

**An Analysis of Students' Translation Quality (Accuracy, Readability And Acceptability) in Translating an Informative Text Entitled YSEALI to Indonesian**

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**Abstrak:** Penelitian ini bertujuan untuk meneliti sejauh mana kualitas terjemahan mahasiswa dalam menerjemahkan teks berjudul YSEALI ke Bahasa Indonesia. Penelitian ini adalah penelitian deskriptif-kualitatif. Subyek penelitian terdiri dari mahasiswa Pendidikan Bahasa Inggris semester enam yang telah mengambil mata kuliah penerjemahan. Tes menerjemahkan digunakan sebagai alat untuk pengambilan data. Data dianalisis menggunakan skala penilaian kualitas terjemahan Nababan. Hasil penelitian menunjukkan bahwa (1) nilai kualitas akurasi yaitu 47% akurat, 48% kurang akurat dan 5% tidak akurat. (2) nilai kualitas keterbacaan yaitu 62% terbaca, 37% kurang terbaca dan 1% tidak terbaca. (3) nilai kualitas penerimaan yaitu 64% diterima, 34% kurang diterima dan 2% tidak dapat diterima. Hasil penelitian menunjukkan bahwa kualitas penerjemahan adalah sedang sebagaimana hasilnya tidak terlalu bagus namun juga tidak buruk. Walaupun tingkat keterbacaan dan penerimaan di atas 50% namun tingkat akurasi menunjukkan presentase yang sama dengan kualitas terjemahan yang kurang akurat. Beberapa saran diberikan termasuk pertimbangan tentang tiga aspek yaitu: akurasi, keterbacaan dan penerimaan dalam proses penerjemahan dan ketika menilai kualitas terjemahan.

**Abstract:** The objective of this research is to explore the students' translation quality in translating text entitled YSEALI to Indonesian. The research is a descriptive-qualitative study. The subjects were the sixth semester students of English Education Study Program who had taken the translation class. The translation test was used to collect the data. The data were analyzed using Nababan's scale of translation quality. The result of the research showed that (1) the quality scores of accuracy were 47% accurate, 48% less accurate and 5% inaccurate. (2) the quality scores of readability were 62% readable, 37% less readable, and 1% unreadable, (3) the quality scores of acceptability were 64% acceptable, 34% less acceptable, and 2% unacceptable. The result indicated that the translation quality was fair as it was not great but also not bad. Although the levels of readability and acceptability were above 50%, the level of accuracy showed the same percentage in accurate and less accurate data. Some suggestions are put forward including the necessary consideration about the three aspects: accuracy, readability and acceptability in translation process and in assessment of the translation quality.

**Keywords:** translation quality, accuracy, readability, acceptability.

## INTRODUCTION

Translation is very useful especially for people who cannot speak foreign languages. Without having to learn a language, people will be able to understand the content in a text that is written in a foreign language. Although the translation course is a major topic for English Literature students, according to the curriculum, graduates of English Education are also required to have the ability to translate English in written and oral form. Translation is required in order to deliver texts and utterances from English for their students who have not understood English.

Meanwhile, those demands are limited that the sixth semester students of English Education Study Program are only given 2 credits of Translation subject. Based on the curriculum, the competence that should be achieved through this subject is the ability to translate printed texts from English into Indonesian and vice versa through the appropriate lexical choice and grammatically correct sentence. On the other hand, although the students have passed several subjects related to English competence, it is not guaranteed that students of English Education are able to produce proper translation.

Beside the basic language competences such as reading, writing, syntax, and sociolinguistic, semantic, there are some translator competence and experience that they must have (Gromová, 1996: 20) Then, the following question is whether they have those abilities just by taking

two credits of translation subject in one semester?

There are still many issues to be discussed in English-Indonesian translation. As expressed by Sudirman (2014:169) that accuracy and clarity of translation equivalence become a central issue to convey the messages from the source text to the target text. Meanwhile, Nerudova (2012:8) said that translation has always been connected with the notion of quality and it become another challenge. The challenge for translator itself is not only about transferring the meaning from source text (ST) to target text (TT). Much consideration should be taken to obtain a translation with a certain quality. That quality is related to the extent of accuracy, readability and acceptability as stated by Shuttleworth & Cowie (1997:3).

Based on the pre-observation held by the researcher, the translation quality of English Education students' at the University of Lampung was undetermined; some problems such as mistranslation and untranslated words were found in the students' translation. Those problems were obtained by looking at the students' works and their behavior in carrying out the translation process.

From the statements above, the researcher conducted the study to explore and describe the students' translation quality in English Education Study Program considering the three aspects: accuracy, readability and acceptability. Furthermore, the fact that the translator should understand the source text before transferring the idea into another language become a consider-

ation in choosing the text that is relevant to the subject. Moreover the chosen text were published in US Embassy website for Indonesia to deliver the information about exchange program to USA and the text were also published to other ASEAN countries. The result yielded hopefully might be used to review and revise the curriculum and the learning process of translation class so that the students' translation quality could be increased in the further time.

## METHODS

The purpose of this research is to explore the students' translation quality in translating an informative text entitled YSEALI to Indonesian. The research is a descriptive qualitative study.

The subjects are the sixth semester students of English Education Study Program who had taken the Translation Class. The instrument for collecting the data is a translation test. The data were analyzed using Nababan's scale based on Shuttleworth and Cowie's theory of translation quality in considering the three aspects: accuracy, readability and acceptability.

The students' translations were scored by the raters. The raters are the lecturers of English Education Study Program. The result then were calculated and analyzed to describe and draw the conclusion.

## RESULT

The research was held one time in the middle of May 2017. 20 students were doing the translation within 60 minutes individually with the help of dictionary. The answers of the research question in this research are (1) Accuracy: 47% accurate, 48% less accurate and 5% inaccurate. (2) Readability: 62% readable, 37% less readable and 1% not readable. (3) Acceptability: 64% acceptable, 34% less acceptable and 2% not acceptable. The result is provided in the following tables:

**Table 1. The Accuracy level of Students' translation**

Scale	Category	Subtotal	Percentage
3	Accurate	256	47%
2	Less Accurate	258	48%
1	Inaccurate	26	5%
<b>Total</b>		<b>540</b>	<b>100%</b>

From the table above, it can be seen that the percentages of the accurate data and less accurate data are in the similar number (47% accurate and 48% less accurate). Meanwhile, the data that are categorized into inaccurate are 5%. The similar percentage between accurate and less accurate data takes place that most problems found in accuracy are about word selection and mis-translation. The translated text delivered slightly different ideas than the original text so that it is considered as less accurate. Resulted that the source language meaning is less accurately conveyed in the target language.

**Table 2. The Readability level of Students' translation**

Scale	Category	Subtotal	Percentage
3	Readable	334	62%
2	Less Readable	202	37%
1	Unreadable	4	1%
<b>Total</b>		<b>540</b>	<b>100%</b>

Based on the table above, 62% data are readable, 37% data are less readable while the data that are categorized as unreadable data are only 1%. The result shows that the readability aspect achieves the higher score compared to the accuracy aspect. Means that although the ideas and meaning are not correctly accurate but the syntax in target language or Indonesian Language meets the readers' expectation. Moreover, if we pay more attention to this aspect, somehow it also relates to the meaning and the accuracy aspect according to some distortion in diction between English and Indonesian.

**Table 3. The Acceptability level of Students' translation**

Scale	Category	Subtotal	Percentage
3	Acceptable	347	64%
2	Less Acceptable	183	34%
1	Unacceptable	10	2%
<b>Total</b>		<b>540</b>	<b>100%</b>

Based on the table above, it can be seen that 64% data are acceptable, 34% data are less acceptable while the data that are categorized as unacceptable are only 2%. The similar number obtained as the readability result. This result indicates that most of the students have followed the norms of English in translating the text.

## DISCUSSION

The purpose of the research is to explore the students' translation quality. As the researcher observed the result, it can be said that the students' translation quality is fair as it is not great but also not bad because of one aspect which percentage is below 50% (the accuracy aspect).

The analysis of the data also shows that most of the accurate, readable and acceptable data are simple sentences. Those sentences used familiar words and contained no specific English term. This finding is similar to Nisak (2016) that conducted a specific analysis of sentence types in the translation assessment. The most accurate data is simple sentences. It is admitted that those types of sentences influence the quality result; a sentence that has straight forward idea. It is easier for the students in rendering the Indonesian version of the sentences.

Meaning indeed becomes the central issue when discussing about translation quality. However, the readability and acceptability aspect surely take part in the translation quality matters. That is why all those three aspects should be considered in the same level. Even though the scores of readability and acceptability level are good (above 50%) but the accuracy level is below 50%, thus it can not be said that the translation quality is excellent. Therefore, fair, is the best judgment of the translation work that had been done by the sixth semester students of English Education Study program. While in the individual aspect, the translation quality in accuracy aspect is fair, translation

quality in readability aspect is good and translation quality in acceptability aspect is good.

The consideration of the 'less' indicator also makes the percentages of the inaccurate, unreadable and unacceptable data obtained the lowest percentage in the assessment. Only 5% data is inaccurate while 1% data is unreadable and 2% data is unacceptable, while the less accurate data is 47% and the accurate data is 48%. These findings are far similar to Nisak's findings in 2016 that the inaccurate data found in the research is 6,64 % while the less accurate data is 13,3%, and accurate data is 80%. The difference and gap between the three levels of accuracy is considerable. Reflect that there is a huge difference between accurate data and less accurate data. The results are also different from Satria (2014) that divided the category into 4 levels: excellent, good, fair and bad.

Even though the result of this research is different than the other findings, the researcher realizes that the result of each research could be various and did not have to get the exact similar result because the result depends on the each subject's condition, the text and also the assessment of each rater. Again, refers to what Nerudova (2012:8) stated that the concern is not whether we can measure quality, but by which means it can be measured. Moreover, in the discussion between this research result and the goals in translation subject as it is yielded in the curriculum. Those might not be achieved as it is carried out in this research result. Although this research only concerned about the

quality without including the translation technique, the result in the accuracy level has not meet the excellent quality even though accuracy and meaning are the most important aspect in translation.

## CONCLUSION

After conducting the research, the researcher draws the conclusions as follows:

1. The percentages of the accurate data and less accurate data are high (47% accurate and 48% less accurate) while the data that are categorized into inaccurate are 5%. Most of accurate data are simple sentences. Readability: 62% data are readable, 37% data are less readable while the data that are categorized as unreadable data are only 1%. Acceptability: 64% data are acceptable, 34% data are less acceptable while the data that are categorized as unacceptable data are only 2%.
2. The translation quality in translating text about Young South East Asian Leaders (YSEALI) that was done by sixth semester students of English Education Study Program is relatively fair due to some lacks in each aspect. The translation quality cannot be said a good or a bad translation because the result is between those level. Some of the students done the translations with good but not excellent scores, while the rest done the translations with fair results, neither good nor bad. Although the percentages of students that achieve the accurate translation are far lower that the students

whose readability and acceptability level is good.

## SUGGESTION

Based on the conclusions above, the researcher would like to recommend some suggestions as follows:

1. For the Students. The students of English Education study program are suggested to learn more about translation theory and do more practices in translation.
2. For the lecturer of Translation subject and curriculum supervisor. It is recommended to review and revise the syllabus to give more in-depth understanding when delivering the knowledge about translation although it is just a two credits subject in one semester.
3. For further researcher. It is recommended to conduct extended research by including the methods and techniques of translation because they are related to the result of translation quality that cannot be done in this research due of some difficulties.

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