

**AN ANALYSIS ON STUDENTS' ABILITY IN TRANSLATING  
DESCRIPTIVE TEXT AT THE FOURTH SEMESTER ENGLISH  
EDUCATION STUDENTS OF BATANGHARI UNIVERSITY  
IN THE ACADEMIC YEARS 2016/2017**

**A THESIS**

**Submitted as Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) In English Educational Study Program**

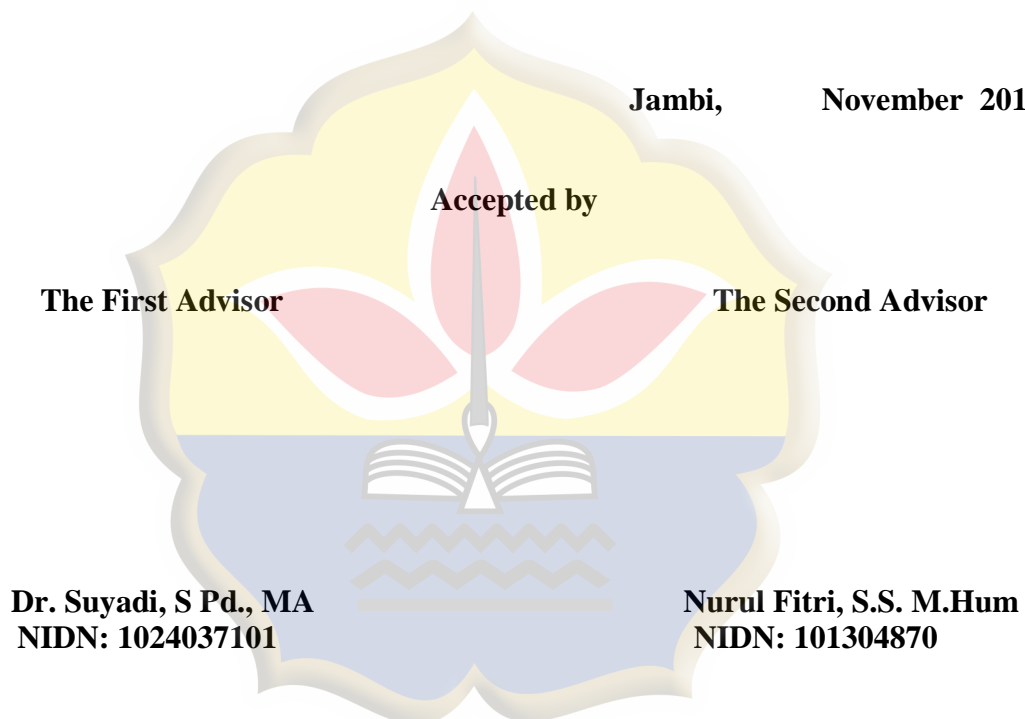


**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
BATANGHARI UNIVERSITY  
JAMBI  
2018**

## APPROVAL

This thesis “AN ANALYSIS ON STUDENTS’ ABILITY ITRANSLATING DESCRIPTIVE TEXT AT THE FOURTH SEMESTER ENGLISH EDUCATION STUDENTS OF BATANGHARI UNIVERSITY IN THE ACADEMIC YEARS 2016/2017”. Written by Hendri Tarni Wijaya, students’ number 1300888203038 has been corrected and approved to be examined in front of the team of examiners.

Jambi, November 2017



The First Advisor

Accepted by

The Second Advisor

Dr. Suyadi, S Pd., MA  
NIDN: 1024037101

Nurul Fitri, S.S. M.Hum  
NIDN: 101304870

Approved by

The Head of English Educational  
Study Program

The Dean of Teacher Training  
and Education Faculty

Dra. Hj. Wennyta, M.Pd.  
NIDN: 0030116010

Abdoel Gafar, S.Pd., M.Pd.  
NIDN: 1021036502

## LETTER OF RATIFICATIONS

Name : HENDRI TARNI WIJAYA

Students Number : 1300888203038

Defending his thesis “An Analysis On Students’ Ability Itranslating Descriptive Text At The Fourth Semester English Education Students Of Batanghari University In The Academic Years 2016/2017” Accepted And Approve By The Team Of Examiners Faculty Of Teacher And Education Batanghari University.

Team of Examiners		
NAMES	POSITION	SIGNATURE
Dr. Suyadi, S Pd., MA	Chairwoman	_____
Nurul Fitri, S.S, M.Hum	Secretary	_____
Dra. Hj. Wennyta, M.Pd	Main Examiner	_____
Yanti Ismiyati, S.Pd, M.Pd	Examiner	_____

Ratified by

**The Head of English Educational  
Study Program**

**The Dean of Teacher Training  
and Education Faculty**

**Dra. Hj. Wennyta, M.Pd.  
NIDN: 0030116010**

**Abdoel Gafar, S.Pd., M.Pd.  
NIDN: 1021036502**

## **STATEMENTS OF WORK'S ORIGINALITY**

I honestly declare that the thesis I wrote does not contain the works or parts of the works of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, November 2017

The Writer

Hendri Tarni Wijaya



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I hope this thesis can provide valuable information especially for English Education Program of Batanghari University. Also, I fully realize that this thesis is far from being perfect, therefore, any suggestion and advice for the improvement of this thesis greatly appreciated.

Jambi, September<sup>th</sup> 2017

The Writer

Hendri Tarni Wijaya

## DEDICATION

This work is dedicated to:

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## MOTTO

“Better the last smile than the first laughter”

“Our duty is not to succeed, our duty is to try. Because in trying we find and build a chance to succeed.”

(Mario Teguh)

“I am too lazy for being lazy”

(Anonymous)





## ABSTRACT

**Wijaya, Hendri tarni . 2017 *Analysis on Students' Ability in Translating Descriptive Text at the Fourth Semester Students of Batanghari University in Academic Year 2016/2017.*** Sarjana Thesis. English Education Program. Faculty of Teacher Training and Education. Batanghari University of Jambi. Advisor I: Dr. Suyadi, S.Pd. Co-advisor: Nurul Fitri, S.S, M.Hum.

**Keywords:** *students' ability, translation method, descriptive text*

The objectives of this qualitative study were to find out mastery level of students' ability in translating descriptive text, and also the method used of students' in translating descriptive text. This study involved 28 students of Fourth Semester Students of Batanghari University in Academic Year 2016/2017 as the subjects of the study. The data design of this research descriptive qualitative, by given test of translating descriptive text into bahasa Indonesia. The research found that 7 students (25%) obtained an excellent level mastery. Then 19 students (68%) obtained good level mastery. And then, 2 students (7%) of the obtained fair level mastery. While no one of the students scored less than 40, which indicated a poor level mastery. Then the finding also found eight students used the method word for word translation, and seven students used the method literal translation, also seven students used the method faithful translation and the last six students used the method semantic translation. The most dominant method used by the students' was word for word translation. The mean of students' ability in translating descriptive text is good. The students' should be able to know the method that he used to translating the text

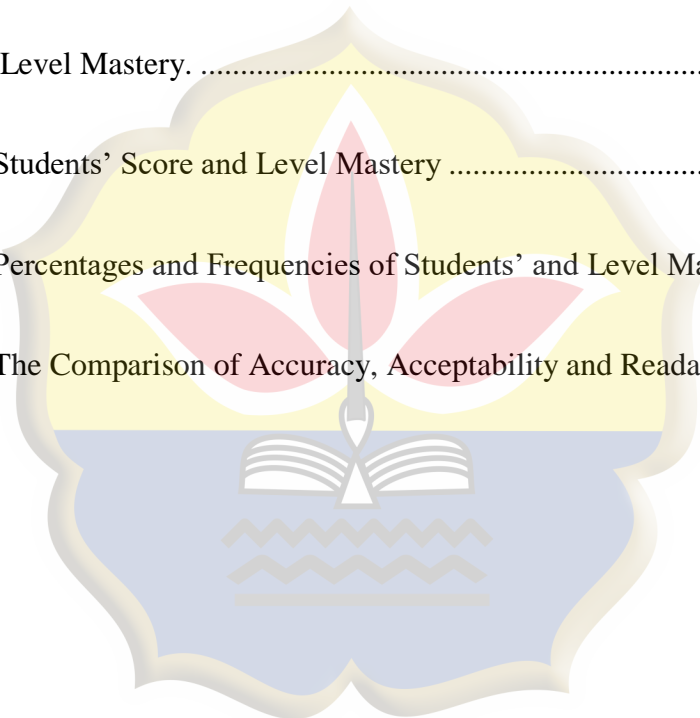
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Research

Language is a tool that is very important for everybody to share information in the world. People use language to share everything, such as ideas, messages, and information to explain about anything that they want to explain. In our country, English is used as foreign language that means not all Indonesian can understand English well. Still, the purpose of language is to communicate. However, what will happen if people who we speak to do not understand our language? In this case, the translation is needed to make the people understand what we speak in a different language especially English.

Translation is one of the important ability that must be mastered by someone that wants to communicate to other. In order to make the smooth communication with someone must know the target meaning of the language used, if someone cannot understand it the communication will not run well. In this case, to run a good and smooth communication someone that wants to communicate to other should know the language meaning and it can be reached by using translation

Translation is rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted (Susan

Bassnett 2002:12). Beside that, Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several seemingly contradictory elements (Eugene A Nida and Charles R. Taber 1982:12).

In terms of education especially English study program students need to acquire translation ability. Because not all people know the meaning of English words, sentences or text, English students can be a tool to help people to communicate with other. In Batanghari University, there is translation subject in the 4<sup>th</sup> and 5<sup>th</sup> semester. From the study that the researcher has in those semesters, the researcher learnt 4 methods of translation and the lecture gave the descriptive text as the material used for exercise and examination test.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Linda Gerot et all,1994).

Beside that, Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception (Kane 2000: 352)

Generally, problem translation is not finding the equivalence of translation. The problem comes when the translator cannot find the equivalent word from source language into target language especially in descriptive text. The reason why in this research the researcher uses descriptive text is because descriptive text uses special terms related to the theme of the text. The terms or specific words

need good understanding that is why translation is necessary to make readers comprehend the context of the text.

Based on the researcher's experience when observed in Batanghari University, the researcher found some problem that have been in translating a text that is about meaning. The problem comes when the students cannot find the equivalent word from source language into target language especially in descriptive text. And also, might be they confuse to translate descriptive text what is method that effective to translate a text to be equivalent translation.

Based on the problem above, the researcher is interested to analyze research entitle **“Analysis on Students’ Ability in Translating Descriptive Text at the Fourth Semester Students of Batanghari University in Academic Year 2016/2017.**

### **1.2 Limitation of the Problem**

In this research, the researcher wants to focus on students’ ability in translating descriptive text and also focus on what are the types of translation methods used by students’ of the fourth Semester Batanghari University in academic year 2016/2017?”

### **1.3 Formulation of the Problem**

Based on the background of research, the researcher wants to conduct based on this question,

1. How is the mastery level of students’ ability in translating descriptive text of the fourth Semester Batanghari University in academic year 2016/2017?”



2. What are the types of translation methods used by students' of the fourth Semester Batanghari University in academic year 2016/2017?"

#### **1.4 Purpose of the Research**

Referring to problem mentioned in the formulation of the problem above, this research aims at:

1. To find out how is the mastery level of students' ability in translating descriptive text of the fourth Semester Batanghari University in academic year 2016/2017?"
2. To find out what are the types of translation methods used by students' of the fourth Semester Batanghari University in academic year 2016/2017?"

#### **1.5 Benefit of the Research**

1. Students

This research expects the students will know about translation methods and make them better to translate the text use the method of translation that they know especially in descriptive text.

2. Teachers

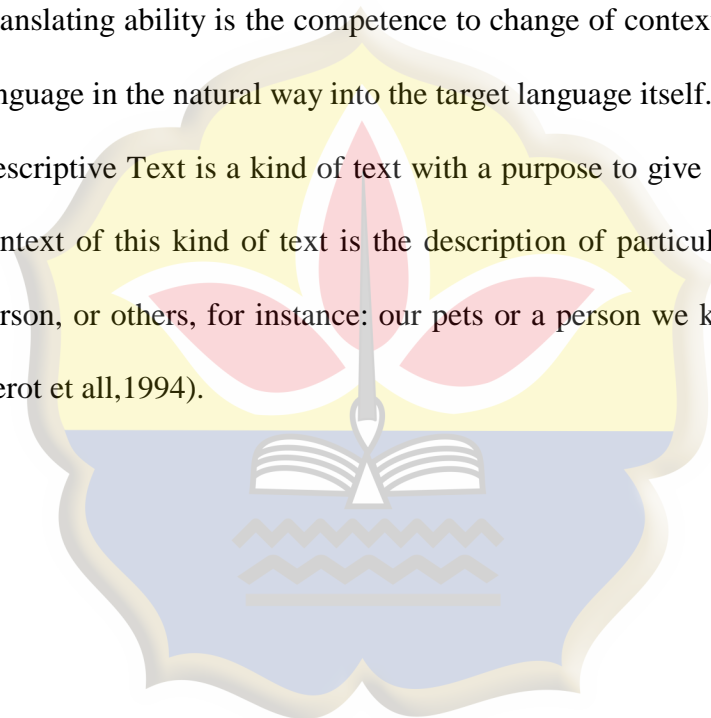
This research is expected to give some contribution, consideration and solutions theoretically whether the translation methods that use of students and to know students' ability in translating a text

3. Researcher

By doing this research, the researcher gets some new knowledge about translating the text and this research gives awareness that translating in the subject translation is an important aspect in language learning.

### **1.6 Definition of Key Term**

1. Analysis is the process clarify general competencies into specific competencies are arranged in logical and systematic
2. Translating ability is the competence to change of context from the source language in the natural way into the target language itself.
3. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Linda Gerot et all,1994).



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1. Translation

##### 2.1.1. Theories of Translation

Translation as “the process of transferring a written text from source language (SL) to target language (TL)” (Hatim and Munday 2004: 6). Beside that, Translation is rendering the meaning of a text into another language in the way that the author intended the text (Peter Newmark 1988:5).

In addition, Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. But this relatively simple statement requires careful evaluation of several seemingly contradictory elements (Nida and Taber 1982:12)

Based on the explanation above, the researcher thinks that the first definition state that, this definition they do not explicitly express that the object being transferred is meaning or message. They emphasize on translation as a process. The second definition states that This definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author. The third definition states that, This definition is more comprehensive than the previous ones. Nida and Taber explicitly state that translation is closely related to the problems of languages, meaning, and equivalence

### 2.1.2. Types of Translation

Translation is classified into two main types; they are form-based and meaning-based translation. Form-based translation attempts to follow the form of the source language and is known as literal translation, while meaning-based translation uses the meaning of source language text in the natural forms of the receptor language and is known as idiomatic translation (Larson 1984:15).

#### a. Interlinear Translation

Interlinear Translation is a completely literal translation. For some purposes, it is desirable to reproduce the linguistic feature on the source the text, as in a linguistic study of the language. Although these literal translation may be very useful for purposes related to study of the source language (SL) text. They are little help to speakers of the receptor language who are interested in the meaning of the source language(SL) text. A literal translation sounds like nonsense and has communication value.

#### b. Idiomatic translation

Idiomatic translation use the natural form of the receptor language both in grammatical construction and in the choice of lexical item, a truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his or her goal to translated the text

c. Unduly free translation

Unduly free translation are considered unacceptable translation for most purposes. Translation are called unduly free based on the following characteristic:

1. If they add extraneous information not in the source text.
2. If they change the meaning of source language(SL)
3. If they distort the fact of historical and culture setting of the source language (SL) text.

Sometime unduly translation made for the purpose of humor or to bring about a special response from the receptor language speaker.

d. Literal translation

Literal translation is a translation which imitates the form of source language. In literal translation, the translators use the words of target language which have the same meaning with words in source language. While, the structure in the result of translation use structure of source language. Sometimes, the original structure can be accepted or not accepted in the target language.

Beside that, Translation can be divided into four types: (a) pragmatic, (b) aesthetic-poetic, (c) ethnographic, and (d) linguistic translation (Brislin cited in Choliludin 2009:26), as follow :

- a. Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form. Belonging to such translation is the translation of technical information, such as repairing instructions.
- b. Aesthetic-poetic translation that does not only focus on the information, but also the emotion, feeling, beauty involved in the original writing.
- c. Ethnographic translation that explicates the cultural context of the source and second language versions.
- d. Linguistic translation, the one that is concerned with equivalent meanings of the constituent morphemes of the second language and with grammatical form.

Based on the explanations above, the researcher thinks that there are two types of translation based on Larson theory that is form-based translation and meaning-based translation. In those types are very useful for the reader who wants to learn about the original text of source language or the original text of target language.

### **2.1.3 The Process of Translation**

The problem in the process of translation is about meaning which will occur when the process is in progress, not translation as a product. One of the key problems for the analyst was in actually determining whether the source text meaning had been transferred into the target text” Hatim and Munday (2004: 34). It is clear here that meaning is the key problem: whether meaning of the source language text is accurately transferred into the target language text.

To make a good translation, a translator should pass a process because translation is not only an activity for seeking a word with similar meaning. The aim is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language (Bell, 1991:13).

The first step in translating is to discover the meaning accomplished through meaning analysis. Every text, spoken or written, unfolds in some context that use together with the context surrounding, a text creates meaning.

The following below translation process can be illustrated in the following diagram (Nida and Taber 1982: 33).

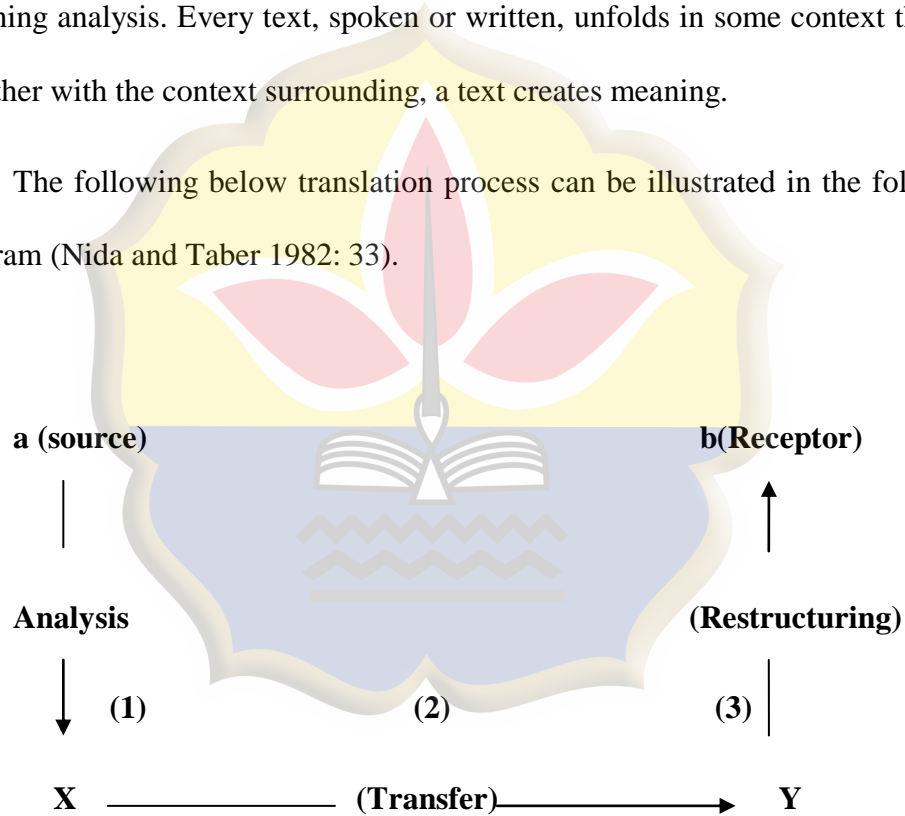


Figure1. Translation process by Nida and Taber (1982: 33)

(1) Analyzing the source text

Translation is always started by analyzing the text will be translated. To gain the meaning, the comprehension of linguistics and *ekstralinguistiks* elements of the text is needed. Linguistics elements deal

with language element, while *ekstralinguistiks* relate to the element beyond language such as the culture and social context of the text. Analysis of linguistics element must cover at all level such as sentence, clause, phrase and word. By doing this, translators are expected to obtaining a complete understanding of meaning in the source text.

(2) Transferring the meaning

It is about how to transfer the ST meaning into target form. In this level, translator must be able to find the equivalent of the source text which the analyzed material is transferred in the mind of the translator from language A to language B,

(3) Reconstructing

The last is reconstructing. It is a process to reconstruct the ST into a target language form. This new arrangement must be easily understood by the target language reader. The use of language style must be conformed to kind of translated text as well.

#### 2.1.4 Translation Methods

There are several methods of translation (Newmark 1988:45) as follow.

**a. Word-for-word Translation**

This is 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. The sentence below is the example of word-for-word translation.



(1) English : Life is cheap in Indonesia

Indonesia: **Hidup adalah murah di Indonesia**

(2) English : I will go to Jakarta tomorrow.

Indonesia: **Aku Akan pergi ke Jakarta besok.**

### **b. Literal Translation**

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved. The sentence below is the example of literal translation.

(1) English : **It's raining cats and dogs**

Indonesia : Ini hujan kucing dan anjing

In this translation from English to Indonesian, we can see this translate to Indonesia is not easy to understand because this translate out of the context and this translate produces meaningless sentence. This is because cat and dog impossible fall from the sky.

### **c. Faithful Translation**

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer. The sentence below is the example of faithful translation.

English : Ridho is too well aware that he is naughty

Indonesia : **Ridho menyadari terlalu baik bahwa ia nakal**

In this translation from English to Indonesian, we can see this the meaning is so close with target language but this translate feels stiff and it will be natural if we repair a bit and adjusted to the target language.

#### **d. Semantic Translation**

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. The sentence below is the example of semantic translation.

(1) English : **It's raining cats and dogs!**

Indonesia : hujanya lebat sekali!

In this translation from English to Indonesian, we can see this translate semantic translation considers aesthetic value of source language by giving tolerance to the meaning as long as it is in natural limits. Semantic translation is more flexible than faithful translation and the result of translation is functional (can be easily understood).

## **2.2 Theories of Descriptive Text**

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Linda Gerot et al,1994).

Beside that, Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception (Kane 2000: 352)

In addition, descriptive text is a text which says what a person, animal or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing" (Retna 2012).

Based on the explanation above, the researcher thinks that the first definition is more comprehensive describe and give information about something and if we compare with the third definition, the third definition just describe something not give information for the reader.

### **2.3. Students' Ability in Translating Descriptive Text**

The act of translating is very briefly. It is the act of transferring meaning of a stretch or a unit of language, the whole or a part, from one language to another. Newmark, 1991: 27).

Beside that, translating ability is knowledge an understanding of the processes undertaken in the act of translation and, not, as is so commonly misunderstood, to provide a set of norms for effecting the perfect translation (Bassnett, 2005:44).

In addition, English Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular

thing, animal, person, or others, for instance: our pets or a person we know well (Linda Gerot et al,1994).

From explanation above, it can be state that Students' Ability in Translating descriptive text is students' ability to translate or transferring meaning of language or descriptive something from source language (SL) to target language (TL) or into Indonesian language or vice versa which they have to consider the lexical equivalence and adjusting the grammar from the descriptive text.

#### **2.4 Meaning Analysis**

In the translation process, the first thing to do is understand the total meaning of the source text. There are types of "meaning" that can be determine in the analysis of meaning of the source text ( Nida and Taber1982:34)

1. Grammatical Meaning

When someone thinks of meaning, it is almost inevitably in term of words or idiom. Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be if one wants to understand, but no rules themselves that seem to have any meaning.

2. Referential Meaning

This refers to words as symbol which refers to objects, events, abstracts, and relations

3. Connotation Meaning

Connotative meaning refers to how the user of the language reacts, whether positively or negatively, to the words and their combination. Sometimes, the associations surrounding some word become so strong that people avoid using them at all. This is what is called verbal taboos. There are positive and negative taboos. Negative taboos associate feeling of revulsion, or disgust, against words such as those which refers to a certain organ of body and function.

## **2.5 Translation Evaluation**

A good translation has to fulfill criteria such as accuracy, acceptability and readability in order to avoid ambiguity and awkwardness in translation result. He further proposes a standard assessment to measure quality of translation (Nababan, 2012: 44).

### **a. Accuracy**

Accuracy is a term use in evaluate whether the translation to refers to the text of the source language and the text of target language has been equivalent or not. The concept of equivalence leads to a same content or message from source language into target language on the level of meaning.

A translation is categorized accurate if meaning in target text is equivalence with the source text, there is no additional or deleting information from ST into TT. In other hand, a translation will be considered less-accurate or even inaccurate if it inadvertently omits some piece of information, adds some information which is not

available in the source text, zero meaning (when the form used does not communicate any meaning at all) and differences in meaning.

Accuracy has higher grade in translation assessment that is 3. It is due to the fact that the purpose of translation is to deliver a message from source text into target text.

b. Acceptability

Acceptability term refers to whether a translation has been disclosed accordance with structure, norm and culture of the target language or not, both at the micro level and at the macro level. The concept of acceptability is very important because even if a translation is accurate in term of context or the message, the translation will be rejected by the target reader if the mode expression contrary to the rules, norms and the culture of the target language.

Acceptability has lower grade than accuracy that is 2. It based on the idea that acceptability is connected directly with structure, norm and culture in target language. In the particular cases, acceptability affects the accuracy of translation.

c. Aspects of readability

In the context of translation, the term readability is basically concern not only readability of the source language text, but also the readability of the target language text. this is accordance with the nature of every translation process that is always involved two language at once

A translator needs to understand the concepts from the text in the source language or and the target language. A good translator understands in doing their job.

#### **2.4. Previous study**

Grammar translation method is not new in the field of English teaching. Hence some related researches have been done by some language teaching and learning practitioners. The first similar study was conducted Dr.Mohammad Alshehab, 2013. He conducted the research entitle “The Impact of E-Learning in Students' Ability in Translation from English into Arabic at Irbid National University in Jordan” at Irbid National University. Based on his research aimed to whether the impact of Internet and E-Learning methods in improving students' ability in translation from English into Arabic. The subject of the research was English Department at Irbid National University (INU) in Jordan which consisted of 40 translation students. In this research, the researcher used pre and post-test. The sample that used divides two groups that is experimental and control class. Based on his research that has Strength that is by using this method, English is being successfully taught in Irbid National University (INU) in Jordan. Students are satisfied to be taught through this method of language teaching. By using online methods, students' translation will be enhanced, and the academic research will be developed. Consequently, the ignored gap will be bridged. And then the Weakness based this research, There are a no noticeable differences in the performance of the two Groups. This result may be ascribed to their low level in the previous academic years in their schools. Private universities accept their

students with less average than the Public ones. The second reason may be ascribed to the difficulty of translation between English and Arabic languages, as each language has its grammar rules.

Then, Ratih Zatil Imandari et al,(2015) also conducted a research entitle “An Analysis On English Students’ Ability In Translating From English Into Indonesian” in Pontianak. Based on his research aims to know the students’ ability and the pronoun common errors made by the students’ in translating from English into Indonesian in sixth semester students at English Education Study Program of Tanjungpura University in academic year 2014/2015 who has passed the translation subject. The method used in this research is the descriptive qualitative method which is to find deeper understanding toward the research purposes. The study sample are 23 students who produced 23 translation products, the data analysis applied is descriptive analysis which involves coding, analyzing and summarizing. Based on his research the strength that is Towards the research findings that described about the quality of the students’ ability and the pronoun common errors made by the students in translation, this study can be reference for students to: increase their knowledge about translation (theory, type, and process of translation), and encouraging self-assessment so that the students are aware of kinds of errors that they made, the causes and how to avoid it. (2) The finding of this research is to fine-tone the syllabus of translation. And also has the Weakness that is in this research, the writer did not give suggestion about strategies to translating from English to Indonesian. The writer ought to give the easy way to translate the text into Indonesian language.



And then, Marisa Irma Melyani, Dra. Fatimah Tanjung, M.Hum, Dra.Ernati, M.Pd (2014) also conducted a research entitle “An Analysis of Third Year Students’ Ability in Translating English Narrative Text into Indonesian at Bung Hatta University. Based on their analysis, aim to find out the ability of the third year English Department students of Bung Hatta University in translating English narrative text into Indonesian the population of this research was the third year English Department students at Bung Hatta University Padang. It was chosen by using accidental sampling technique to get representative sample. The instrument which was used to get the data was translation test. Based on his research Strength that which if we read this research we know that ability in the third year English Department students at the Faculty of Teacher Training and Education of Bung Hatta University in translating English narrative text into Indonesian had moderate ability. There were 5 students (20%) who had high ability, 15 students (60 %) who had moderate ability, and 5 students (20%) who had low ability. And the weakness is in this research if the researchers found any difficulties in translating narrative text into Indonesian the researchers ought to give the method to improve their ability in translating into Indonesian.

And then, The similarity between this research and the other research above is focus or find to students’ ability in translating. Through this research, the researchers want to analyze students’ ability in translating a text into the target language especially in descriptive text. The strength of this research are this research do more research about students ability in translating and whether the method of translation that they use to translate a text especially in descriptive text.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research use quality research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014:32).

Beside that, qualitative research is Qualitative research is an inquiry process of understanding based on a methodological tradition of inquiry that explores a problem, which enables construction of a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting (John Bacon-Shone, 2015:41)

In this research is designed by using translation test. The data were collected through translation test of students English Education Program of Batanghari University Jambi. The students will give a text about descriptive text and their must to translate the text from source language (English) into target language (Indonesia)

To carry out the research, the researcher will held some steps as follows:

- a. whole of the fourth semester regular class students of English Education Program Batanghari University in academic year 2016/2017.

b. Distributed the test to the students.

c. Checked the students' answer.

d. Analyzed students' result.

### **3.2 Setting of the Research**

The research will be conducted at English Education Program of Batanghari University Jambi in Jl. Slamet Riyadi Broni Jambi. This place is chosen because the researcher is a student of Batanghari University and already knows some students from students and lecturers at English Education Program that will make it easy to get the data. The subject of this research is from the fourth semester regular class students of English Education Program at the Faculty of Teacher Training and Education Batanghari University. There are 2 classes consist of twenty eight students. But, the researcher just chose one class.

### **3.3 Subject of the Research**

The subjects of the research are the fourth semester regular class students of English Education Program Batanghari University in academic year 2016/2017. The subject of the research is a class A from the fourth semester regular class students of English Education Program Batanghari University. The total number of subject is around 28 students in that class. In this research used Cluster sampling. Cluster sampling is a sample at two or more levels (e.g. school, class, student), usually require that each individual has the same chance of selection overall.

**Table 3.1**  
**Total Number of Student the English Student**  
**At Batanghari University**

<b>No</b>	<b>Class</b>	<b>Gender</b>		<b>Total</b>
		<b>Male</b>	<b>Female</b>	
<b>1</b>	<b>A</b>	<b>7</b>	<b>21</b>	<b>28</b>

Source: Administration of Batanghari University

### **3.4 Technique of Data Collection**

Test to gain the data, the researcher used test as the instrument. The test aimed to provide a true measure of the particular skill which it is intended to measure knowledge and other skills (J.B Heaton 1990: 159). The instrument of data collecting in this research is worksheet. The worksheet consists of a text. The text is a descriptive text. Students should to translate that text into Indonesian.

To carry out the research, the researcher will held some steps as follows:

- a. One of a class the fourth semester regular class students of English Education Program Batanghari University in academic year 2016/2017.
- b. Distributed the test to the students.
- c. Analyzed students' translation test.

### 3.5 Technique of Data Analysis

In analyzing the data, the researcher follows the steps: a. collecting the students', answer sheets that form translating test and giving score by analyze descriptive text, the researcher follows this criteria from (Nababan, 2012: 44) as follows:

**Table 3.2**  
**Criteria of Accuracy**

<b>Criteria</b>	<b>Score</b>
Accurate and clear meaning, without any omission and addition or change meaning	<b>3</b> <b>(Accurate)</b>
Correct meaning with minimum omission, edition or changes meaning	<b>2</b> <b>(Less-Accurate)</b>
Different meaning, unclear, ambiguous	<b>1</b> <b>(Inaccurate)</b>

*Source : Nababan, 2012: 44*

**Table 3.3**  
**Criteria of Acceptability**

<b>Criteria</b>	<b>Score</b>
Natural form, appropriate word, none of grammatical errors, read naturally	<b>3</b> <b>(Acceptable)</b>
Minimum inappropriate word or unnatural word	<b>2</b> <b>(Less-Acceptable)</b>
Unnatural form, any inappropriate word	<b>1</b> <b>(Unacceptable)</b>

*Source : Nababan, 2012: 44*

**Table 3.4**  
**Criteria of Readability**

<b>Criteria</b>	<b>Score</b>
Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.	<b>3</b> <b>(Readable)</b>
In general, the translation can be understood by the reader; however there are certain parts that should be read more than once to understand the translation.	<b>2</b> <b>(Less-Readable)</b>
Translation difficult to understand by the readers.	<b>1</b> <b>(Unreadable)</b>

*Source : Nababan, 2012: 44*

b. Count the students' ability in translating descriptive text in percentage by using formula:

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

Where P: the percentage of students' personal ability

F: total score

N: maximum score

In order to find the average level mastery of students, the next step must do is finding out the mean by applying the formula:

$$M = \frac{\sum x}{N}$$

Where M: mean

X: the raw score

N: number of students

The last step is determining the percentage score of the students' ability.

To find out, the researcher uses the formula:

$$P = \frac{\sum M}{N}$$

Where P: The percentage score of students' ability

M: The mean

N: The maximum score

To classify the level of students' ability in translation, she divided it into four level, (Rushansah, 2013)

**Table 3.4**  
**Level mastery**

Scale	Categories
80%-100%	Excellent
60%-79%	Good
50%-59%	Fair
0%-49%	Poor

Source : Rushansah, 2013

Where the levels mean:

Excellent : Translation is accurate and acceptable.

Good : Translation is less-accurate with minimum omission, addition and minimum inappropriate words.

Fair : Different meaning, there are some inappropriate words.

Poor :Unclear meaning, ambiguous, a lot of grammatical errors and inappropriate words.



From this result, the researcher will able know good translation are the students in translating descriptive text.

Moreover, to know what are the types of translation method, the researcher use the method by Newmark (1988: 45)



## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Findings

##### 4.1.1 The Students' Ability in Translating Descriptive Text

In this research, the researcher used test as a primary data. This study was conducted at the fourth Semester Batanghari University in academic year 2016/2017. Who has been learned Translation.

In this research is designed by using translation test. The data were collected through translation test of students English Education Program of Batanghari University Jambi. The students will give a text about descriptive text and their must to translate the text from source language (English) into target language (Indonesia)

In analyzing the data, the researcher follows the steps: a. collecting the students', answer sheets that form translating test and giving score by analyze descriptive text, the researcher follows the criteria from (Nababan, 2012: 44) that is criteria of accuracy, criteria of acceptability, criteria of readable. Here, the result of students' tests:

**Table 4.1****Students' Score and the Level Mastery**

No of Students	Total/Score	Percentage (%)	Level Mastery
1	51	56%	Fair
2	77	85%	Excellent
3	71	78%	Good
4	80	88%	Excellent
5	68	75%	Good
6	50	55%	Fair
7	66	73%	Good
8	67	74%	Good
9	54	60%	Good
10	56	62%	Good
11	57	63%	Good
12	82	91%	Excellent
13	68	75%	Good
14	69	76%	Good
15	71	78%	Good
16	57	63%	Good
17	72	80%	Excellent
18	74	82%	Excellent
19	60	66%	Good
20	57	63%	Good
21	57	63%	Good
22	68	75%	Good
23	68	75%	Good
24	66	73%	Good
25	81	90%	Excellent
26	85	94%	Excellent
27	67	74%	Good
28	70	77%	Good
<b>Total score</b>	$\Sigma$ 1869		
	<i>M=67</i>	<b>74%</b>	Good

The table above shows different scores of student's ability in translation descriptive text. The result presented in table above revealed that the students' ability in translating descriptive text, the researcher got the result that there are 7

students' mastery level is excellent, The descriptive result showed that 25% of the students scored who obtained 80-90, which indicated a excellent level mastery

There are 19 students gained good level, the descriptive result showed that 68% of the students scored 60-79, which indicated a good level mastery. And then, there are 2 students whose mastery level is fair. The descriptive result showed that, 7% of the students scored 40-59, which indicated a fair level mastery. None of the students scored less than 40, which indicated a poor level mastery.

**Table 4.2**  
**Percentages and Frequencies of Students' Level of Mastery**

<b>Level of mastery</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	7	25%
Good	19	68%
Fair	2	7%
Poor	-	-
Total	28	100%

The result presented in table 4.2 revealed that the students' ability in translating descriptive text, the researcher got the result that there are 7 students' mastery level is excellent, 19 students gained good level and then 2 students whose mastery level is fair. The descriptive result showed that 25% of the

students scored who obtained 80-90, which indicated a excellent level mastery. Then 68% of the students scored 60-79, which indicated a good level mastery. And then, 7% of the students scored 40-59, which indicated a fair level mastery. None of the students scored less than 40, which indicated a poor level mastery.

#### **4.1.2 Analyzing Method of Students in Translation**

The following the text are the text taken from choliludin books' en entitled *idiomatic translation*. The title of the text in the booklet is *whales*. There are two paragraphs in the text. The students have to translate the text from English language into Bahasa Indonesia.

To make a good translation, a translator should pass a process because translation is not only an activity for seeking a word with similar meaning. The aim is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language (Bell, 1991:13). Based on Bell theories, good translation is a translation that obtained equivalent translation.

The analysis is conducted paragraph by paragraph to find out What are the types of translation methods used by students' of the fourth Semester Batanghari University used in translating those paragraphs. There are two paragraphs both in the source and target text that are going to be analyzed.

#### 4.1.2.1 The Text of Translation

In the descriptive text, there are 2 paragraphs. There are shows in the table

as follow:

#### 4.1.2.2 The first paragraph

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and porpoises are all cetaceans, they live in water but they are mammals. About two thousand years ago the Greek philosopher, Aristotle, recorded the fact that whales sometimes strand themselves for no apparent reason aground on the beach. It seems that the whales have been trying to follow a kind of counter maps, which show the earth's magnetic fields. A magnet is an object, usually of iron, which can draw other subject toward it, either by its own natural properties or by an electric current being passed through it. A magnetic field is the space around the magnet in which there is magnet force. The earth's magnetic field is varies, and these "distortions" or differences produce a pattern like hills and valleys. If there is a lot of iron in the rock the magnetic fields is stronger (more magnetism), if there is less iron, it is weaker, whales can't know precisely where they are. Nor can they "orient" themselves.	Paus, lumba-lumba dan sejenisnya adalah binatang yang tergolong ke dalam jenis sebangsa ikan paus yaitu makhluk yang hidup di dalam air, namun mereka adalah kelompok binatang mamalia/menyusui. Sekitar 2 ribu tahun yang lalu ahli filsafat yunani, Aristotle, mengungkapkan fakta bahwa ikan paus terkadang memisahkan dirinya karena tanpa alasan yang jelas di pinggir pantai. Hal itu terlihat bahwa ikan paus selama ini mencoba mengikuti sejenis peta kontur atau garis yang menunjukkan medan magnet bumi. Magnet adalah sebuah benda yang biasanya mengandung biji-biji besi yang bisa menarik benda lain ke arahnya, baik melalui sifat alaminya atau melalui arus listrik yang dialirkan melalui magnet tersebut. Medan magnet adalah area di sekitar magnet yang terdapat gaya tarik menarik magnet. Medan magnet bumi itu beragam, dan "distorsi" atau perbedaan yang membentuk pola seperti bukit-bukit dan lembah. Jika terdapat banyak besi terkandung dalam batu, medan magnet tersebut menjadi lebih kuat( lebih banyak gaya magnet) jika besi yang terkandung didalam batu sedikit, maka gaya nya menjadi lebih lemah, ikan paus tidak dapat mengetahui dengan tepat dimana mereka berada atau mereka tidak mampu mengetahui secara tepat kemana arah mereka pergi.

#### 4.1.2.3 The Second Paragraph

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	However, by long experience, the whales do become familiar with there are; they are through knowledge of the different oceans. Dr Klinowska believes that whales have some method of calculating time; she describes this as a “kind biological clock” set their clocks. If there is an unexpected magnetic disturbance which obliterates the regular change, then the whales can’t re-set their clock and they get lost.	Namun, dengan pengalaman yang cukup lama, ikan paus menjadi terbiasa dengan keberadaannya meleui pengetahuandari berbagai samudra. Dr klinowska meyakini bahwa ikan paus memiliki suatu metode perhitungan waktu, dia menggambarkan metode tersebut sebagai “sejenis jam biologies”. Jika terjadi gangguan magnetic yang tidak terduga yang mengacaukan perubahan tersebut, ikan paus tidak bisa menyesuaikan kembali jamnya dan akibatnya mereka akan tersesat.

## 4.2 Discussion

### 4.2.1 The Students’ Ability in Translation

In analyzing the students’ ability in translating descriptive text, the researcher measured it using three aspects, those are accuracy, acceptability and readability. The students’ score of accuracy, readability, and acceptability can be seen on the tables below:

**Table 4.3**

**The Comparison of Accuracy, Readability and Acceptability Score**

No of Students	Accuracy	Acceptability	Readability	Total Score	Percentage (%)	Level Mastery
1	17	17	17	51	56%	Fair
2	26	25	26	77	85%	Excellent
3	23	23	25	71	78%	Good
4	27	25	28	80	88%	Excellent
5	22	23	23	68	75%	Good
6	16	17	17	50	55%	Fair
7	17	25	24	66	73%	Good
8	22	23	22	67	74%	Good
9	16	19	19	54	60%	Good
10	17	21	18	56	62%	Good
11	19	19	19	57	63%	Good
12	26	28	28	82	91%	Excellent
13	21	24	23	68	75%	Good
14	23	23	23	69	76%	Good
15	24	24	23	71	78%	Good
16	19	19	19	57	63%	Good
17	24	25	23	72	80%	Excellent
18	26	24	24	74	82%	Excellent
19	17	21	22	60	66%	Good
20	16	20	21	57	63%	Good
21	17	19	21	57	63%	Good
22	18	25	25	68	75%	Good
23	18	25	25	68	75%	Good
24	17	25	24	66	73%	Good
25	23	29	29	81	90%	Excellent
26	27	29	29	85	94%	Excellent
27	22	23	22	67	74%	Good
28	22	23	23	70	77%	Good
Total score				$\Sigma$ 1869		
				M=67		
Level mastery					74 %	GOOD

The table above shows different scores of student's ability in translation descriptive text. The result presented in table above revealed that the students'



ability in translating descriptive text, the researcher got the result that there are 7 students' mastery level is excellent, The descriptive result showed that 25% of the students scored who obtained 80-90, which indicated a excellent level mastery

There are 19 students gained good level, the descriptive result showed that 68% of the students scored 60-79, which indicated a good level mastery

And then, there are 2 students whose mastery level is fair. The descriptive result showed that, 7% of the students scored 40-59, which indicated a fair level mastery. None of the students scored less than 40, which indicated a poor level mastery.

In finding the mean and the percentage score of students' ability in translation, the researcher followed the steps:

1. The Mean of Students' Ability

The formula below is used to calculate the mean of students' ability:

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

M: The mean

X : The raw score

N: number of students

Thus  $M = \frac{1869}{28}$

= 67

From the calculation, it was founded that mean of the students' ability is

## 2. The Percentage Score of Students' Ability

The mean is used to calculate the percentage score of students' ability by using the formula:

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

P: the percentage of students' personal ability

F: The mean

N: maximum score of the whole sentences

$$\text{Thus } P = \frac{67}{90} \times 100\%$$

$$= 74\%$$

Based on the calculation, it was gained that the percentage of students' ability is 74%. From the result, the researcher concluded that in general, the students' ability in translating descriptive text is **Good**.

### 4.2.2 The Analyzing Method of Translation

The analysis is conducted paragraph by paragraph to find out What are the types of translation methods used by students' of the fourth Semester Batanghari University used in translating those paragraphs. There are two paragraphs both in the source and target text that are going to be analyzed.

## 1. Word for Word translation

### a. Data 1 (student 20th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all <b>cetaceans</b> , they live in water but they are <b>mammals</b> .	Paus, lumba-lumba dan <b>porpoises</b> semuanya <b>cetacean</b> , yaitu mereka hidup di air tapi mereka adalah hewan <b>mamalia</b>

### b. Data 2 (students 14th )

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	<b>Recorded the fact</b> that whales sometimes <b>strand themselves</b> for no apparent reason aground on the beach.	<i>mencatat fakta</i> bahwa ikan paus kadang-kadang <i>mendamparkan diri</i> mereka sendiri tanpa alasan yang jelas.

### c. Data 3 (students 21th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	<i>A magnet is an object, usually of iron</i> , which can draw other subject toward it, either by its own natural properties or by an electric current being passed through it	<i>Magnet adalah benda, biasanya dari besi</i> , yang bisa menarik benda lain kearahnya. Baik oleh sifat alami atau arus listrik yang melewatinya

### d. Data 4 (students 10th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all <b>cetaceans</b> , they live in water but they are <b>mammals</b> .	Paus, lumba-lumba dan <b>porpoises</b> semuanya <b>cetacean</b> , yaitu mereka hidup di air tapi mereka adalah hewan <b>mamalia</b>

e. **Data 5 (students 1st)**

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises are all cetaceans</b> , they live in water but they are <b>mammals</b> .	Paus, lumba-lumba dan <b>porpoises semuanya cetacean</b> , yaitu mereka hidup di air tapi mereka adalah hewan <b>mamalia</b>

Based on theory proposed by Newmark:1988 about methods of translating, this paragraph of the text is translated by applying the method of word for word translation. It can be recognized since in translating the first paragraph of student 20 (*porpoises cetacean, mamalia*) and his translated to be (*porpoises cetacean, mamalia*) and data 2 from student 14 which the paragraph (*record the fact, Strand themselves*) and his translated to be (*mencatat fakta, mendamparkan diri*). This respondent used the method of word for word because the respondent just direct transfer of a source language (SL) text grammatically in the target language (TL) text; one language is transferred directly into an appropriate target language text grammatically.

And then, data 3 from students 21 which the paragraph(*A magnet is an object, usually of iron,*)and his translated to be (*Magnet adalah benda, biasanya dari besi*) This respondent just used the method of word for word because the respondent just direct transfer of a source language (SL) text grammatically in the target language (TL) text; one language is transferred directly into an appropriate target language text grammatically and should translated be (*magnet adalah*

*sebuah benda yang biasanya terdiri dari biji-biji besi*) if her applying the method of semantic translation. Semantic translation is more flexible than faithful translation and the result of translation is functional (can be easily understood).

While the data 3 from the student 10 and the data 5 from the student 1, based of his paragraph of the text is the same of the data from the student number/data 1 which his translated by applying the method of word for word translation. It can be recognized since in translating the first paragraph of student 10, 1 (*porpoises cetacean, mamalia*) and his translated to be (*porpoises cetacean, mamalia*)

## 2. Literal Translation

### a. Data 1 (students 13th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all cetaceans, they live in water but they are mammals.	Paus, lumba-lumba dan <b>jenis lumba-lumba</b> semuanya adalah jenis cetacean, mereka hidup di air tapi mereka adalah hewan mamalia

### b. Data 2 (students 16th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	<b>Recorded the fact</b> that whales sometimes <b>strand themselves</b> for no apparent reason aground on the beach.	<i>mencatat fakta</i> bahwa ikan paus kadang-kadang <i>menginjak-injak diri</i> mereka sendiri tanpa alasan yang jelas.

**c. Data 3 (students 9th)**

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Recorded the fact that whales sometimes <b>strand themselves for no apparent reason aground on the beach.</b>	mencatat fakta bahwa paus terkadang <b>menyandarkan diri mereka tanpa alasan yang jelas kandas di pantai</b>

**d. Data 4 (students 2nd)**

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	It seems that the whales have been trying to follow <b>a kind of counter maps</b> , which show the earth's magnetic fields	Tampaknya ikan paus telah mencoba mengikuti <i>semacam melawan peta</i> yang menunjukkan medan magnet bumi.

**e. Data 5 (students 11th)**

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Recorded the fact that whales sometimes <b>strand themselves for no apparent reason aground on the beach.</b>	mencatat fakta bahwa paus terkadang <b>menginjak-injak diri mereka sendiri tanpa alasan yang jelas kandas di pantai</b>

**f. Data 6 (students 17th)**

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	It seems that the whales have been trying to follow <b>a kind of counter maps</b> , which show the earth's magnetic fields	Tampaknya ikan paus telah mencoba mengikuti <i>semacam melawan peta</i> yang menunjukkan medan magnet bumi.

**g. Data 7 (students 28th)**

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Recorded the fact that whales sometimes <b>strand themselves for no apparent reason aground on the beach.</b>	mencatat fakta bahwa paus terkadang <b>menyandarkan diri mereka tanpa alasan yang jelas kandas di pantai</b>

Based on theory proposed by (Newmark, 1988) about methods of translating, the entire paragraph of the text is translated by applying the method of literal translation. It can be recognized since in translating the sentence above. Based on student of 13 (*porpoises*) and his translated to be (*jenis lumba-lumba*) and also more paragraphs of student 16 (*Recorded the fact, strand themselves*) and his translated to be (*mencatat fakta, menginjak-injak diri*). And then, the same from the data 1 and 2, the data 3 from the students 9, which the paragraph (*strand themselves for no apparent reason aground on the beach*) and his translated to be (*menyandarkan diri mereka tanpa alasan yang jelas kandas di pantai*) It seems, this respondent used the method literal translation. In this translation from English to Indonesian, we can see this translate English to Indonesia is not easy to understand because this translate out of the context and this translate produces meaningless sentence

And then, the data 4 from the students 2 and the data 6 from the students 17, they translated the sentence almost the same that is (*trying to follow a kind of counter maps*) and their translated to (*mencoba mengikuti semacam melawan peta*) that is because their translated just use literal translation. In this translation

from English to Indonesian, we can see this translate to Indonesia is not easy to understand because this translate out of the context and this translate produces meaningless sentence. And also, the data 5,7 from the students 11 and 28 their translated sentence also the same that is (*strand themselves for no apparent reason aground on the beach*) and their translated (*menginjak-injak diri mereka sendiri tanpa alasan yang jelas kandas di pantai*)

### 3. Faithful translation

#### a. Data 1 (students 3rd)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	If there is a lot of iron in the rock of the magnetic field is stronger ( more magnetism), if there is less iron, it is weaker, whales can't know precisely where there are. Nor can they "orient" themselves	<i>Medan amgnet lebih kuat( lebih magnetis), jika ada sedikit besi, lebih lemah, paus tidak dapat mengetahui dengan pasti dimana mereka berada mereka juga tdak dapat mengarahkan diri mereka sendiri</i>

#### b. Data 2 (student 19th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	About two thousand years ago <i>the Greek philosopher, Aristotle</i> Recorded the fact that whales sometimes strand themselves for no apparent reason aground on the beach.	Sekitar dua ribu tahun lalu <i>ahli fisafat orang yunani aristoteles</i> mencatat fakta bahwa ikan paus kadang-kadang mendamparkan diri mereka dengan alasan yang jelas di pantai



c. Data 3 ( student 22th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	If there is an unexpected magnetic disturbance which <i>obliterates the regular change</i> , then the whales <i>can't re-set their clock</i> and they get lost.	Jika ada gangguan magnetik yang tidak terduga yang dapat <i>menghilangkan perubahan</i> , paus tidak dapat <i>mengatur ulang jam mereka</i> , dan mereka tersesat.

d. Data 4 ( student 24th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	<b>However, by long experience, the whales do become familiar with there are; they are through knowledge of the different oceans</b>	<i>Sehingga paus tidak tau persis dimana mereka mereka berada, mereka juga tidak dapat mengarahkan diri mereka sendiri ,namun dengan pengalaman panjang paus menjadi terbiasa dengan keberadaannya</i>

e. Data 5 (student 25th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	If there is an unexpected magnetic disturbance which <i>obliterates the regular change</i> , then the whales <i>can't re-set their clock</i> and they get lost.	Jika ada gangguan magnetik yang tidak terduga yang dapat <i>menghilangkan perubahan</i> , paus tidak dapat <i>mengatur ulang jam mereka</i> , dan mereka tersesat.

f. Data 6 (student 27th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	It seems that the whales have been trying to follow <i>a kind of counter maps</i> , which show the earth's magnetic fields..	Itu terlihat bahwa paus <i>mencoba mengikuti perhitungan peta</i> , yang mana menunjukkan medan maknet bumi

Based on theory proposed by Newmark 1988 about methods of translating, this text translated by applying the method of faithful translation. It can be recognized since in translating the sentence above (*data 4 student of 24*) and also (*data 1 student of 3*) In this translation from English to Indonesian, we can see this the meaning is so close with target language but this translate feels stiff and it will be natural if we repair a bit and adjusted to the target language.

And then, (*data 3 student of 22*) and (*data 5 students of 25 and data 6 students of 27*) they translated the sentence almost the same that is (***obliterates the regular change, can't re-set their clock***) they translated just attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer, so close with target language but this translate feels stiff and it will be natural if we repair a bit and adjusted to the target language

Almost the same with the samspel data above, (*the data 2 student of 19*) he translated is so with target language but this translate feels stiff which the sentence "***the Greek philosopher, Aristotle*** and he's meaning "***ahli fisafat orang yunani aristoteles*** we can see this translated is so very close with target language but this translate feels stiff and it will be natural if we repair a bit and adjusted to the target language.

#### 4. Semantic translation

##### a. Data 1 (student 4th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all <b>cetaceans</b> , they live in water but they are <b>mammals</b>	Paus, lumba-lumba dan <b>sejenisnya</b> termasuk kedalam golongan <b>sebangsa ikan paus</b> , yaitu mereka hidup di air tetapi mereka adalah hewan <b>menyusui</b>

##### b. Data 2 (student 26th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	About two thousand years ago the Greek philosopher, Aristotle <b>Recorded the fact</b> that whales sometimes <b>strand themselves</b> for no apparent reason aground on the beach.	Sekitar 2 ribu tahun yang lalu seorang filsuf yunani, Aristotle, <i>mengungkap fakta</i> bahwa ikan paus kadang-kadang <i>memisahkan diri</i> mereka sendiri di pinggir pantai tanpa alasan yang jelas.

##### c. Data 3 (students 18th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all <b>cetaceans</b> , they live in water but they are <b>mammals</b>	Paus, lumba-lumba dan <b>sejenisnya</b> termasuk kedalam golongan <b>sebangsa ikan paus</b> , yaitu mereka hidup di air tetapi mereka adalah hewan <b>menyusui</b>

##### d. Data 4 (students 15th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all <b>cetaceans</b> , they live in water but they are <b>mammals</b>	Paus, lumba-lumba dan <b>sejenisnya</b> termasuk kedalam golongan <b>sebangsa ikan paus</b> , yaitu mereka hidup di air tetapi mereka adalah hewan <b>menyusui</b>

e. Data 5 ( students 12th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	About two thousand years ago the Greek philosopher, Aristotle <b>Recorded the fact</b> that whales sometimes <b>strand themselves</b> for no apparent reason aground on the beach.	Sekitar 2 ribu tahun yang lalu seorang filsuf yunani, Aristotle, <i>mengungkap fakta</i> bahwa ikan paus kadang-kadang <i>memisahkan diri</i> mereka sendiri di pinggir pantai tanpa alasan yang jelas.

f. Data 6 (students 23th)

No	Source sentence (Bahasa Sumber)	Target sentence (Bahasa Sasaran)
1	Whales, dolphins and <b>porpoises</b> are all <b>cetaceans</b> , they live in water but they are <b>mammals</b>	Paus, lumba-lumba dan <b>sejenisnya</b> termasuk kedalam golongan <b>sebangsa ikan paus</b> , yaitu mereka hidup di air tetapi mereka adalah hewan <b>menyusui</b>

Based on theory proposed by Newmark :1988 about methods of translating, in this sentences above is translated by applying the method of Semantic translation. It can be recognized since in translating the sentences. Based on the data 1 from student number 4 (*porpoises, cetacean, mammals*) and his translated to be (*sejenisnya,sebangsa ikan paus, hewan menyusui*) and also the data 3,4,6 from student number 18,15,23 (*recorded the fact, Strand themselves*),and their translated to be (*mengungkap fakta,memisahkan diri*). It seems, this respondent used the method semantic translation. In this translation from English to Indonesian, we can see this translate English to Indonesia differs from 'faithful translation' only in as far as it must take considers of the aesthetic

value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, Semantic translation is more flexible than faithful translation and the result of translation is functional (can be easily understood).

And then, the data 2 and 5 from the students number 26,12. They translated the sentences almost the same that is (*Recorded the fact that whales sometimes strand themselves for no apparent reason aground on the beach*) and their translated to be (*mengungkap fakta bahwa ikan paus kadang-kadang memisahkan diri mereka sendiri di pinggir pantai tanpa alasan yang jelas.*

From translated above, we can see this translate English to Indonesia differs from 'faithful translation' only in as far as it must take considers of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, Semantic translation is more flexible than faithful translation and the result of translation is functional (can be easily understood). If we compare with method before this method is method that so easily understood and translated have a meaning.

## CHAPTER V

### CONCLUSION AND SUGEGGESTION

#### 5.1 Conclusion

The researcher conclusion follows the order of the research questions which are to find out the mastery level of students' ability in translating descriptive text, and to find out what are the types of translation method used by students' of the fourth semester Batanghari University in academic year 2016/2017.

The first objective about the mastery level of students' ability in translating descriptive text, it can be concluded that seven students obtained excellent level, and the other nineteen students obtained good level and also two students obtained fair level, while no one students obtained poor level mastery. From the test of translation, it was gained that the percentage of students' ability is **74%**. From the result, the researcher concluded that in general, the students' ability in translating descriptive text is **Good**.

The second objective about the types of translation method used by students' of the fourth semester Batanghari University in academic year 2016/2017, it can be concluded that there were four method that were used by students the fourth semester Batanghari University in translating descriptive text, there were word for word translation, literal translation, faithful translation and semantic translation. Based on analyze above, the researcher found there were

eight students used the method word for word translation, and seven students used the method literal translation, also seven students used the method faithful translation and the last six students used the method semantic translation. The most dominant method used by the students' was word for word translation

## **5.2 Suggestion**

Based on the conclusion of the research, some suggestions will be directed toward the teachers or lecturers, the readers, and the other researchers.

### **5.2.1 Suggestion to Teachers or Lecturers**

The teachers or lecturers should be more aware of the students' ability in translating text and the researcher hope lecture can help the students to improve their ability in translation. And then, lecture or teacher can increase their knowledge about translation and also can be encouraging self assessment so that the students are aware of kinds of errors that they made, the causes and how to avoid it.

### **5.2.2 Suggestion to Students**

The students need to improve their ability in translating text and especially in descriptive text because in descriptive text comprise phrase and cultural term so that the students can be effective in translating descriptive text. And also, the students need to improve their ability in choosing the translation method that use in translating a text.

### **5.2.3 Suggestion to Other Researchers**

Based on limitation of the study, further studies might be needed to explore this issue with a larger sample. And also the researcher must to conduct deeper research related to phrase and a cultural term





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## Appendix 1

### The test of translation

Name :

Class : Age :

Gender : Semester :

#### Direction :

**This test is aimed to know about ability students in translating descriptive text. Please translate this text into Indonesian!**

### WHALES

Whales, dolphins and porpoises are all cetaceans, they live in water but they are mammals. About two thousand years ago the Greek philosopher, Aristotle, record the fact that whales sometimes strand themselves for no apparent reason aground on the beach. It seems that the whales have been trying to follow a kind of counter maps, which show the earth's magnetic fields. A magnet is an object, usually of iron, which can draw other subject toward it, either by its own natural properties or by an electric current being passed through it. A magnetic field is the space around the magnet in which there is magnet force. The earth's magnetic field is varies, and these "distortions" or differences produce a pattern like hills and valleys. If there is a lot of iron in the rock the magnetic fields is stronger (more magnetism), if there is less iron, it is weaker, whales can't know precisely where they are. Nor can they "orient" themselves.

However, by long experience, the whales do become familiar with there are; they are through knowledge of the different oceans. Dr Klinowska believes that whales have some method of calculating time; she describes this as a "kind biological clock" set their clocks. If there is an unexpected magnetic disturbance which obliterates the regular change, then the whales can't re-set their clock and they get lost.



## Appendix 2

Table of Raw Scores of Students' Ability in Translation

Serial number	Assessment Instrument	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	Total
1	Accuracy	2	2	2	2	2	2	2	1	1	1	<b>17</b>
	Acceptability	2	2	1	2	2	2	2	2	3	1	<b>17</b>
	Readability	2	2	1	2	2	3	2	1	1	1	<b>17</b>
2	Accuracy	2	3	2	2	3	3	2	3	3	3	<b>26</b>
	Acceptability	2	3	1	2	3	3	3	3	3	2	<b>25</b>
	Readability	2	3	1	2	3	3	3	3	3	3	<b>26</b>
3	Accuracy	2	2	2	2	3	3	2	3	2	2	<b>23</b>
	Acceptability	3	2	2	2	3	3	1	3	2	2	<b>23</b>
	Readability	3	1	2	3	3	3	2	3	3	2	<b>25</b>
4	Accuracy	3	3	3	2	3	2	3	3	3	2	<b>27</b>
	Acceptability	3	3	2	3	3	2	2	2	3	2	<b>25</b>
	Readability	3	3	3	3	3	2	3	3	3	2	<b>28</b>
5	Accuracy	2	2	3	2	3	3	2	2	2	3	<b>22</b>
	Acceptability	2	2	2	3	3	2	2	2	2	3	<b>23</b>
	Readability	2	2	2	3	3	2	2	2	2	3	<b>23</b>
6	Accuracy	2	1	2	2	2	2	2	1	1	1	<b>16</b>
	Acceptability	2	2	1	2	2	2	3	1	1	1	<b>17</b>
	Readability	2	2	1	2	2	3	2	1	1	1	<b>17</b>
7	Accuracy	2	1	2	2	3	2	1	1	1	2	<b>17</b>

	Acceptability	3	2	3	3	3	3	2	2	2	2	<b>25</b>
	Readability	3	1	3	3	3	3	1	2	2	3	<b>24</b>
8	Accuracy	2	3	2	3	3	2	2	1	2	3	<b>22</b>
	Acceptability	2	2	2	3	3	3	2	2	2	3	<b>23</b>
	Readability	2	2	1	3	3	3	2	2	2	3	<b>22</b>
9	Accuracy	2	2	1	3	-	-	2	2	2	2	<b>16</b>
	Acceptability	3	3	3	3	-	-	2	3	3	2	<b>19</b>
	Readability	3	2	2	3	-	-	2	2	3	2	<b>19</b>
10	Accuracy	2	2	1	1	2	2	2	2	1	2	<b>17</b>
	Acceptability	3	2	2	2	2	2	2	2	2	2	<b>21</b>
	Readability	3	2	1	1	2	2	1	2	2	2	<b>18</b>
11	Accuracy	2	1	2	2	2	2	2	2	2	2	<b>19</b>
	Acceptability	2	1	2	2	2	2	2	2	2	2	<b>19</b>
	Readability	2	1	2	2	2	2	2	2	2	2	<b>19</b>
12	Accuracy	3	2	2	3	3	3	3	2	3	2	<b>26</b>
	Acceptability	3	2	3	3	3	3	3	2	3	3	<b>28</b>
	Readability	3	2	3	3	3	3	3	2	3	3	<b>28</b>
13	Accuracy	2	1	2	2	3	3	3	1	2	2	<b>21</b>
	Acceptability	2	2	2	2	3	3	3	1	3	3	<b>24</b>
	Readability	2	1	2	2	3	3	3	1	3	3	<b>23</b>
14	Accuracy	2	3	2	3	2	2	3	1	3	2	<b>23</b>
	Acceptability	3	3	2	3	3	1	3	1	3	1	<b>23</b>
	Readability	3	3	2	2	2	2	3	1	3	2	<b>23</b>

15	Accuracy	3	2	2	2	3	3	2	2	2	3	<b>24</b>
	Acceptability	3	2	2	2	3	3	2	2	2	3	<b>24</b>
	Readability	3	1	2	2	3	3	2	2	2	3	<b>23</b>
16	Accuracy	2	1	2	2	2	2	2	2	2	2	<b>19</b>
	Acceptability	2	1	2	2	2	2	2	2	2	2	<b>19</b>
	Readability	2	1	2	2	2	2	2	2	2	2	<b>19</b>
17	Accuracy	2	2	1	2	3	3	3	3	3	2	<b>24</b>
	Acceptability	2	2	2	2	3	3	3	3	3	2	<b>25</b>
	Readability	2	2	1	2	3	3	3	3	3	2	<b>23</b>
18	Accuracy	3	2	2	2	3	3	2	3	3	3	<b>26</b>
	Acceptability	3	1	2	2	3	3	2	2	3	3	<b>24</b>
	Readability	3	1	2	2	3	3	2	2	3	3	<b>24</b>
19	Accuracy	2	1	1	1	2	3	2	1	2	2	<b>17</b>
	Acceptability	2	2	2	2	2	3	2	1	3	2	<b>21</b>
	Readability	3	2	2	1	3	3	2	1	3	2	<b>22</b>
20	Accuracy	1	2	2	1	-	3	1	1	3	2	<b>16</b>
	Acceptability	2	3	3	1	-	3	2	1	3	2	<b>20</b>
	Readability	2	3	3	2	-	3	2	1	3	2	<b>21</b>
21	Accuracy	1	1	2	3	2	3	2	1	1	1	<b>17</b>
	Acceptability	1	1	2	3	2	3	2	2	1	2	<b>19</b>
	Readability	2	1	2	3	2	3	2	2	2	2	<b>21</b>
22	Accuracy	2	1	2	2	3	3	1	1	1	2	<b>18</b>
	Acceptability	3	2	3	3	3	3	2	2	2	2	<b>25</b>

	Readability	3	2	3	3	3	3	2	2	2	2	<b>25</b>
23	Accuracy	2	2	2	2	3	2	1	1	1	2	<b>18</b>
	Acceptability	3	2	3	3	3	3	2	2	2	2	<b>25</b>
	Readability	3	2	3	3	3	3	1	2	2	3	<b>25</b>
24	Accuracy	2	1	2	2	3	2	1	1	1	2	<b>17</b>
	Acceptability	3	2	3	3	3	3	2	2	2	2	<b>25</b>
	Readability	3	1	3	3	3	3	1	2	2	3	<b>24</b>
25	Accuracy	3	2	2	3	3	2	2	2	2	2	<b>23</b>
	Acceptability	3	2	3	3	3	3	3	3	3	3	<b>29</b>
	Readability	3	2	3	3	3	3	3	3	3	3	<b>29</b>
26	Accuracy	2	3	2	3	3	3	3	2	3	3	<b>27</b>
	Acceptability	2	3	3	3	3	3	3	3	3	3	<b>29</b>
	Readability	2	3	3	3	3	3	3	3	3	3	<b>29</b>
27	Accuracy	2	3	2	2	3	2	2	1	2	3	<b>22</b>
	Acceptability	2	2	2	2	3	3	2	2	2	3	<b>23</b>
	Readability	2	2	1	2	3	3	2	2	2	3	<b>22</b>
28	Accuracy	2	1	2	2	3	3	2	2	2	3	<b>22</b>
	Acceptability	3	2	2	3	3	3	2	2	2	3	<b>25</b>
	Readability	3	1	1	3	3	3	2	2	2	3	<b>23</b>