word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. The explanations about the method of translation are explained below. Those methods describe in the V diagram below (Newmark; 1988).

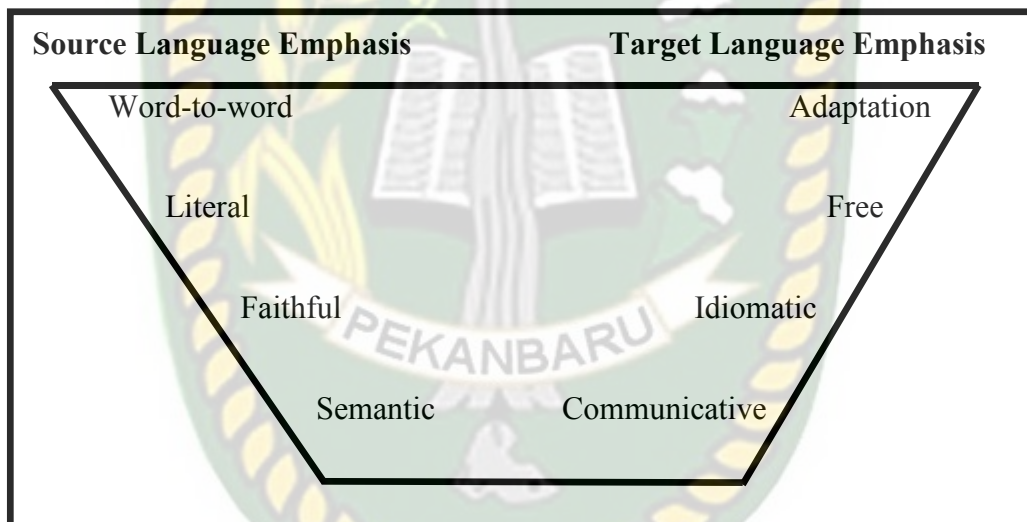


Figure 2.1: Methods of Translation

1) Word of Word Translation

Newmark (1988) stated that word-for-word translation often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. In order to manage the wording, the translation method is highly dependent on the level of

words. The translator is simply looking forward to the source language synonym (SL) in the target language when performing its duties (TL). The wording of the translation phrase is identical to that of the source language phrase (SL). This method can be applied well if the source language structure is similar to the target language structure, or the text of TL containing only single words-not constructed into phrases, clauses or sentences-so that they are not interconnected meanings. This method can also be used when faced with a problematic phrase by doing preliminary translation and then reconstructing it into an appropriate expression translation. Each word is individually translated on the basis of common sense or out of context, whereas the words associated with culture are simply translated. At the pre-translation stage, this approach is commonly used. Translators have difficulty translating and understanding the source language's mechanisms and are usually used in analyzes or early transfer phases.

Here is an example of sentence by using word-for-word translation method:

ST: There are 10 girls and 8 boys in class B

TT: Ada sepuluh anak perempuan dan delapan anak laki-laki di kelas B.

2) **Literal Translation**

Literal translation (linear translation) is one of the translations of a word-by-word translation and a free translation (Newmark, 1988). In literal translation the source language grammatical construction are converted to the nearest target language equivalents by the lexical words are again translated

singly, out of context. This translation is initially done as word-for-word translation, but the translator then changes the wording according to the grammar of the target language. Some of the major issues of translation are linked to literal and free strategies, form and content. In this translation, the source language's grammatical construction is converted into the target language, while the words are translated out of context. A literal translation is to translate a word or an expression word for word (Hurtado Albir: 2001). Word of word on this definition does not mean translating one deed to another, but more likely to translate verbatim by function and meaning in the sentence. Example area follows:

ST: "It's raining cats and dogs"

TT: "Hujan kucing dan anjing"

3) Faithful Translation

In a faithful translation, the translator examines the contextual meaning of the original text to the right within the limits of the grammatical structure of the target text (Newmark, 1988). The translation using this method based on cultural contents, but grammatical irregularities and word choice remain. This translation is consistent with the intent and purpose of the source text, so sometimes the translation seems rigid and often foreign. The translator maintains formal aspects through this method of translation (especially statutory or legal texts), formal aspects (in poetry), metaphor forms (in literary translations), terminology (in informatic texts), so that the

readers see the full form of loyalty in the target text. However, little is known about the translation. Consider the following example of translation:

ST: And what a queer man you are!

TT: Dan sungguh betapa anehnya kau ini!

4) **Semantic Translation**

According to Newmark (1988), Semantic translation differs from 'faithful translation' only in so far as it must take further account of the aesthetic value (i.e. the beautiful and natural sounds of the SL text, relying on 'context' where appropriate so that in the finished version there is no assonance, word-play or repetition jars. In addition, by culturally neutral third or practical third, it can translate less relevant cultural terms. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original. Consider the following example:

ST: She is a shopaholic.

TT: Dia adalah orang yang gemar belanja.

5) **Adaptation Translation**

Newmark (1988) called adaptation the 'freest' translation of the form and the nearest to the target language (TL). Here, the term adaptation is acceptable as long as the theme, characters or plot in ST does not sacrifice or decline. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL

culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays. The translation of a play by Shakespeare titled "Machbeth" adapted by the poet W.S. Rendra, is an example of this adaptation. In the original script, it retained all the characters and the plot seems to be well. The dialogue has, however, been adapted and measured by Indonesian culture (Machali, 2000).

6) Free Translation

Free translation is a method of translation which deals more with the content of the source text form (Newmark, 1988; Machali, 2009). This method intended to fill or more explicit message by using paraphrase and make it longer than the original shape. Translation often prolix and pretentious and not translation at all. This method aims to produce target text that does not contain the style, form or content of the source text. Free translation method is not tied to matching searches on a word or sentence level. The search for equivalent tends to take place at the next level. The method of free translation is not the same as the adaptation method. Messages in free translation should remain true to the source text message. Consider the following example:

ST: Killing two birds with one stone.

TT: Sekali mendayung dua tiga pulau terlampaui.

7) Idiomatic Translation

Larson (1984) states that language translations are meaning-based translations which strive to transmit the meaning of the source language text in the natural forms of the receiving language. It means that, before transferring the meaning into other languages, a translator basically needs to know the meaning of the source language. Idiomatic translation uses natural receptor language forms in both the grammatical and lexical items. The language translation does not really sound like a translation, it sounds like it was originally written in the receptors' language. Newmark (1988) adds that the idiomatic translation reproduces the text message in a more natural and familiar target language sentence than the source text. Usually, some good translations are finished using mixtures of a literal transfer of the grammatical units along with some idiomatic translation. So, by doing it, the results of the translation will sound more natural. Here is one example of idiomatic translation.

ST: She is pregnant.

TT: Dia sedang berbadan dua.

8) Communicative Translation

Newmark(1988) has proposed the notion of communicative translation. He acknowledged that it is the most significant contribution to translation theories. It is likely to be more smooth, easier, clearer, more direct, more contemporary, in accordance with a specific language register, for example by using more generic language and keeping all terms in difficult phrases.

Communicative translation attempts to render the original's exact contextual meaning in such a way that the readership is readily acceptable and understandable for both content and language. The ideal translation is accurate in terms of meaning and the receiver of used language forms. It will be readily understood by an intended reader who is unfamiliar with the source text. Only a measure close to the concepts is a successful translation. Here is the example of communicative translation:

ST: Beware of dog!

TT: Awas ada anjing!

2.1.2. Process of Translation

According to Larson (1984), in the translation of a text, the objective of the translator is an idiomatic translation that seeks to communicate the meaning of its source text in the natural form of the language of the receptor. In addition, he stated that translation deals with the study of the source text's lexicons, grammatical structures, communication situations, and cultural context, which are analyzed to determine their significance. In accordance with the recipient's language and cultural context, the meaning found is then re-expressed or reconstructed using the lexicon and grammatical structure.

Nida and Taber (1982) distinguish translation process into three stages: (1) analysis, in which the surface structure is analyzed in terms of (a) the grammatical relationships and (b) words meaning and words combination, (2) transfer, in which the material analysed transferred to the translator's mind from

language A to language B, and (3) restructuring, in which the material transferred is rearranged to make the final message fully acceptable in the language of the recipient. The translation process can be illustrated in the following diagram.

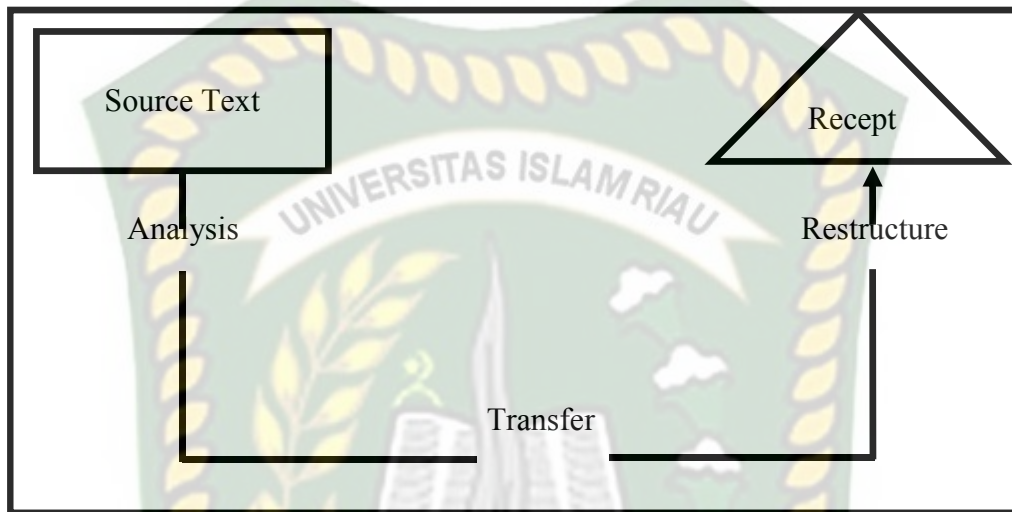


Figure 2.2: The Translation Process

1) An Analysis of Sources Language text

According to Nida and Taber (1974), each translation activity starts by analyzing the source language text as the translator always meets the source language for the first time. In order to know the message in the source language, the translator must read it and then the translator acknowledges the content of the text. Analysis of the source language covers many aspects, such as sentences, clauses, phrases, and words. Another goal is to help translators turn a complex phrase into a simple phrase.

2) The Transference of Message

According to Nida and Taber (1974), the translators can capture the content message after understanding the significance and structure of the source language text. The next step is to transfer the source language's content,

meaning, and message into the target language. The translator must find the meaning of the words of the source language in this step.

3) Restructure

According to Nida and Taber (1974) restructure is the process of converting the source language message into an appropriate stylistic form in the target language. In this step, the translator must pay attention to the style of the language to improve the language style according to the type of the text. They also have to consider who the translation was made to.

Budiman (2008) said that there is an exciting thing about the diagram above, source text is in a square while the receptor in a triangle. The difference of shape means that source text could be different from target text because the meaning is present in different languages, formats, and cultures.

According to Newmark (1988), a text may be drawn in ten different directions, as follows:

1. The individual style of the author or the SL dialect. When is it supposed to (a) be preserved, (b) normalized?
2. The use, depending on the subject and the circumstance, of traditional grammar and lexicons for this type of text.
3. Officially, content items belong to the SL culture, or a third language (that is, not SL or TL).
4. Tradition at the time influenced the distinctive form of a text in a book, journal, and newspaper.

5. The perceptions of the putative readership, provided their approximate knowledge of the subject and the language style they use, were articulated in terms of the most critical common factor since the readership should not be translated down (or up).
6. (7), (8) respectively, as for 2, 3 and 4, but connected to the TL.
7. If possible, what is being identified, confirmed or validated (the referential truth is independent of the SL text and the expectations of the reader.
8. The views and biases of the translator may be personal and subjective, or perhaps social and cultural, including the community loyalty factor of the translator, representing nationality, politics, race, faith, social status, and gender.

2.1.3. Principles of Translation

Duff (1989) proposes some general principles that should be relevant to all translations.

1. The translation must represent the meaning of the original text accurately. Nothing should be arbitrarily added or omitted, although part of the meaning is sometimes transferable. The questions below would be helpful.
 - a. Is the original text's meaning clear?
 - b. If not, where is the uncertainty?
 - c. Are terms filled, that is, are there any underlying implications?
 - d. Is the dictionary meaning of a given word the most valid one?

- e. Does something sound unnatural or forced in the translation?
2. The order of words and ideas in the translation should be as similar as possible to the source. (in translating legal documents, warranties, and contracts, this may be important). Differences in arrangement of language, however, also involve changes in the form and order of words.
3. In some cases, languages also vary greatly in their level of formality. the translator must distinguish between formal or fixed expressions and personal expressions where the author or speaker sets the tone to resolves these differences.
4. Several translations feel unnatural. Because of the original text, the thought and word choice of the translator are greatly influenced. Setting the text aside and reading a few sentences from memory to achieve natural habit of thought in the target language is an excellent way to prevent this.
5. The style of the original text should not be modified by the translator as much as possible. When required, changes appear to happen, such as lots of repetitions and writing errors.
6. It is generally difficult to translate idiomatic expressions, including similes, metaphors, proverbs, sayings, jargon, slang, colloquialisms, and phrasal verb. In order to solve this problem, try either of the following.
 - a. Between inverted commas, retain the original phrase.

- b. Keep the original expression in parentheses, with a literal explanation.
- c. Use a proximate equivalent.
- d. Using a translation of prose that is non-idiomatic or direct.

Nida, has quoted by Hatim and Mason (1990) suggests four basic requirements for translation, namely:

1. To make sense.
2. Conveying the original's spirit and manner.
3. Having a mode of expressions that is natural and usable.
4. Reproduction of a similar response.

2.1.4. Meaning of Translation

An inseparable part of the field of translation is the issue of meaning. Due to the purpose, it has a close connection to the issue of translating the meaning present in one language to another.

Nababan (1997) states the problem of meaning in translation as follows:

a. Lexical Meaning

The sense of language elements as a symbol or events and so forth is lexical meaning. The elements that are mentioned outside of the use or context belong to this lexical meaning. Lexical meaning refers to the sense of a word as it appears in the dictionary. Also known as semantic meaning, denotative meaning and central meaning.

b. Grammatical Meaning

Grammatical meaning is the meaning conveyed in a sentence by word order and other grammatical signals. Also called structural meaning.

c. Contextual meaning or situational

Contextual meaning is formed from the relationship with other words that are used in the text. The approach used is that every text is an act of communication, not the text that appeared without any purpose and intent. As an act of communication, text producers would wish to have meaning that can be understood by the recipient (whether the listeners or readers).

d. Textual Meaning

Textual meaning related to the text or passage. The various forms of text have often caused the meaning of a word differ.

e. Socio-cultural Meaning

The socio-cultural meaning is the meaning that is in accordance with or in accordance with the cultural factors of the people who use the language.

2.2. TQA (Translation Quality Assessment)

Assessing the translation quality closely connects to the principals in translation; accurate, readable, and acceptable. According to Nababan (2014), there are some strategies for assessing translation quality: close technique, reading-aloud technique, knowledge test, performance test, back-translation, and

equivalence-based approach. Furthermore, Nababan (2014) recommends three instruments to assess translation products. The instruments are built in a holistic assessment model by categorizing them into three parts; (1) rubric to assess accuracy, (2) rubric to assess acceptability, and (3) rubric to assess readability.

2.2.1 Accurateness in translation

Translation is deemed accurate if the source and target texts convey the same context without any detail being inserted, omitted and changed. Baker (1992) notes that accuracy is definitely an important aim in translation, but it is also important to bear in mind the importance of keeping the communication channel open by using common target language patterns recognized to the target reader. It can be said that accuracy is connected with the quality of the translation. The target text reader can correctly understand the original meaning of the translated text.

According to Larson (1984), the communicative source language and target language decide the translation's accuracy. A translation is considered accurate if the same meaning can be conveyed by both the source language and the target language. By comparing both of them, it can be confirmed. If no information is added, removed or altered, that means that the translation is accurate

Based on the above argument, it is a must for the translator to represent both the source language and the target language. Often the translator creates errors during the translation process, or sometimes it occurs when the translator misinterprets the context of the source text. This

case usually happens during the conversion process when the translator is unable to find equivalent terms for the source text in the target text. The translation outcome can be influenced by this circumstance.

Nababan (2014) states that the accuracy measurement parameter is:

Table 2.1 Rubric for Assessing Accurateness of Translation

The Category of Translation	Score	Parameter Qualitative
Accurate	3	The words meaning, technical terms, phrases, clauses, sentences or language texts have been correctly translated to the target language; no distortion of meaning at all.
Less Accurate	2	A specific translation into the target language was made for most of the meaning of source language, technical term, phrase, clause, sentence or text. Nevertheless, there are still meaning distortions or unclear interpretations of the excluded meaning which affect the credibility of the message.
Inaccurate	1	The meaning of words, technical terms, phrases, clauses, sentences or text in the source language are not correctly translated to or intentionally omitted from the target language.

2.2.2 Acceptability in Translation

The acceptability of a text refers to the translation's inherent "nuance." A translation that is appropriate can be considered to fulfill the criteria of "reading as original" in the target language rather than "reading as original" (Shuttleworth and Cowie in Maherul, 1997).

The naturalness of the text translated to the target audience or reader is correlated with acceptability. This is determined by adherence to the target system's linguistic and cultural relations. Therefore, before translating a text, the translator has to pay attention to the expectations of the source language and the target framework. If it is read as the initial written target language and sounds natural for the target audience or reader, the translated text would be considered appropriate.

Munday in Maherul (2001) said that when it reads smoothly and there are no linguistic or stylistic peculiarities that make it appear clear, an acceptable translated text by most publishers, reviewers and readers, whether prose or poetry, fiction or non-fiction, is an acceptable text. Giving the impression represents the foreign author's personality or intentions of the basic sense of the foreign text. In other words, it seems that the translation is not a work of translation, but the original.

In addition, the translation, as stated by Finlay in Maherul (2003), must have an original meaning so that the reader is not aware that a translation work is being read. According to Nababan (2003), acceptability refers to whether or not the rules, norms and culture that apply in the target language have been articulated in a translation, both at the micro and macro stage. The definition of acceptability is very significant since, if both in terms of content and message, the translation is correct, the translation would be rejected by the target reader if the translation method is contradictory to the rules, norms and culture of the target language.

Nababan (2014) state the rating scale of acceptability as follows:

Table 2.2 Rubric for Assessing Acceptability of Translation

The Category of Translation	Score	Parameters Qualitative
Acceptable	3	The use of technical terms is popular and understood to the reader; the use of sentences, clauses and phrases refers to grammatical rules in Indonesia.
Less Acceptable	2	Overall, the translation is natural, but the translation also includes the use of technical terms or grammatical problems.
Unacceptable	1	Translation is unnatural or sounds like translation work; it is not normal or familiar to the reader with the technical words used. Phrases, clauses and phrases not used according to the target language guidelines.

2.2.3 Readability in Translation

. One of the key goals of translating is to create readable translations. The reader, who knows what the translation product is talking about, will show it.

Readability is a noun from "readable," meaning "1 (book, item) that is read easily, interestingly and amusingly;" 2(works written or

printed) readable and understandable (Hornby, 2006). According to the previous description, readability can be easily read, understood and remembered. Readability, in short, is linked to how good a text is for its reader, if it is easy to understand, rewarding, pleasant, readable or not.

Readability is one of the main aspects that translators have to pay attention to. As declared by D. Rahadi Notowidigdo, He has a principle: if the reader still needs a dictionary to understand my translation, it means that I have failed. It illustrates that it must be possible for the translators to make the readers understand what the original author intended.

Nababan (2014) stated about the rating scale of readability as follows:

Table 2.3 Rubric for Assessing Readability of Translation

The Category of Translation	Score	Parameter Qualitative
Readable	3	Words, technical terms, clauses and sentences can be well understood by the reader.
Less Readable	2	Overall, the readers can understand the translation, but some parts of the translation need to be reread to fully understand the ideas.

Not Readable	1	The reader cannot understand the translation.
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2.3 The Translation Text

According to Gill Paul (2009), there are various inferences and appropriately depends partly on the type of the text that is translated in literary work but of dialectal and cultural inference often enriches the translation. At the start of the translation activities, the students' first thing is a completing text that includes words, phrases, clauses, sentences, and paragraphs. To make them know about the text they want out in their target language, they must know the type of the text first. In other sense, the texts consist of a few sentences that the students must be careful in analyzing the text to deliver the critical point of the message. It means we must follow the process in translation, and also the steps so that they able to master the meaning of the text to get the right information based on the text. Furthermore, they know the vocabulary in a foreign language; in this context, it is English.

2.3.1 Analytical exposition Text

Gordon (1990) says that to educate readers about a specific topic, expository text is written. In general, expository texts consist of explicit or implied subject phrases with the main ideas and supporting ideas. Analytical exposition text and hortatory exposition text are two types of exposition/expository text. Priyana, Riandi and Mumpuni (2008) note that

the hortatory exposition text is a text to address a case that supports or opposes some stance or viewpoint. At the end of the statement, it offers a suggestion. In the meantime, Mulya (2010) says that the text of the analytical exposition is a text that tells the readers that something gives an opinion and supports the statements. Furthermore, Priyana, Riandi, and Mumpuni (2008) argue that the text of the analytical exposition is a text that suggests or addresses a certain subject that can either be pro or contra, not both.

The texts of the exposition vary depending on whether they analyze, perceive or assess the environment around us. It can also advise or reassure and explain how and why.

The reader is convinced to a certain standpoint in an exposition text. It should convince others to act or justify an action in a certain manner. Texts of exposure may be personal and emotional in tone and describe events, problems and phenomena selectively and examine them. The writer wants the reader to be empathized with feelings and motives and to inspire intervention. Students need to have the courage to accept that something is one-sided or biased, because if they are compelled to act in a certain way, to buy something or to do something, they just have one point of view.

The tenor must be suitable for the audience, so it is important for the text to be convincing. An impersonal style is commonly used and an authoritative tone is produced by the passive voice. Conjunctions provide

the coherence of the text, while feelings and attitudes are represented by the language, which can be metaphorical.

The modality reveals the author's attitude and represents whether the discussion is free or authoritative and definite. Responding to persuasive writing helps to create critical thinking and consistency in the expression of students. In a simple and rational way, it allows students to challenge, study and respond to an argument.

2.3.2 Structure of Analytical Exposition Text

Exposition texts typically start with a statement introducing the position, giving the opinion or point of view of the author. The statement that will follow is checked by this. There are a set of rational arguments in the next section that convince the viewer why this stance is taken. By improving or summarizing the point of view of the writer, a conclusion binds it together.

1. Thesis

It is the beginning of the text. Its function is to introduce a topic and indicate the writer's position. It also outlines the main arguments to be presented.

2. Argument Stage

In the argument stage, several arguments are usually made. With each exposition, the number of arguments is flexible and varies. It is important to establish, support and explain arguments logically with examples, expert proof and statistical details. Each argument typically

starts with background details, followed by points that relate to the statement of position and confirm or expand on the statement. It must contain supporting facts, explanations, charts, visual images, quotations, or proof in order for an argument to be as true as possible in order to appear credible. Vague words such as the general public or a large group should be used with caution, as it is important to test this precision of observation.

The claims are ordered on the basis of whether the writer feels that the claim is persuasive or weaker. The writer may want to begin with the most persuasive statement and connect the others. An alternative solution is to start with the weaker and build up to the strongest with each argument, or they may choose to infuse weaker arguments with the strong ones. Each creation must consist of a few sentences. In each paragraph relating to the main idea and the preceding paragraph, the paragraph should be carefully organized with the subject sentence. There is one key concept in most chapters, which is explored and expanded as part of the entire exposition.

3. The Reiteration

In the reiteration part, the writer make summary of their argument and thesis before from his/her point of view.

Students need to concentrate on improving their position statements and stressing their key points by varying their speech, tone, volume,

rhythm, body language and gesture, to instruct their audience in oral presentations.

2.4 Relevance Studies

Some researchers have already published on text translation and analytical exposure. Any of the results that follow are:

In translating an English text into Indonesian, Mahdi (2012) researched methods or procedures applied by students. He concluded that in dealing with a similar unit of the document, different students implemented various procedures. This distinction stems from the diverse experiences of each student's translation competencies. The features of both languages also impact the methods or processes implemented in translation practice. Some students have not applied the reduction procedures because they do not have outstanding linguistic or translation language skills.

Ratih Zatil Imandari, Luwandi Suhartono, Bambang Wijaya (2015) from English Education Study Program of Language and Art Education Department Teacher Training and Education Faculty of Tanjungpura University. This research is entitled "An Analysis on English Students' Ability in Translating from English into Indonesia". This study aims to understand the ability of students to translate from English into Indonesia and pronoun common mistakes in the sixth semester students of the English Education Program of Tanjungpura University in the academic year 2014/2015, who passed the translation subject. The approach used in this analysis is the qualitative descriptive technique to identify out more about the aims of the research. The results showed that the ability of students to translate

from English to Indonesian is generally excellent, with 15 (65.2%) students achieving an outstanding level and 8 (34.8%) students achieving a decent level. In addition, the students who did not mention or omit the pronoun in the target language are the common pronoun errors of students translating from English into Indonesian.

Marisa Irma Melyani, Dra. Fatimah Tanjung, M.Hum, Dra. Ernati, M.Pd (2014) from the lecturers of English Department, The Faculty of Teacher Training and Education of Bung Hatta University. Entitle the research is “*An Analysis of Third year Students’ Ability in Translating English Narrative Text into Indonesian at Bung Hatta University*”. This research aimed to find out the ability of the third year English narrative text into Indonesian. The population was chosen by using an accidental sampling technique to get a representative sample. The instrument obtain to get the data was a translation test. The researcher found the reliability of the test by using inter-rater method. The coefficient correlation was very high (97). In general, the third year English Department students’ ability at Bung Hatta University in translating English Narrative text into Indonesia has a moderate ability. In the lexical equivalence, the third-year English Department students’ ability in translating English narrative text into Indonesia had moderate ability. The researcher found 15 students (60%) who had moderate ability. In the grammatical adjustment, the researcher found 17 students (68%) who had moderate ability. Referring to the result of this research, the researcher suggested that the students learn more to master vocabulary because it contributes to finding

an appropriate meaning in translating a text. The lecturers should explain how a good translation is to improve students' ability in translation.

Siti Nur Jamilah (2012) wrote the next previous research "*Semantic Translation as a result of Google Translate in Bahasa Indonesia*" at University of Pesantren Tinggi Darul Ulum Jombang. She got the scores from the student is highest in the last meeting increased from 45,267 to 88,53. The result of the study showed that semantic translation could improve introverted students' translation ability.

The last previous research conducted by Sari (2010), entitled "An Analysis of Students' errors in translating English Verbal Idioms Into Bahasa Indonesia (A Study at the Sixth Semester students of the English Study Program in the Academic Year of 2009/2010). The aim of this research was to determine the mistakes of the students and their strategies for translating verbal English idioms into Bahasa Indonesia. The subject was made up of 25 pupils. The result showed that the challenge of the students was to find terms that suited the context of the sentences and most of them interpreted verbal English idioms without paying attention to the meaning that matched the idiom without regard to the suitability of the meaning with the idioms of the target language.

2.5 Conceptual Framework

Translation is a set of actions performed by the translator while interpreting the source text into another language. In translation, there are many things that we need to be sure of, such as grammatical structure, form, lexical

meaning, and shift. In translating, sometimes, the learner finds some problems. In the following, the researcher draws a conceptual framework.

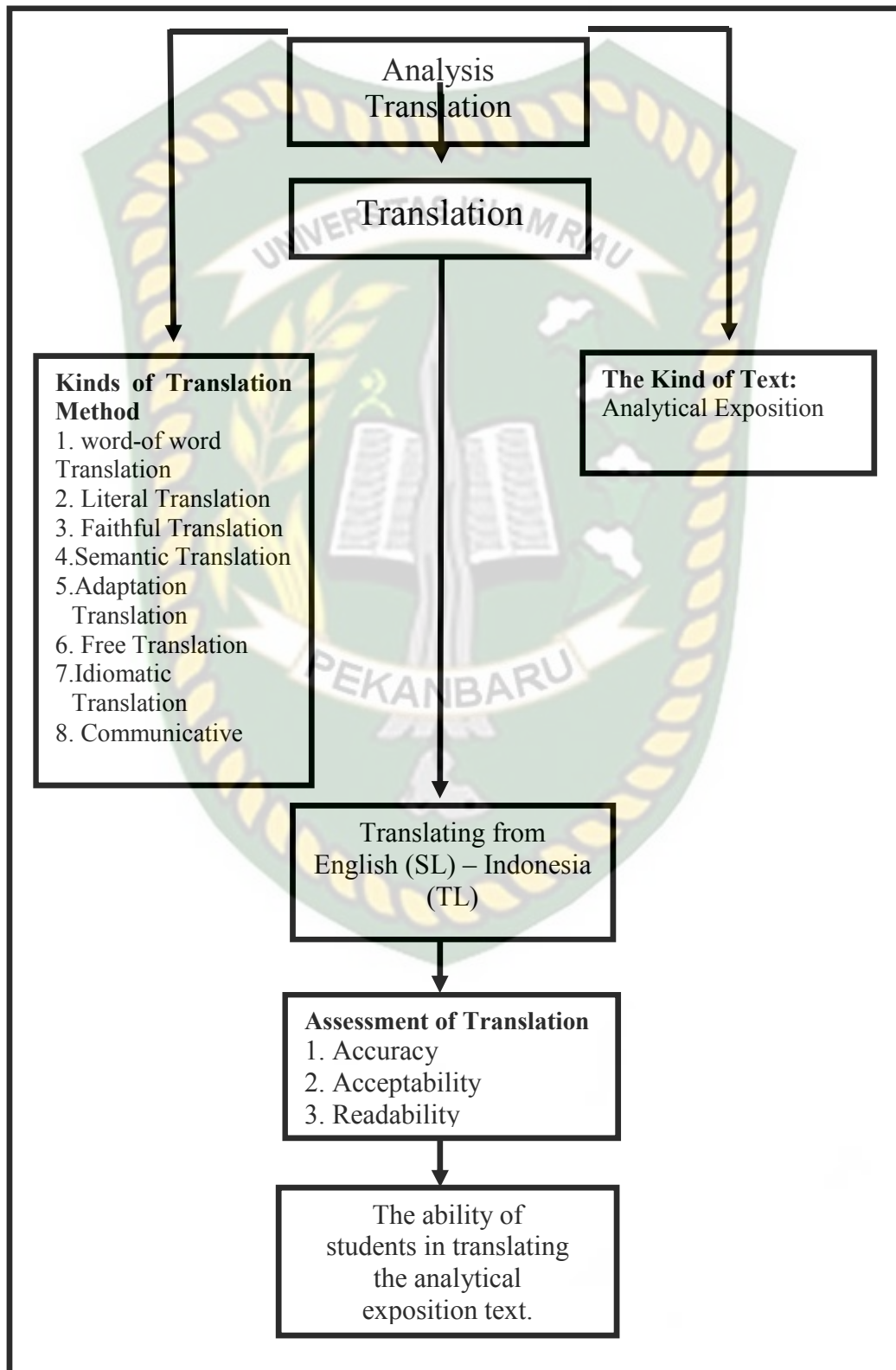
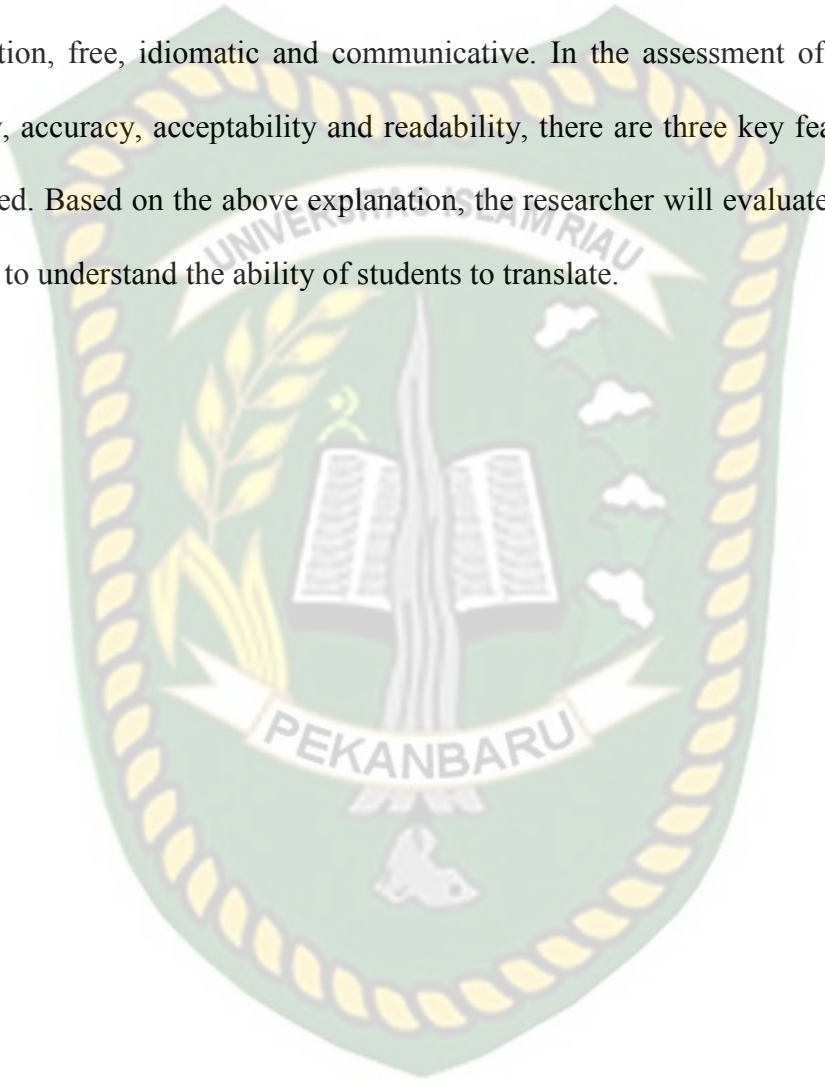


Figure 2.3: Conceptual Framework

Translation aims to know the ability of students' translate the analytical exposition, which is the study that comes from kinds of text. There are some kinds of translation methods such as word-for-word, literal, faithful, semantic, adaptation, free, idiomatic and communicative. In the assessment of translation quality, accuracy, acceptability and readability, there are three key features to be analyzed. Based on the above explanation, the researcher will evaluate exposition as text to understand the ability of students to translate.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was descriptive quantitative research. The purpose of descriptive research is to investigate and find the answer to the question of the research. Gay (1987) states that descriptive research involves collecting data to test hypotheses or answer questions about the current status of research subject. The population of this research were the sixth semester students at English Education Department of Islamic University of Riau.

3.2 Location and Time of the Research

This research conducted at Universitas Islam Riau for the sixth semester student of English Study Program. The research started on Mei 2020.

3.3 Population and Sample of the Research

1. Population

Population is a broad group of people who intend to generalize the result of research. According to Bungin (2005), the population is all data that researchers' attention in scope and the time specified, the characteristic of the population should provide a firm limitation.

According to Arikunto (2001), the research sample was selected selectively if it was homogenous to get population generalization. The sample must be homogenous in gender, age, ability, social and status. If

the population is more than 100, it is Preferable to take 10-15% or 20-25% of the population to be a research sample.

This research's target population was the sixth semester students of English Study Program of Islamic University of Riau.

Table 3.1 Population of the Sixth Semester Students at English Study Program of Islamic University of Riau

No	Class	Population
1	A	34
2	B	26
3	C	25
4	D	28
	TOTAL	113

2. Sample

Due to the vast population, the researcher took a sample. The sample is only part of the population. Gay (1987) states that sampling is the process of selecting a representative number of individuals out of a larger group. In this research, the population of more than 100 subjects. The research took 20% of the population, and it was 23 students. To select the sample, the researcher used a cluster random sampling technique. According to Gay (1987), cluster random sampling is sampling in which groups are randomly selected. It is used because the population is

distributed in a group (classes). The researcher used a random technique because the sample's characteristics were homogenous; they had the same curriculum, syllabus, materials, and lecturer.

3.4 Instrument of The research

Since the theory of research is measurement, an instrument that is useful in measuring must be required. It is regarded as a research instrument (Sugiyono, 2015). In quantitative research, a translation test is the instrument that the researcher uses. The definition of the instrument used in this analysis is as follows:

1. Test

Tests are a number of questions or activities and other methods used to test a person or group's ability, intellect, skills or talents (Arikunto, 2013). The researcher used the test to assess the ability of the students to translate analytical exposition text while collecting data from the students.

A type of exposition text that the students had to translate from English into Indonesia is the form of the test used in this research. The research was carried out within 60 minutes. The researcher collects it after the students complete their translation, and then the researcher analyzes every word, phrase, and paragraph of the translation of the students.

3.4.1 Validity of the Instrument

The researcher used content validity. According to Gay (1987), Content validity is the extend to which a test measures the desired content area. It shows that the test is valid if it fixes with the materials given to the students and is based on the curriculum and syllabus. The researcher constructed the test based on the curriculum and syllabus of the sixth semester student of English Study Program of Islamic University of Riau.

3.5 Data Collection Technique

The researcher collected the data by doing the following steps:

1. The researcher distributed the translation test to the students.
2. The researcher gave direction to the students to do the test.
3. The researcher gave 60 minutes to students to translate the analytical exposition text test from English into Indonesian.
4. The researcher collected the result of the test.
5. The researcher copied the students' work and gave it to the second scorer.
6. All the 3 raters scored the students' translation product.
7. Finally, the researcher collected and analyzed the data.

Quality of translation has three features, namely accuracy, acceptability and readability. To produce a more objective assessment, the researcher needs to involve raters; they are Sitti Hadijah S. Pd., M. Pd, Dea

Putri Rafelina S. Pd and Riumniyata Ulya S. Pd, who are competent in the field of translation.

3.6 Data Analysis Technique

After conducting the test, the researcher explained to the raters how to give a student's translation test paper score. The researcher used a test to measure the translation ability covering content accuracy, acceptability and readability. To determine the test's reliability and minimize the subjectivity in scoring, the researcher used the inter-rater technique. The analysis followed the specific section:

3.6.1 Collecting the students' translation works and giving scores by analyzing the text. The maximum score for each question is 3. Adapted by Nababan (2012).

Assessment rubric of translation test by (Nababan, Nuraeni&Sumardiono: 2012)

Table 3.2 Rubric for Assessing Accurateness of Translation

The Category of Translation	Score	Parameter Qualitative
Accurate	3	The words meaning, technical terms, phrases, clauses, sentences or language texts have been correctly translated to the target language; no distortion of meaning at all.

Less Accurate	2	A specific translation into the target language was made for most of the meaning of source language, technical term, phrase, clause, sentence or text. Nevertheless, there are still meaning distortions or unclear interpretations of the excluded meaning which affect the credibility of the message.
Inaccurate	1	The meaning of words, technical terms, phrases, clauses, sentences or text in the source language are not correctly translated to or intentionally omitted from the target language.

Table 3.3 Rubric for Assessing Acceptability of Translation

The Category of Translation	Score	Parameters Qualitative
Acceptable	3	The use of technical terms is popular and understood to the reader; the use of sentences, clauses and phrases refers to grammatical rules in Indonesia.
Less Acceptable	2	Overall, the translation is natural, but the translation also includes the use of

		technical terms or grammatical problems.
Unacceptable	1	Translation is unnatural or sounds like translation work; it is not normal or familiar to the reader with the technical words used. Phrases, clauses and phrases not used according to the target language guidelines.

Table 3.4 Rubric for Assessing Acceptability of Translation

The Category of Translation	Score	Parameter Qualitative
Readable	3	Words, technical terms, clauses and sentences can be well understood by the reader.
Less Readable	2	Overall, the readers can understand the translation, but some parts of the translation need to be reread to fully understand the ideas.
Not Readable	1	The reader cannot understand the translation.

3.6.2 Finding out the mean score of the students' answers by using the following formula:

$$M = \frac{X}{N}$$

M = Mean score

X = Total score

N = The total number of students

To find the frequency of classification students' ability, the researcher used the following formula:

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

P: Percentage of students' ability

F: The frequency of students' ability

N: Total number of students who do the test

(Sudijono: 2002)

To classify the level of students' ability, the researcher used theory from Haris in Lina (1974), who divided it into four levels;

Table 3.5 Level of Students' Ability

Rank	Percentage	Categories
2,6 - 4,1	80% - 100%	Very Good/ Good
1,8 - 2,5	50% - 79%	Fair
1,0 - 1,7	0% - 49%	Poor

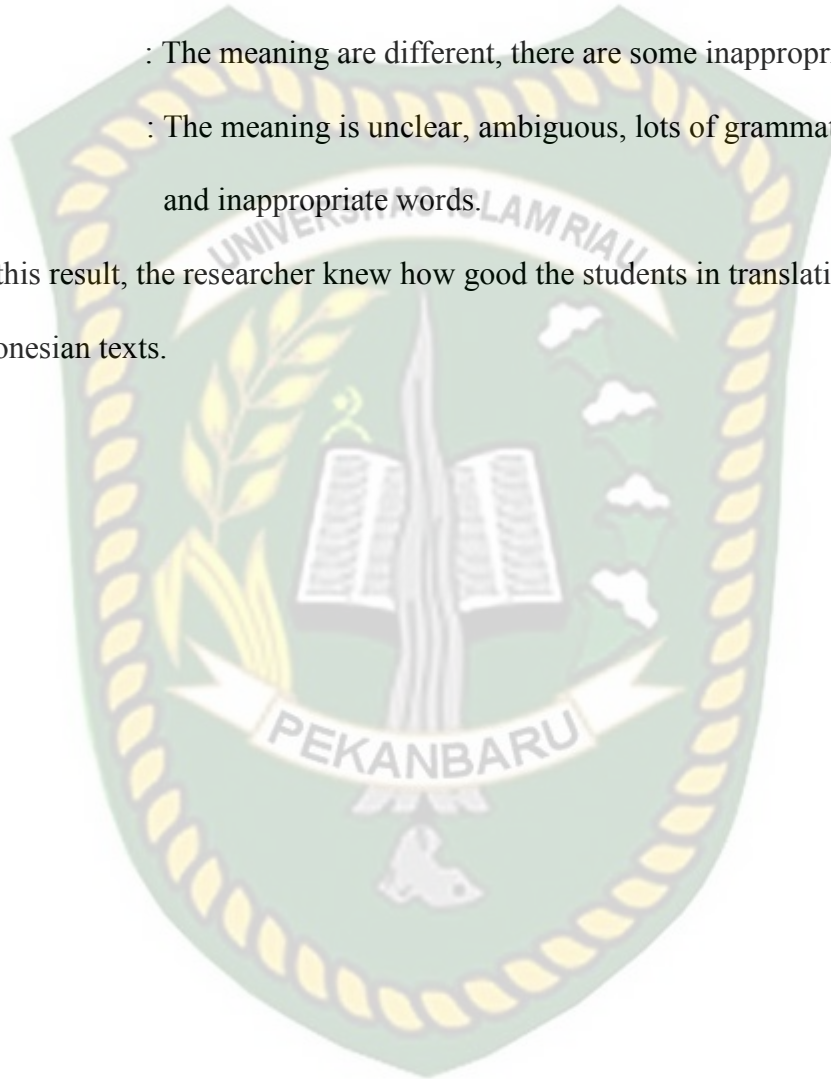
Where the levels mean:

Very good/good: Less accurate translation with few omissions, additions and profanity.

Fair : The meaning are different, there are some inappropriate words

Poor : The meaning is unclear, ambiguous, lots of grammatical errors and inappropriate words.

From this result, the researcher knew how good the students in translating English to Indonesian texts.



BAB IV

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

Based on the research conducted on Mei 14, 2020 at Universitas Islam Riau, the researcher got the data needed to analyze in this chapter. The data were obtained from the sixth semester students, and the study only takes one class to find out the data. The data were collected after 23 students were asked to translate analytical exposition text from English to Indonesia. After collecting the data, the researcher analyzed the students' translation works.

After collecting and analyzing the products of the students' translation, the ability of the translation products can be seen in the following figure based on three raters:

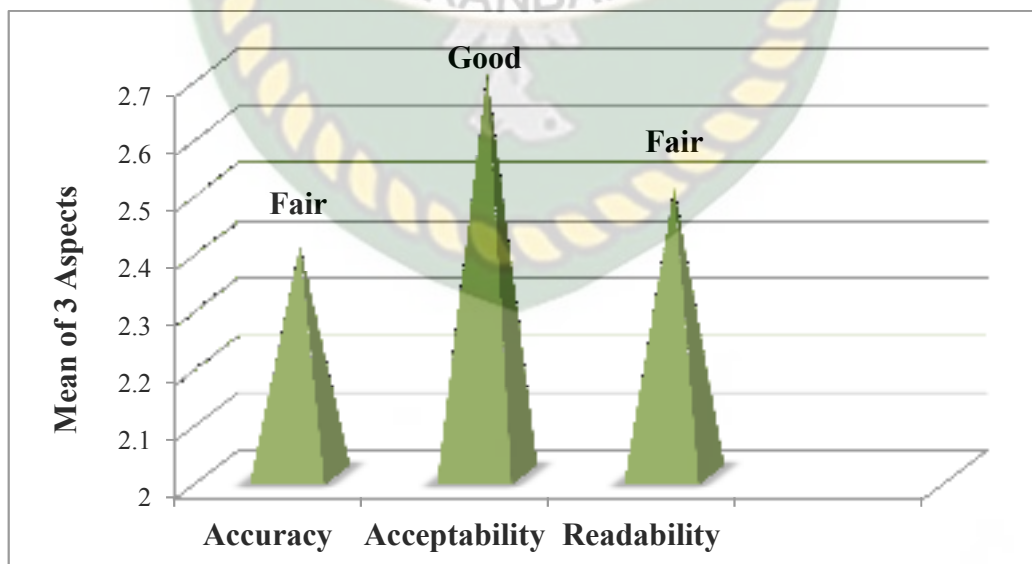


Figure 4.1: The Mean of Three aspects in Translating English Analytical Exposition Text into Indonesian Based on three raters

Based on the figure above, there is a different mean between the three raters. In Accuracy, the mean of students' translation was 2,4, while acceptability had 2,7. Then readability had 2,5. However, in acceptability category, the two raters have the same level in FAIR. The highest is acceptability and the lowest is accuracy. It reveals that most of the students had written wrong words and phrases in stating some source text ideas to the target text.

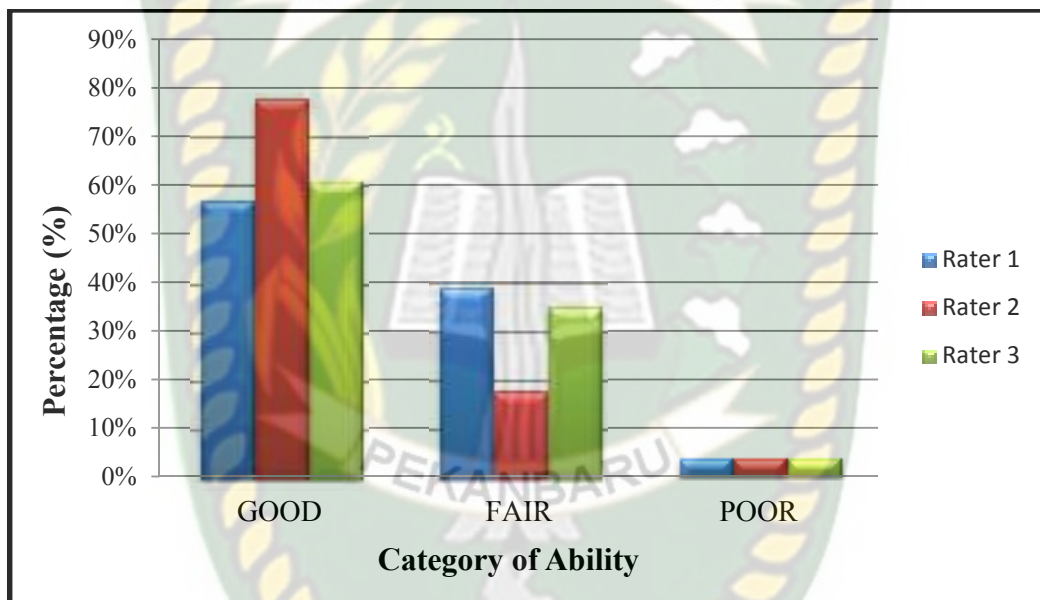


Figure 4.2: The Category of Students' Ability in Translating English Analytical Exposition text into Indonesia Based on Three Raters

From the figure above, all raters agreed that the highest frequency is in **Good** 13 students from rater 1, 18 students from rater 2 and 14 students from rater 3. Meanwhile, according to rater 1 to 3, **Poor** is in the lowest frequency with only 1 student from all raters.

After collecting and analyzing the students' translation products, the information about the form of accuracy, acceptability, and readability can be seen in the following.

4.1.1 Accuracy

Student 1

(1)[1]

Tidur memainkan peran penting dalam kesehatan dan kesejahteraan sepanjang hidup anda. Mendapatkan kualitas tidur yang cukup diwaktu yang tepat dapat membantu melindungi kesehatan mental, kesehatan fisik, kualitas hidup dan keselamatan anda. Mengapa tidur itu sangat penting?

Based on the sentence above, the students got the problem to transfer the meaning “plays” in the context of “...plays a vital role”. This is influenced by the limitation of students' vocabulary mastery. The use of the word “memainkan” actually does not fit with the context. Although almost every students got the same problem, few students translated the word correctly.

Student 2

(2)[12]

Tidur merupakan peran penting dalam kesehatan dan kesejahteraan di sepanjang hidupmu. Mendapatkan kualitas tidur yang cukup dapat membantu melindungi kesehatan mental anda, kesehatan fisik, kualitas hidup, dan keselamatan anda. Mengapa tidur itu penting?

Based on the sentence above, the use of the word “kesejahteraan” is not really fit the context of the text because the students tried to translate the word “well-being” in the source text into “kesejahteraan”.

Student 3

(3)[25]

Kesehatan fisik sering berhubungan dengan kualitas tidur. Ini memiliki peran penting dalam kesehatan fisik anda. Misalnya, tidur terlibat dalam penyembuhan dan perbaikan jantung serta pembuluh darah anda.

The phrase “tidur terlibat” is not transferred accurately into the target text based on the sentences above. The students tried to translate “sleep is involved...”, by stating “tidur terlibat...”. The students seem to translate the information literally.

Student 4

(4)[30]

Tidur membantu otak Anda bekerja dengan baik. Saat Anda tidur, otak Anda bersiap untuk hari berikutnya. Ini membentuk jalur baru untuk membantu Anda mempelajari dan mengingat informasi.

Based on the sentences above, the phrase “jalan baru” is not really appropriate with the context. Almost every student got difficulty translating this phrase. They got a problem transferring the meaning “new pathways” in the context of “it’s forming new pathways to help you learn...” That translates cannot be transferred accurately. However, few students translated this phrase correctly.

Student 5

(5)[36]

Penelitian menunjukkan bahwa tidur nyenyak meningkatkan pembelajaran. Baik saat Anda belajar matematika, cara bermain piano, cara menyempurnakan ayunan golf, atau cara mengendarai mobil, tidur membantu meningkatkan keterampilan belajar dan pemecahan masalah Anda. Tidur juga membantu Anda memperhatikan, membuat keputusan, dan menjadi kreatif.

Based on the sentences above, the students had a problem transferring the meaning of “pay attention” in the context of “sleep also helps you pay attention...”. The word “memperhatikan” is inappropriate.

Student 6

(6)[45]

Kesehatan fisik sering berhubungan dengan tidur yang berkualitas. Hal ini memainkan peran penting dalam kesehatan fisik Anda. Misalnya, tidur terlibat dalam penyembuhan dan perbaikan jantung dan pembuluh darah Anda. Kekurangan tidur yang sedang berlangsung terkait dengan peningkatan risiko penyakit jantung, penyakit ginjal, tekanan darah tinggi, diabetes, dan stroke.

Based on the sentences above, the use of the phrase “kekurangan tidur yang sedang berlangsung” actually do not fit the context because the students tried to translate the phrase “ongoing sleep deficiency” in the source text into “yang sedang berlangsung”. In contrast, “ongoing” itself can be defined as *continuing to exist*.

Student 7

(7)[48]

Tidur memiliki peran penting terhadap kesehatan dan kesejahteraan sepanjang hidup anda. Mendapatkan kualitas tidur yang cukup pada malam hari dapat membantu menjaga kesehatan mental, kesehatan fisik, kualitas hidup, dan kesejahteraan anda. Kenapa tidur itu penting?

Based on the sentences above, the student chose the wrong phrase. They state “terhadap kesehatan” to convey meaning about “in good health”. It is not really appropriate in the context.

(7)[52]

Kesehatan fisik sering kali berhubungan dengan kualitas tidur. Hal tersebut memiliki peran yang sangat penting terhadap kesehatan fisik anda. Contohnya, tidur turut serta dalam penyembuhan dan perbaikan jantung dan pembuluh darah anda. Kekurangan tidur secara terus-menerus dapat berakibat pada naiknya resiko penyakit jantung, penyakit ginjal, tekanan darah tinggi, diabetes, dan struk.

Based on the sentences above, there was a wrong word choice. The student stated, “naiknya” to state “increased”.

Student 8

(8)[58]

Tidur membantu otak Anda bekerja dengan baik. Saat Anda tidur, otak Anda bersiap untuk hari berikutnya. Ini membentuk jalur baru untuk membantu Anda mengingat dan mengingat informasi. Meningkatkan jumlah pembelajaran. Baik saat Anda belajar matematika, bermain piano, menyelesaikan golf, atau mengendarai mobil, tidur membantu meningkatkan keterampilan belajar dan memecahkan masalah Anda.

The student wrote “meningkatkan jumlah pembelajaran” to translate “improves learning” based on the sentences above. The phrase use is inappropriate.

Student 9

(9)[68]

Tidur memiliki pengaruh yang baik bagi kesehatan tubuh dan hidup kamu. Cukup mendapatkan kualitas tidur yang tepat pada waktunya agar bisa membantu menjaga kesehatan psikis, kesehatan fisik, kualitas hidup yang baik, dan kesehatan hidup. Mengapa tidur sangat penting?

Based on the sentences above, there was a meaning distortion of the phrase “kesehatan hidup”. In the source text, the data is written “safety.” So, the student failed to transfer the source text information accurately.

Student 11

(11)[75]

Penelitian menunjukkan bahwa, tidur yang baik akan meningkatkan pembelajaran. Baik pada pembelajaran matematika, mempelajari piano, meningkatkan pukulan golf, mengendarai mobil, tidur akan membantu meningkatkan keterampilan belajar dan memecahkan masalah. Selain itu tidur juga membantu anda berkonsentrasi, membuat keputusan, dan menjadi kreatif.

Based on the sentences above, the student tried to translate “how to perfect your golf swing” by stating “meningkatkan pukulan golf”. They failed to transfer the sentence in the text that leads to distorted meaning.

Student 12

(12)[79]

Tidur dapat membantu otak anda bekerja dengan baik. Sementara anda sedang tertidur, otak anda sedang bersiap untuk hal selanjutnya. Ini akan membentuk jalan baru untuk membantu anda mempelajari dan mengingat informasi.

Based on the sentences above, there was a meaning distortion of the phrase “hal selanjutnya”. In the source text, the data is written: “While you’re sleeping, your brain is preparing for the next day”.

Student 13

(13)[85]

Tidur merupakan peran penting dalam kesehatan dan kesejahteraan hidup Anda. Kualitas tidur yang cukup pada waktu yang tepat dapat membantu melindungi kesehatan mental, kesehatan fisik, pola hidup, dan menjaga kesehatan Anda. Mengapa Tidur Begitu Penting?

Based on the sentences above, more students had a problem transferring the information about “sleep plays a vital role...”. From all of the students’ translation about “sleep plays a vital role...” the students indicated that they did not think over the phrases they should write in the target text. At first glance, the words; memainkan, memiliki, and merupakan connect to “play”, but every words was do not fit the context and leading the translation becomes less accurate.

Student 15

(15)[97]

Disamping itu, tidur juga membantu menjaga kadar hormone yang sehat yang membuat anda merasa lapar (ghrelin or full leptin). Ketika anda kurang tidur, tingkat dari ghrelin anda meningkat dan tingkat dari leptin akan menurun. Ini akan menyebabkan anda merasa lebih lapar saat anda sudah beristirahat.

Based on the sentences above, the student got a problem transferring the meaning “well-rested” in the context of “This makes you feel hungrier than when you’re well-rested”. The phrase “sudah beristirahat” is not appropriate with the context in the source text.

Student 16

(16)[103]

Kesehatan Fisik sering mengaitkan 10 kualitas tidur. Ini membawa peran penting dalam kesehatan fisik Anda. Misalnya, tidur berperan dalam pemulihan, perbaikan jantung dan pembuluh darah Anda. Kekurangan tidur dapat meningkatkan resiko penyakit jantung, penyakit ginjal, tekanan darah tinggi, diabetes, dan stroke.

Based on the sentences above, the use of the word “mengaitkan” actually does not fit the context because the student tried to translate the phrase “relate to” in the source text into “mengaitkan”. There was also another student who translated the word “relate to” into “menghubungkan” the words mengaitkan and menghubungkan connect to “relate to” but they were inappropriate in the context.

Student 19

(19)[127]

Selain itu, tidur juga membantu menjaga keseimbangan yang sehat dari hormon yang membuat Anda merasa lapar (ghrelin) atau penuh (leptin). Jika Anda tidak cukup tidur, maka tingkat ghrelin anda akan naik dan tingkat leptin ana akan turun. Hal ini membuat Anda akan merasa lapar dibandingkan ketika Anda beristirahat dengan cukup.

Based on the sentences above, the student wrote “penuh” to translate “full” in the context of “sleep also helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin)”. So, the word used is inappropriate.

(19)[128]

Selain itu, tidur juga membantu menjaga keseimbangan yang sehat dari hormon yang membuat Anda merasa lapar (ghrelin) atau penuh (leptin). Jika Anda tidak cukup tidur, maka tingkat ghrelin anda akan naik dan tingkat leptin ana akan turun. Hal ini membuat Anda akan merasa lapar dibandingkan ketika Anda beristirahat dengan cukup.

Based on the sentences above, there was a wrong word choice by the student. “Hungrier” is translated to be “merasa lapar”, the word use is inappropriate.

Student 21

(21)[136]

Selain itu, tidur juga membantu menjaga kadar hormone yang sehat sehingga anda terasa lapar (glurelin atau leptin). Ketika anda tidak cukup tidur, tingkat ghrelin anda meningkat (naik) Dan tingkat leptin anda menurun (hilang). Ini membuat anda merasa lebih canggung daripada saat anda cukup istirahat.

Based on the sentences above, the student failed to transfer the word "hungrier" in the source text, leading to distorted meaning.

Student 22

(22)[139]

Tidur membantu otak dalam bekerja sebagaimana mestinya. Ketika anda tidur otak akan mempersiapkan untuk hari berikutnya. Dengan itu akan membantu anda dalam belajar dan mengingat informasi.

Based on the sentences above, the student tried to translate "properly", by stating "sebagaimana mestinya". The word "sebagaimana mestinya" connect to "properly", but it is inappropriate in the context and lead to less accurate translation.

4.1.2 Acceptability

Student 1

(1)[10]

Penelitian menunjukkan bahwa tidur yang cukup dapat membantu dalam belajar. Baik saat anda belajar matematika, bermain piano, cara mengayunkan golf dengan tepat, atau cara mengendarai mobil, tidur membantu meningkatkan keterampilan belajar dan pemecahan masalah anda. Tidur juga bisa membantu anda memperhatikan serta membuat keputusan dan membantu agar anda menjadi kreatif.

Based on the sentences above, there was a repetition of word “membantu” that translate feels unnatural.

Student 2

(2)[19]

Selain itu, tidur juga membantu menjaga keseimbangan kesehatan hormon yang membuat anda merasa lapar (ghrelin) atau kenyang (leptin). Ketika anda tidak mendapatkan tidur yang cukup, tingkat kelaparan anda akan naik dan tingkat kenyang anda akan turun. Ini membuat anda merasa lebih lapar daripada disaat anda mendapatkan tidur yang cukup.

Based on the sentences above, their grammatical errors are found in students' translation products. The students got a problem in plurality. The word “hormones” in source text is translated as “hormone” because it starts with the suffix “s” that must be followed by a noun in plural forms.

Student 3

(3)[22]

Tidur merupakan peran penting dalam kesehatan dan kesejahteraan di sepanjang hidupmu. Mendapatkan kualitas tidur yang cukup dapat membantu melindungi kesehatan mental anda, kesehatan fisik, kualitas hidup, dan keselamatan anda. Mengapa tidur itu penting?

Based on the sentences above, the student got a problem with sentence structure. There was repetition wrote by the student in the word “anda” which makes the translation feels unnatural. Concerning acceptability of the students’ translation, grammatical problems affect the students’ translation level.

Student 14

(14)[90]

Peneliti menunjukkan bahwa tidur malam yang baik dapat meningkatkan pembelajaran. Baik anda belajar matematika, bermain piano, menyempurkan ayunan golf atau menyetir mobil. Tidur membantu anda dalam meningkatkan pembelajaran dan keterampilan memecahkan masalah. Tidur juga membantu anda tetap fokus, membuat keputusan dan bertindak kreatif.

Based on the sentences above, the student classified the meaning of “studies” in the source text. The word “studies” is being used as the sentence's subject because the “studies” is doing the action.

4.1.3 Readability

Student 1

(1)[3]

Tidur memainkan peran penting dalam kesehatan dan kesejahteraan sepanjang hidup anda. Mendapatkan kualitas tidur yang cukup diwaktu yang tepat dapat membantu melindungi kesehatan mental, kesehatan fisik, kualitas hidup dan keselamatan anda. Mengapa tidur itu sangat penting?

Based on the sentences above, the student's translation cannot be understood well. In the source text, the information is "Getting enough quality sleep at the right times...". Overall, the students' translations were constructed in the wrong structure that confused the readers.

Student 6

(6)[46]

Selain itu, tidur juga membantu menjaga keseimbangan yang sehat dari hormon yang membuat Anda merasa lapar (ghrelin) atau penuh (leptin). Bila Anda tidak cukup tidur, tingkat ghrelin naik dan tingkat leptin turun. Hal ini membuat Anda merasa lapar ketika Anda beristirahat.

Based on the sentences above, the students' translation product is not easy to understand. The information is confusing the reader.

Student 8

(8)[62]

Kesehatan Fisik yang sering berkaitan dengan kualitas tidur. Ini memainkan peran penting dalam kesehatan fisik Anda. Misalnya, tidur yang terlibat dalam perbaikan dan perbaikan jantung dan pembuluh darah Anda. Kekurangan tidur yang sedang berlangsung terkait dengan peningkatan risiko penyakit jantung, diabetes, tekanan darah tinggi, diabetes, dan stroke.

Based on the sentences above, the translation cannot be understood well. In the source text, the information is “Physical Health often relates to quality sleep”. It affected unclear information on the translation.

Student 12

(12)[81]

Penelitian menunjukkan bahwa tidur pada malam hari dapat meningkatkan pembelajaran. Baik disaat anda belajar matematika, bagaimana cara memainkan piano, bagaimana cara menyempurnakan pukulan golf anda atau bagaimana cara mengemudikan mobil, *tidur memberikan bantuan untuk meningkatkan pembelajaran anda dan mempunyai kemampuan untuk mengatasi permasalahan.* Tidur juga membantu anda untuk bisa lebih memperhatikan, membuat keputusan, dan menjadi kreatif.

Based on the sentences above, the translation is not easy to understand and needs to be reread to understand the ideas altogether.

After analyzing the score for each aspect of translating, the researcher generally calculated their percentage. It can be seen in the following table:

Table 4.1 The Students Ability in Translating English Analytical Exposition Text into Indonesia

No	Scores	Ability Levels	Frequency	Percentage
1	2,6 - 4,1	Very good / Good	15	65%
2	1,8 – 2,5	Fair	7	31%
3	1,0 – 1,7	Poor	1	4%

Based on the information above, the total students who have been translating text were 30 students. 15 students categorized in very good/good. 7 students were in a fair category and another 1 student was in the poor category. It can be concluded that the students' ability in translating analytical exposition text from English into Indonesia at English Study program of Universitas Islam Riau was good.

Below is the calculation of the students' score in translating the analytical exposition text to get the mean score:

$$S = \frac{AC + ACP + R}{3}$$

$$S = \frac{2,4 + 2,7 + 2,5}{3}$$

$$S = 2,6 \text{ (GOOD)}$$

4.2 Data Interpretation

This section discussed the students' ability in translating analytical exposition text from English into Indonesia based on some indicators as follow:

1. The accuracy of the translation

The researcher noticed that most of the translations were accurate from the analysis of the translation works of the students. The accuracy of the translation is specifically specified by the correct transfer of the source text's message, according to Larson (1998). Furthermore, a translated text should be easily understood and requires no rewriting. The average accuracy score is 57% accurate, 39% of the data is less accurate, and 4% of the data is listed as inaccurate. This ensures that most data have been accurately translated.

Although most of the translations of the students (57%) are accurate, it cannot be denied that the quality of the student translation in Translation Text Analysis is high quality. The answer is that there are still many translations that, if seen from the transfer of the source text material, are less accurate. According to Rahimi (2004), translation would be deemed incorrect if it unintentionally deletes any piece of information or adds any information that is not present in the source text, and errors are made in the analysis of the meaning of the language. In addition, while data is graded as inaccurate translation in the smallest amount, since the raters consider that there is message distortion in those translations.

In giving a score to each of the translations, each rater has its own concern, but the researcher has set up the scoring system to determine the accuracy level. Thus, the average score of the raters may be used as a measure of the accuracy level. In general, the accuracy of translation for learners is in the fair category.

2. The Acceptability of the translation

Based on the translation text review of the students, the investigator found that much of the translation is considered acceptable. According to Larson (1984), if the translation has the natural form of the target text determines the acceptability of the translation. Acceptance of the translation is often measured by the use of international words and the pattern of sentences. 78% of the data found acceptable is the overall acceptability score for students, 18% of the data is less acceptable, and 4% of the data is unacceptable. This indicates that much of the data translated was acceptable.

Although most of the translations of the students are acceptable, it cannot be assumed that the quality of the translation of the students in the translated text analysis is high quality. The explanation is that when viewed from the conversion of source text material, there are still a lot of less acceptable translations. In addition, although in the smallest amount, data is graded as unacceptable translation because the raters consider that the words, clauses, and phrases used do not comply with the rules of the

target language. In general, the translation's acceptability of the student is relatively good.

In giving a score to each of the translations, each rater has its own concern, but the researcher has set up the scoring system to determine the acceptability level. Thus, the average score of the raters may be used as a measure of the acceptability level. In general, the acceptability of translation for students is in the fair category.

3. The readability of the translation

Based on the translation text analysis of the students, the researcher discovered that much of the translation is considered less readable. Readability indicates, according to Nababan (2012), how much a text is readily understood by the target reader in written translation. The readability of the translation is specified since the translation can be understood by the readers, but certain parts of the translation need to be reread to fully understand the concepts. The average score of readability is 39% of the data is readable, 57% of the data is less readable, and the other 4% is not readable. It means that most of the data are less readable.

In giving a score to each of the translations, each rater has its own concern, but the researcher has set up the scoring system to determine the readability level. Thus, the average score of the raters may be used as a measure of the readability level. In general, the readability of translation for learners is in the fair category.

Based on translating analytical exposition text, the researcher found that the students' kinds of translation are literal translation. According to Larson (1998), literal translation is a “word for word” translation that closely follows the source language. In this research, the students commonly translated from source language close meaning to target language and literal translation regardless of the context. Also, Students can translate analytical exposition text because their translation feels natural; technical terms are commonly used and familiar and the use of the phrase, clause and sentence refer to Indonesian grammatical rules. Then, meaning in context also the accuracy of translating.

Students' disadvantage in translating is less vocabulary; indeed, when the students do not understand the meaning, they mostly changed the meaning based on their knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the analysis, the conclusion of the research can be drawn as follows:

1. The researcher analyzed the students' ability in translation based on 3 aspects: accuracy, acceptability and readability. In the accuracy category, the mean score is 2,4. The acceptability gets the highest for about 2,7. Then, readability got 2,5. Then in the category of ability based on three raters, they had the same level in GOOD.
2. From 23 students that have been observed, 15 students (65%) are in very good/good category, 7 students (31%) are in the fair category and 1 student (4%) is in the poor category. It can be concluded that the students' ability in translating analytical exposition text from English into Indonesia at English Study Program of Universitas Islam Riau is GOOD.

5.2 Suggestion

After drawing a conclusion for the research, the researcher would like to recommend the people who showed great concern about students' translation.

1. For the translator

In translating the text, the translator can modify or change the sentence structure, word order or point of view to convey the message.

Knowing the context of source language and the culture of the target language is needed in order to produce quality translation that are acceptable and easily understood by the target readers.

2. For the students and lecturers

In lectures, the lecturers may include the theory relevant to the translation. The student would therefore have a basic understanding that is mainly related to the evaluation of the standard of translation, the philosophy of translation, translation styles, and strategies for translation. They may also use this analysis as a guide to carry out further studies related to the field of translation.

3. For the other researcher

The researcher proposes that other researchers examine the other dimensions of the translation work of students, such as methods or forms of translation.

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