Quality of English - Indonesian Translation of English Department Students and Non – English Department Students of Universitas Negeri Semarang

Titus Adhi Sukmana*, Rudi Hartono, Hendi Pratama

Universitas Negeri Semarang, Indonesia
*Corresponding Author: adhisukmana@students.unnes.ac.id

Abstract. This research aimed to describe the students' translation quality in translating English into Indonesian text. The researcher used simple random sampling and selected some students to be participants of this research. In this research, the researcher collected the data using document analysis and questionnaire. The data were taken purposively from English Department students and Non – English Department students of Universitas Negeri Semarang (UNNES). After collecting the data, the researcher used rubric to find out the translation quality and questionnaire to find out the factors that affected students' translation quality. To analyze the quality of students' translation the researcher using three aspects of translation quality assessment namely, accuracy, clarity and naturalness (Larson,1998). The result of this research showed that the quality of both two groups of students' translation in translating texts from English into Bahasa Indonesia was good in accuracy aspect. But based on the aspect of clarity, the English Department students gathered relatively better result than the Non – English Department Students. On the aspect of naturalness, the Non – English Department students gathered relatively better result than English Department students. Based on the results of this research, the researcher found that some factors affected the quality of the students' translation in translating the texts with some challenges that they faced such as some words are difficult to understand, hard to find their equivalent Indonesian words, one word possess many different meanings, ambiguity, cultural aspect, etc.

Key words: Translation, English – Indonesian Translation, Translation Quality Assesment

INTRODUCTION

The ability of translation from English to Indonesian and vice versa is one of the English language skills. Translating is a difficult activity. It clarifies your thoughts and allows you to assess how well you can connect the senses of the languages while translating. According to Hartmann and Stork (1969) in Mujiyanto (2012), translation is the process or result of transferring the meaning from the source language into the target language, with the goal of producing accurate and acceptable grammatical features and lexical items. Based on those statements, it is possible to conclude that translation becomes important as it involves the process of transferring not only the meaning of the source language, but also the idea and message to the target language.

The translators face three significant difficulties while transferring the source text into the target text. These are all the methods for identifying the most acceptable, accurate, and appropriate equivalence in contexts of lexical equivalence, grammatical/syntactic/ linguistic equivalence, and textual equivalence, which covers discourse cohesion and

coherence. Some other reason might be that the standard for writing effective article has still not been established in Indonesia. Translation can be measured by considering three main aspects, they are: accuracy, clarity and naturalness (Larson,1998).

Based on statement above, the researcher tries to find deeply about the students translation quality. In this case the researcher conducts research on the translation quality of students from the English department and outside the English department. This is based on the fact that the need to translate from English to Indonesian is not only done by English students, but students outside the English department also need to do so. However, based on the personal assumptions students outside the English Department, who in fact must have obtained English courses, they are still lacking material about translation from the lecturers of that course. On the other hand, this study also wants to see whether English students who have received material about translation have been able to implement the material during translation or not. This research is based on translation activities

carried out by English department students and outside the English department students. For English department students, of course, translation activities are very important, besides that students outside English also carry out translation activities, especially in translating English into Indonesian when trying to find information from both international journals and English books. This study aims to see whether the translation results from English department students or outside the English department are of high quality or not. In English department students, of course this study aims to see whether translation learning has been effective or not, while outside English department students this study aims to see that learning English courses have covered more deeply or not in the context of translation, especially in English – Indonesian translation.

METHODS

The researcher in this study applied a descriptive-qualitative method with random sampling. When conducting qualitative research, random sampling is used in identifying and siting the respondents and venues systematically by utilizing the locations and individuals as a basis that would most effectively aid in the understanding of our main phenomenon. Narbuko and Achmadi (as referenced in Satria's thesis, 2014) stated that the objective of a descriptive study is to systematically and factually identify a solution to a problem or phenomenon. In a descriptive study, there are procedures for displaying, evaluating, and interpreting data. It implies that descriptive research is a method for examining phenomena based on the knowledge of how the translation quality of English Department Students and Non

According to statement that has been described, the researcher conducts the study to explore and describe the students' translation quality of English department students and non – English department students considering the three aspects: accuracy, clarity and naturalness. Beside to find the translation quality of students from English Department and outside the English Department, the researcher tries to figure out the factor that affected student's translation quality and try to encourage the way to improve the student's translation quality.

Based on the given explanation, the researcher has an interest to conduct a research which entitled "Quality of English - Indonesian Translation of English Department Students and Non – English Department Students of Universitas Negeri Semarang".

- English Department Students.

This study's population consists of students from the English Department Students who haven't yet taken the translation subject at Universitas Negeri Semarang and students from the Non - English Department who've already taken the English Language subject. The use of such criteria is considered to produce objective result in this study. In this research, simple random sampling is used and the respondents that participated were some chosen students. After collecting of translation products, the researcher would chose 30 samples from English Department students and 30 samples from non-English Department students. The data were analyzed by accumulating the student's translation text and consulting the rubric. The rubric was taken from Larson (1998).

Table 1. Research Tabulation

NO	NAME	ASPECT											
		ACCURACY				CLARITY				NATURALNESS			
		E	G	F	B	E	G	F	B	E	G	F	B

Larson (1998)

There are five columns that presented in the table, they are: number, name, and aspect (accuracy, clarity and naturalness). While in the aspect column, students' translation quality has been categorized into three columns: accuracy, clarity, and naturalness. There are E, G, F, and B

columns for every aspect, which stand for excellent, good, fair, and bad. Following the collection of translation test data. The data were entered into the E, G, F, and B tables as a percentage. The students' translation quality can be observed in this table below:

Table 2. Scoring Rubric

Component	Translation Quality	Description
Accuracy	Excellent	Meaning that seems to be accurate and clear, with no errors or changes in meaning.
	Good	Correct meaning with no omissions, modifications, or changes in meaning.
	Fair	Correct meaning only with least number of redundancy and grammatical mistakes.
	Bad	Semantically misrepresenting and comprehensible, ambiguous meaning, grammatical mistakes, and meaning deviation
Clarity	Excellent	Nothing ambiguous, easily understandable words, phrases, and grammar.
	Good	Appropriate words, phrases, and grammar, and also a clear meaning
	Fair	With some diction or mechanical errors, the syntax seems to be complex but still the meaning is understandable.
	Bad	Awkwardly stylistic, structurally burdensome, and badly written, with word choice and mechanical errors.
Naturalness	Excellent	Read naturally, make sense (written in ordinary language, common grammar, proper idioms, and words)
	Good	The meaning seems to be correct, as well as the idioms and words, but there are a few syntactical structure mistakes.
	Fair	Make sense with as few as feasible unnatural words, grammar, phrases, and idiomatic expressions.
	Bad	Unusual form, with confusing language, both linguistically and stylistically.

Larson (1998)

The table below was utilized to assess students' translation quality related to accuracy, clarity, and naturalness. There are four quality levels that differentiate students' translations: excellent, good, fair, and bad.

RESULTS AND DISCUSSION

Although translation is an important aspect of language, it does present some challenges. When an individual has the ability of translating one language accurately into other language, it means that individual can deliver the message(s) which contained by the source language. On the other hand, if someone does not translate well, the presentation of the message(s) contained by the source language is not clear enough to understand, and likely to result in misunderstanding and miscommunication. According to the data gathered, the students discovered that they face difficulties in translating the text because it was difficult to find equivalent Indonesian words. Moreover, some phrases were difficult to understand because a word seemed to have various meanings. This research found that some variables influence the quality of the students' translation in translating texts with several

difficulties such as several words are hard to be understood by students, those words are difficult to find their equivalence in Indonesian, one word has many different meanings, ambiguity, and some aspects that are cultural.

Translation plays a crucial role in a lot of activities, such as information transfer, cultural understanding, as well as even becoming a mandatory subject in some universities. The reader must have the capability to get the meaning of the translation content in order to comprehend it. According to research conducted by Satria Agus, which utilized Larson's theory in analyzing translation quality, which would be divided into three aspects: accuracy, clarity, and naturalness (Sayogie, 2014). The researcher concentrated on translating English into Indonesian and determining the quality of the translation product. The researcher assumed that it was essential to do an evaluation of how their translation was performing and then improving their capability to translate from the errors that have been made.

In this research, participants were given a test in order of assessing the quality of translation. The consent form, translation text, and questionnaire have all been given by the

researcher. The research was carried out to determine the data used in identifying students' translation quality when they translate English into Indonesian. The data was gathered from two groups of students: English Department Students who haven't yet taken a translation subject and Non-English Department Students who'd already taken an English subject. This condition had been chosen with the assumption that two groups of students have similar knowledge of English, specifically translation.

In this part, the researcher would be presented about the result of English Department students' and Non - English Department students' translation when they translate text from English into Indonesian. The result is provided in the table below:

Table 3. The Result of Student Translation Quality

Subject	Aspect											
	Accuracy (%)				Clarity (%)				Naturalness(%)			
	E	G	F	B	E	G	F	B	E	G	F	B
30 Students of English Department	25.6	33.7	24	16.7	22.6	32.4	24.6	20.4	22.6	25.4	31.6	20.4
30 Students of Non - English Deparment	19.6	34.4	26.4	19.6	20	26.4	32.6	21	22.6	33	26	18.4

The translation quality divided into four (excellent, good, fair, and bad) shown by percentage. The accuracy of 30 student translations completed by English Department students of Unnes showed an excellent translation quality of 25.6%. The good quality of the students' translation is 33.7%. It is 24% fair quality. and 16.7% seem to be of bad quality. In terms of clarity the excellent translation quality is 22.6%. The quality of the students' translation is 32.4%. Fair quality is 24.6%, while bad quality is 20.4%. The naturalness aspect showed an excellent translation quality of 22.6%. The quality of a student's translation is 25.4%. The percentage of fair quality is 31.6%, while the percentage of bad quality is 20.4%.

On the other hand, from 30 student's translation by the Non - English Department students of Unnes, on the accuracy aspect showed the translation that categorized as excellent is 19.6%. The students' the translation that categorized as is 34.4%. And the translation that categorized as fair is 26.4%, and bad quality is 19.6%. On the clarity aspect showed the translation that categorized as excellent is 20%. The students' the translation that categorized as good is 26.4%. And the translation that categorized as fair is 32.6%, while the translation that categorized as bad is 21%. On the naturallness aspect showed the translation that categorized as excellent is 22.6%. The students' the translation that categorized as good is 33%. And the translation that categorized as fair is 26%, while the translation that categorized as bad is 18.4%.

According to Larson (1998), one of the most important factors that influence translation quality is translation accuracy. It is about switching the message's meaning as as accurately as possible from the source language to the receptor language. Based on the data obtained, both English Department students and Non-English Department students accomplished well enough in terms of accuracy. This has shown that the accuracy of both the translation results in the two groups of students is fairly similar.

Clarity is an important factor that makes the translated text acceptable to people that speak the target language. In this context, the translator has chosen the approach which tries to communicate the clearest meaning and also that common people would understand (Larson, 1998). In contrast to the accuracy aspect, English Department students showed slightly better than non-English Department students in the clarity aspect. According to the obtained findings, the researcher concluded that the results of English Department students are relatively better compared to those of Non - English Department students because due to their own basic language and linguistic knowledge. As a matter of fact of this condition, English Department students are better at composing phrases in the target language so that readers can understand the text. Besides that, the structure of the translation results is also better than Non – English Department students.

Because the material that used for translation should possess the same sound, the translator should utilize the natural form of the target language to simplify the translation content so

that it can be accepted by individuals who understand the target language. Naturalness seems to be the idea which goes into making a good translation. After analyzing data, the researcher discovered that Non-English Department students gathered relatively better outcomes than English Department students. According to these findings, it can be concluded that this happens because of general knowledge of Non-English Department students is better compared to that of English Department students. This condition helps students from the Non-English Department to to choose a more appropriate word diction when translating text into Indonesian.

CONCLUSION

Based on the findings and the analyzed data, the conclusion that can be drawn is the quality of both two groups of students' translation in translating texts from English into Bahasa Indonesia was good in accuracy aspect. But based on the aspect of clarity, the English Department students gathered relatively better result than the Non – English Department Students. On the aspect of naturallness the Non – English Department students gathered relatively better result than English Department students. A brief review of the literature shows that translation quality are influenced positively by translators' translation level, academic experience, and academic knowledge; these findings are supported by the current study's findings. The findings show that translators can strengthen their translation quality through additional training in translation courses, translation theories and techniques, and problem-solving strategies taught in academic settings. This research has another implication that translators with academic experience in Translation Studies may perform better on translation tasks.

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