THE QUALITY OF STUDENTS' TRANSLATION

ASSISTED BY THE USE OF ELECTRONIC DICTIONARY

THESIS

Submitted in partial fulfillment of requirement for the degree of Sarjana Pendidikan

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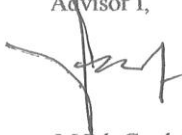
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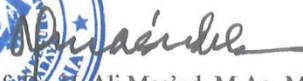NIP. 196512201992031005

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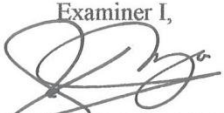
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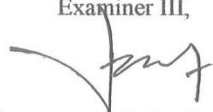NIP. 196301231993031002

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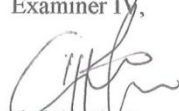Dra. Irma Soraya, M. Pd
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ABSTRACT

Akhsanah, N. (2019). *The Quality of Students' Translation Assisted by The Use of Electronic Dictionary.* A thesis, English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M.E, Grad, Dip.TESOL and Hilda Izzati Madjid, MA.

Key Words: *Students' Translation, Quality, Electronic Dictionary, Error.*

This thesis investigates the students' translation quality using electronic dictionary in translating analytical exposition text English to Indonesian at second grade of MA Nurul Huda Wadeng-Sidayu. Under qualitative method, this study significantly gives explanation of the quality of the students' translation. Additionally, the researcher used three documents that had validated by a lecturer of English Teacher Education Department UIN Sunan Ampel Surabaya as the instrument to collect the data. Those are; parameters translation quality English into Indonesian, analytical exposition text and translation guide. In collecting and analyzing the data, the researcher acts as the key instrument-human instrument, reading the content, coding the data, calculating the average score, and drawing the conclusion.

As the result, based on Nababan's two aspects of parameters translation quality, the first aspect is accuracy. Most of students' translation is less accurate. There are 97 sentences (49,7% of the data) translated accurately, 43 sentences (22,1% of the data) translated less accurately and 55 sentences (28,2% of the data) translated inaccurately. The most common error in accuracy parameters is word selection and idiomatic translation. The second aspect is the acceptability. Most of students' translation is less acceptable. There are 31 acceptable paragraphs (47.7% of the data), 34 less acceptable paragraphs (52.3% of the data), and there is no (0% of the data) unacceptable translation paragraph. The most common error in acceptability parameter is the changes in the form of tenses which provide time information that is not written by students in the translation. In short, the students' translation quality is mid good quality.

vi

ABSTRAK

Akhsanah, N. (2019). *The Quality of Students' Translation Assisted by The Use of Electronic Dictionary.* Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.E, Grad, Dip.TESOL and Hilda Izzati Madjid, MA.

Key Words: *Students' Translation, Quality, Electronic Dictionary, Error.*

Penelitian ini menyelidiki tentang kualitas terjemahan siswa menggunakan kamus elektronik dalam menerjemahkan teks eksposisi analistis bahasa Inggris ke bahasa Indonesia di kelas XI MA Nurul Huda Wadeng – Sidayu. Dengan metode kualitatif, penelitian ini secara signifikan memberikan penjelasan tentang kualitas terjemahan siswa. Selain itu, peneliti menggunakan tiga dokumen yang telah divalidasi oleh dosen Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya sebagai instrumen untuk mengumpulkan data. Yaitu: Parameter kualitas terjemahan bahasa Inggris ke bahasa Indonesia, teks eksposisi analitik, terjemahan teks eksposisi analitik sebagai panduan terjemahan. Dalam mengumpulkan dan menganalisis data, peneliti sebagai instrumen utama membaca konten, memberi kode pada data, menghitung skor rata-rata dan menarik kesimpulan.

Hasilnya, berdasarkan 2 aspek parameter kualitas terjemahan oleh Nababan, aspek pertama adalah akurasi. Sebagian besar terjemahan siswa kurang akurat. Ada 97 kalimat (49,7% dari data) yang diterjemahkan secara akurat, 43 kalimat (22,1% dari data) yang diterjemahkan dengan kurang akurat dan 55 kalimat (28,2% dari data) diterjemahkan tidak akurat. Kesalahan paling umum dalam parameter akurasi adalah pemilihan kata dan penerjemahan idiom. Aspek kedua adalah keberterimaan. Sebagian besar terjemahan siswa kurang dapat diterima. Ada 31 paragraf yang dapat diterima (57,7% dari data), 34 paragraf kurang dapat diterima (52,3% dari data) dan tidak ada paragraf (0% dari data) terjemahan yang tidak dapat diterima. Aspek terakhir adalah keterbacaan. Sebagian besat terjemahan siswa kurang dapat dibaca. Ada 23 paragraf yang dapat dibaca (35,4% dari data), 33 paragraf kurang dapat dibaca (50,8% dari data) dan ada 9 paragraf terjemahan yang tidak dapat dibaca (13,8% dari data). Kesalahan yang paling umum dalam parameter penerimaan adalah perubahan dalam bentuk tenses yang menyediakan informasi waktu yang tidak ditulis oleh siswa dalam terjemahan. Singkatnya, kualitas terjemahan siswa adalah berkualitas sedang.

TABLE OF CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER II : REVIEW OF RELATED LITERATURE

CHAPTER III : RESEARCH METHOD

CHAPTER IV : RESEARCH FINDING

CHAPTER V : CONCLUSION AND SUGGESTION

REFERENCES
APPENDICES

xi

LIST OF TABLES

xii

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter discusses the area of study covered study background, study question, the objective of study, significance of study, scope and limitation, definition of key terms.

A.   Research Background

Translation is an important element in the process of communicating English by those who are not native speakers of the language. Translation can be interpreted as an activity of transferring a language to another language[1]. Words in the source language are translated by searching for the exact equivalent words in terms of meaning and culture in the target language. According to Newmark, Machali Translation is the process of "recreate"[2] where the source language is translated into the target language without changing the actual meaning. Translation aims to present two languages cross-cultural communication among people so there is no misunderstanding.

To translate the source language properly, it not only requires knowledge of grammar, the culture of both languages, but also adequate vocabulary mastery so that the equivalent word represents the message delivered by the speaker or the writer of the source language well. However, very large English vocabulary mastery is not easy. One strategy for overcoming the lack of vocabulary mastery is the use of dictionaries.

According to the Kamus Besar Bahasa Indonesia[3], dictionaries are defined as reference books that contain words and phrases that are usually arranged in alphabetical order along with an explanation and expressions of the meaning of these words. In its development, the

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[1] Nuzulul Isna - Sukri Adani, "*Pengaruh Jenis Kamus Yang Digunakan Dengan Kemampuan Mahasiswa Dalam Menerjemahkan Teks Pada Mahasiswa Stkip Muhammadiyah Aceh Barat Daya"*, 3.
[2] Rochayah Machali, *Pedoman Bagi Penerjemah*, (Jakarta : Grasindo, 2000), 114.
[3] www.kbbi.web.id. Accessed on 22th September 2018

1

dictionary is not only in the form of books or printed, but also has the form of digital or electronic. An electronic Dictionary is a translation tool that includes dictionary calculators and dictionary applications found on mobile phones and tablet computers.

The advantages of the use of electronic dictionaries are able to provide faster and more efficient access for users to find words that were not known beforehand. It is better when compared to printed dictionaries[4]. In the electronic dictionaries, there are also examples of pronunciation of words with sound forms which students can repeat it until they understand how to pronounce it. In addition, it is simple because it can be carried anywhere easily. Furthermore, when viewed from the quality of the translation, the electronic dictionary provides better results. This is consistent with the study conducted by Kučiš, Seljan, and Klasnić[5]. It is known that the use of electronic dictionaries can improve quality and also the level of consistency of translation. Kučiš, et al also underlined that an electronic dictionary can also increase the productivity of users. The function of an electronic dictionary in English learning can be ignored. The ability to use an electronic dictionary is a concrete manifestation of English learning ability[6].

In this digital era, many students already have a smartphone with the dictionary feature in it which when the students want to find the meaning of a word, they just type then the meaning of the word appears. Unfortunately, there are still many schools that do not allow their students to take a smartphone to the school. Otherwise, several problems with the usage of electronic dictionary are found in the classroom during the learning process. Sometimes there are students who open translation application to translate directly the whole of the text, or sometimes the students open the other application when they feel bored. it is certainly a crucial problem for student and also a teacher. The

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[4] Nuzulul Isna, et,al., "*Pengaruh Jenis Kamus Yang Digunakan Dengan Kemampuan Mahasiswa Dalam Menerjemahkan Teks Pada Mahasiswa Stkip Muhammadiyah Aceh Barat Daya*", 4.

[5] Vlasta Kučiš, et.al., "*Evaluation of Electronic Translation Tools Through Quality Parameters*", (Paper presented at INFuture: Digital Resources and Knowledge Sharing, 2009), 341 – 351.

[6] Xiuling Wu, et,al., *"Effectiveness of Electronic Dictionary in College Students' English Learning"*, (Paper presented for International Conference on Mechanical, Control, Electric, Mechatronics, Information and Computer, 2016), 139

teacher must control the student regularly during learning using an electronic dictionary.

In MA Nurul Huda Wadeng, the students are allowed to bring their smartphone for using the feature of dictionary. The electronic dictionary is used to help the students in translating text of English language, either reading the textbook or doing their work. Besides, the dictionary will certainly help them understanding the lesson. However, according to study conducted by Riema indicated that electronic dictionary gives word meaning out of context , it does not show the domain in which a particular meaning is used[7]. So the use of electronic dictionary in English class is still a question whether the quality is good or not. Translation quality refers to how accurately the message of a source language text transferred into the target language and how readable the translation text is for target readers.

In particular, there have been some studies which examined the quality of translation. The first previous study was conducted by Hanifah Khoirun Nisak entitled *An Analysis of Students' Translation Quality at Seventh Semester of English Department IAIN Surakarta in The Academic Year 2014/2015.* The aim of the study is to know the accuracy and acceptability of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015. The finding showed that the most of the students' translation work are accurate and acceptable translation. However there are some texts or sentence that translated less accurate and less acceptable.

The second study by Reza Jelveh and Dariush Nejadansari entitled *The Role of Dictionaries in Translation Performance: A Case of English to Persian Translation.* This study tries to know if the quality of translation in translation tasks can be improved by the application of dictionaries. This study showed that those who used mobile dictionaries translated the text faster than the other groups. On the other hand, those who used hardcover dictionaries were the last group to finish their translations. Furthermore, findings showed that mobile dictionary users had better performance in translating the challenging words of the text.

Third, a study was conducted by Vlasta Kučiš, Sanja Seljan, Ksenija Klasnić entitled *Evaluation of Electronic Translation Tools*

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[7] Reima Saad Al-Jarf, *"Electronic Dictionaries in Translation Classrooms in Saudi Arabia",* Linguistica Communication, Vol. 10. (King Saud University, 2001), 131.

Through Quality Parameters. This study aimed to find out the difference of translation quality of texts obtained through traditional reference works and online electronic translation tools (corpus and multilingual terminology database) will be measured in three main categories: lexical, orthographic and punctuation; syntactically and stylistically using paired samples t-test. The result showed that modern electronic translation tools contribute to the quality and consistency of translation.

In general, these previous studies are same with this present study to measure the quality of students' translation, but the present study would like to analyze in depth students' translation using electronic dictionary; Line dictionary application. The researcher wants to know how be students' translation quality by using that electronic dictionary in translating analytical exposition text and what the most common errors made by the students are.

B.   Research Question

The problem of the study can be formulated as the following questions:

1. How is the students' translation quality assisted by the use of electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu?
2. What are the most common error made by the students in translating analytical exposition text English into Indonesian assisted by the use of electronic dictionary?

C.   Objectives of the study

The objectives of this study are:

1. To investigate the students' translation quality assisted by the use of electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu.
2. To find out the most common errors that done by the students in translating analytical exposition text English into Indonesian assisted by the use of electronic ductionary

D.   Significances of the study

The result of this study is expected to give contribution for teachers or language practitioner, students and other researcher.

1. For teachers

    This study will provide references to teachers in assessing the quality of translation. The result of this study is also expected to be evaluation material related to translation.

2. For students

    This study is advantages for students to give them information how to make a quality translation text.

3. For other researcher

    The result of the study is also useful for the researchers who want to do study in this field. It means that this study can be the previous study for the researchers who want to do their study related with the use of dictionary or the quality of translation in English learning.

E.   Scope and limitation of the study

1. Scope of the study

    The scope of this study concerns with the students' translation quality by two aspect parameters of quality; accuracy and acceptability and the errors made by the students in translating analytical exposition text assisted by the use of Line dictionary application

2. Limitation of this study

    The limitation of this study the researcher focuses on translating analytical exposition text done by second grade students of MA Nurul Huda Wadeng Sidayu academic year 2017-2018. The researcher only takes IPS class as the subject of this study.

F.   Definition of key term

To avoid misinterpretation about this study, the researcher will explain the several key terms that are used in this study. The key terms are:

1. Students' Translation

   Translation is a representation of a text in one language by a representation of an equivalent text in second language[8]. The students' translation in this study means that students have to recreate analytical exposition text from English into Indonesian. So the text will be provided by the researcher, then the students only need to translate it with the help of the electronic dictionary.

2. Quality

   Translation quality refers to how accurately the message of a source language text transferred into the target language and how readable the translated text is for target readers. The quality in this study means the students' translation sheets which is analyzed based on the parameters of translation quality refer to the instrument developed by Mangatur Nababan[9].

3. Electronic dictionary

   Electronic dictionary is an application to help translator that is available on a smartphone; this application usually has an offline or online types. In this study, researcher will use Line dictionary application as an electronic dictionary that is widely used by the students of the school.

4. Errors

   Errors in translation mostly result of the non-equivalence between the source and target languages[10]. The terms error usually means that something is wrong. In this study errors can be classified as, for example, pragmatic, semantic, idiomatic, linguistic or stylistic errors.

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[8] R.T. Bell, *Translation and Translating* (England : Longman Group, 1991), 13.
[9] M. Nababan, et.al., "*Pengembangan Model Penilaian Kualitas Terjemahan",Kajian linguistik dan sastra*, Vol. 24, No. 1, Surakarta, Juni 2012, 44-45
[10] Baker, M, "*In Other Words: A Course Book on Translation", (*Great Britanian: MPG Books Ltd. Bodmin, Cornwall, 1992)

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, writer describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

A.   Review of Related Literature
1.   Translation
   a.   Definition of Translation

Translation is a process of finding equivalence from one language to another language, adapting the style and the culture without changing the meaning. Many definition are expressed by linguist concerning with translation. Catford in Sutopo said, "Translation is the replacement of textual material in one language source language by equivalent textual material in another language target language"[11]. Bell states that translation is a representation of a text in one language by a representation of an equivalent text in second language[12]. As stated in Bell, the word "translation" has three distinguishable meanings:

   1) Translating: the process (to translate; the activity rather than the tangible object).
   2) A translation: the work of the process of translating (i.e. The translated text).
   3) Translation: the abstract concept which encompasses both the process of translating and the work of that process.

In other words, translation is not as simple as it seems. It is not only a process of finding equivalence from one language to another using dictionary but also a process of adapting the style and the culture without changing the meaning. The content should be transferred from sorce language to target

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[11] C.J. Cadford, *A Linguistic Theory of Translation (*London : Oxford University Press, 1974).
[12] R.T. Bell, *Translation and Translating* (England : Longman Group, 1991), 13.

7

language accurately, thus the readers can easily understand the message, which is in context to be the same as when the original readers understand the SL text.

b. Process of Translation

Translation process is an activity of a translator when doing translation by putting translation approaches into practice. It deals with the steps taken while doing a translation task. The translation processes proposed by Nida with the translation process suggested by Bell and consisting of four stages in Nababan[13]:

1) Analysis of the source language text

The translation process begins with the analysis of the source language text[14]. Ideally, translators read the text two or three times to understand the intention of the text. This is usually done by examining the contents of the original text and by looking at the vocabularies, technical terms and the level of formality of the language used by the original author.

2) Synthesis of messages of the source language text.

At the stage of the analysis of source language text, the reading activity is generally intended to get general ideas of the original text and to identify possible problems. At the synthesis stage, the reading activity becomes more intense and the purpose is to get the main idea of each paragraph and relationship between ideas by carefully reading all sentences within the paragraph.

3) Transfer of the source language text into the target language text.

Transferring is "the process of going from the semantic structure analysis to the initial draft of the translation[15]". This stage is considered the most difficult one to do. Translators may fully understand the intention

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[13] M. Nababan, Thesis: "*Translation Processes, Practices, And Products Of Professional Indonesian Translators*" (Victoria University of Wellington, 2003), 19-21.
[14] P. Zabalbeascoa, *"From Techniques to Types of Solutions", Investigating Translating* (Amsterdam: John Benjamins, Publishing Company, 2000), 118.
[15] M.L. Larson, *Meaning Based-Translation: A Guide to Cross-Language Equivalence (Lanham: University Press of America, 1984),* 480.

of the original language text but then face problems of how to convey it into target sentences linguistically.

4) Restructuring in the target language text.

This is the stage where the translators check for grammatical errors and consistency in using technical terms.

c. Method of Translation

According to Newmark[16] there are three types of translation;

1) Word-for-word translation

This is often demonstanalyzed as interlinear translation, with the target languang (TL) immediately below the source language (SL) words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

2) Literal translation

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

3) 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.

4) 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 sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition

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[16]Peter Newmark, *A Textbook Of Translation*. (New York: Longman, 1988), 45-47.

jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - une nonne repassant un corporal may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

5) Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

6) Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

7) Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. (Authorities as diverse as Seleskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation.)

8) Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

d. Translation product

Holmes in Sorvali[17] divides translation studies into two types, namely descriptive translation studies and translation theory studies. Descriptive translation studies are further divided into translation studies oriented to (1) products, (2) functions, and (3) processes.

Product-oriented study focuses on translation work. Function-oriented study focuses its study on the translation function in socio-cultural situations related to the target language text. Study oriented to the process of trying to uncover cognitive processes or "black boxes" (black boxes) translators. Because cognitive processes cannot be observed directly, researchers in this field utilize TAP (Think-Aloud Protocol) techniques and interviews to extract data about the decision-making process as their main object of study[18].

Researchers who embrace the old paradigm see that the focus of translation study is the product not the translation process[19]. This view is based on the fact that the data in the form of products or translation works can be obtained easily and lingual units that can be studied vary, ranging from the word level to the textual level. The strength of product study lies in its ability to provide input on the quality of the translation to the TT reader.

e. Quality of translation

Translation quality refers to how accurately the message of a source language text transferred into the target language and how readable the translated text is for target readers. According to Nababan[20] there are 3 aspects of parameters translation quality:

1) Aspect of accuracy

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[17] I. Sorvali, *Translation Studies in a New Perspective* (Frankfurt am Main: Peter Lang, 1996), 21

[18] M. Nababan, "*Aspek Genetik, Objektif, dan Afektif dalam Penelitian Penerjemahan*", Vol 14, No. 26, Universitas Sebelas Maret, 2007, 16.

[19] G. Toury, *In Search of a Theory of Translation,* (Jerusalem: The Porter Institute for Poetics and Semiotics, 1980).

[20] M. Nababan, et.al., "*Pengembangan Model Penilaian Kualitas Terjemahan*",*Kajian linguistik dan sastra*, Vol. 24, No. 1, Surakarta, Juni 2012, 44-45.

Accuracy is a term used in evaluating translation to refer to whether the source language text and the target language text are equivalent or not. The concept of equivalence leads to the same content or message between both. A text can be referred to as a translation, if the text has the same meaning or message as the other text without any changes[21].

2) Aspect of acceptability

The second aspect of quality translation is related to the problem of acceptability. The term acceptability refers to whether a translation has been disclosed in accordance with the rules, norms and culture that apply in the target language or not. The concept of acceptance is very important because even though a translation is accurate in terms of its content or message, the translation will be rejected by the target reader if the way of disclosure is contrary to the target language's norms, norms and culture.

3) Aspect of readability

In the context of translation, the term legibility is basically not only about the readability of the source language text but also the readability of the target language text. This is in accordance with the essence of every translation process that always involves both languages at once. According to Gerasimov in a study by Vlasta Kučiš that if there is no mistakes of wiriting spelling and punctuation at all of the text. It can be said that the text readable[22].

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[21] Kurniadi Adi Bagus, Thesis: *"Student's Translation Quality in Translating English Phrasal Verbs into Indonesian"* (Bengkulu: Universitas Bengkulu, 2014), 16.

[22] Vlasta Kučiš, et.al., "*Evaluation of Electronic Translation Tools Through Quality Parameters",* (Paper presented at INFuture: Digital Resources and Knowledge Sharing, 2009), 343 – 344.

According to the study by Hanifah[23], she made the standard of translation quality by looking at the total amount of data. The translation is good quality in accuracy if the accurate data is more than less accurate data and inaccurate data. The translation is mid quality in accuracy if the less accurate data is more than accurate data and inaccurate data. The translation is bad quality in accuracy if the inaccurate data is more than accurate data and less accurate data.

The translation is good quality in acceptability if the acceptable data is more than less acceptable and unacceptable data. The translation is mid quality in acceptability if the less acceptable data is more than acceptable data and unacceptable data. The translation is bad quality in acceptability if the unacceptable data is more than acceptable data and less acceptable data.

The translation is good quality in readability if the readable data is more than less readable and unreadable data. The translation is mid quality if the less readable data is more than the readable data and unreadable data. The translation is bad quality if the unreadable data is more than readable data and less readable data.

f. Translation Errors

Errors in translation mostly result of the non-equivalence between the source and target languages[24]. Cited from Handbook of Translation Studies by Gide Hansen, the translation error can be caused by misunderstandings of translation brief or of the content of source text, by not rendering the meaning of the source text accurately, by factual mistakes, terminological of stylistic flaws and by different kinds of interfaces between source text and target text.

Chrisna Buana in his research stated that there are two types of error in translating text. There are absolute error[25] and

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[23] H.K. Nisak, Thesis: "*An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year 2014/2015*", (Surakarta: IAIN Surakarta, 2016), 64

[24] Baker, M, "*In Other Words: A Course Book on Translation*", (Great Britanian: MPG Books Ltd. Bodmin, Cornwall, 1992)

[25] Newmark, P, *A Text Book of Translation,* (New York: Prentice Hall, 1988) 198

pragmatic error[26]. Absolute error divided into 4 kinds - error in translating words, phrases or sentences; error in translating polysemantic or homonym words; error in translating idiomatic expressions; and the last is error in using punctuation. Then pragmatic error is misunderstanding of communication participant in understanding what they mean with what they said.

Idioms are counted as non-literal meaning. It is different from literal meaning which evokes two main ideas, that the meanings of words and sentences are essentially independent of the context or occasion of use; and that the meaning of a composite expression is essentially compositional[27]. Hurford et al also said that the meaning of idiom is intended usually depends on the context in which the expression is used. The researcher can take conclusion that lack of knowing English vocabularies can influence in understanding context because when people do translate and they are lack of vocabularies, the cannot understand wholly about the text then they get error in translating idioms. Another reason why most of people do incorrect translating idioms because the target language they are going to translate has a different culture. It means that the culture also influence how the people understand the context.

2. Dictionary
   a. Definition of Dictionary

   A dictionary, sometimes known as a wordbook, is a collection of words in one or more specific languages, often arranged alphabetically (or by radical and stroke for ideographic languages), which may include information on definitions, usage, etymologies, pronunciations, translation, etc[28].

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[26] Thomas, J, A, *Cross-Cultural Pragmatic Failure, (*Applied Linguistics, 4: 2, 1983), 91
[27] Hurford, J.R. Heasley, B. Smith, M.B, *Semantic a Course Book,* (New York: Cambridge University Press, 2007), 327

[28] Webster's New World College Dictionary, Fourth Edition, 2002.

b. Electronic dictionary

The digital or electronic dictionary is a dynamic collection of dictionary entries, which provides a dynamical structure of the dictionary entry per se. Electronic dictionary is a dictionary that is available in the form of applications downloaded on a smartphone; this dictionary usually has an offline or online types.

c. Line Dictionary Application

Line dictionary application is an electronic dictionary pocket powered by Line Corporation which was launched On June 26, 2014[29]. It is bilingual dictionary which has many features to help students easier in understanding target language. Line application dictionary provides many features; today's expression, today's quote, audio native pronunciation, translator, and word card as the feature. Especially dictionary feature, students not only get the meaning of the target language but also the example from many resources, synonym, antonym, and derivative that make their have deep understanding about target language. One of the advantages of Line dictionary is a dictionary can be accessed offline, however, the features that can be used are also limited, which is only a short translation word-for-word. Other features such as synonyms, antonyms, and Text-to-Speech can only be accessed if there is an internet connection.

1) Features of Line Dictionary Application

Line dictionary application provides many features to make student easier in understanding target language and have deep understanding about it. They are Dictionary, Learning English, and Translator

a) Dictionary

This is a word-for-word dictionary feature. In this feature students can type the words they want to know the meaning. The advantage of this feature

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[29] https://id.techinasia.com/line-hadirkan-aplikasi-kamus-dengan-line-dictionary. Accessed on October 17, 2018.

is when students search for a word they want to know the meaning, they are not only presented with the meaning of the target language of the word, but also complete with derivatives (such as nouns, properties, information, and tenses), synonyms, antonyms, idioms, examples of their use and pronunciation. This is very useful for students when doing text translation, where students will know the changes in the form of words according to their tenses and position.

b) Learning English

This feature provides students to learn English in fun way. It decides into four parts:

(1) Today`s Conversation which have update example of daily conversation

(2) Dictation that provides sentence audio by native speaker, which update every day.

(3) English Special provides British and American materials, pronunciation that compares these two confusing words, and quotes by some experts that can learn by student.

(4) English Quiz provides some questions related to vocabulary, pronunciation, spelling, and so on.

c) Translator

In this feature, students can translate in long sentence even though paragraph, not word by word. On the translator menu, you can assess each available entry and even give your

own suggestion box that provided at
the bottom of the screen.

B. Review of Previous Study

There are several studies related to this present study, the first previous study was conducted by Hanifah Khoirun Nisak[30] entitled An Analysis of Students' Translation Quality at Seventh Semester of English Department IAIN Surakarta in The Academic Year 2014/2015. The aim of the study is to know the accuracy and acceptability of the students' translation work in the TTA Class B at the seventh semester of English Education Department IAIN Surakarta in the academic years 2014/2015. The method of this study is descriptive qualitative research. The sources of the data in this study are the students' translation work, the data from the rater and reader. The subject of the study was class 7B IAIN Surakarta which consists of 40 students. The result of the study was researcher found (1) The average score of accuracy is 60,86% accurate, 32,09% data is less accurate and 7,15% data is inaccurate translation. (2) Based on the datum, the most accurate data is simple sentence. From 184 data of simple sentence, there are 95 accurate translation, 73 data are less accurate translation, and 16 data are inaccurate translation. (3) The average score of acceptable is 60,84% acceptable, 35,41% data is less acceptable translation and 7,15% data is unacceptable translation. (4) Based on the number of the data, the most acceptable data is simple sentence. From 184 data of simple sentence, there are 159 acceptable translation, 24 data are less acceptable translation, and 2 data are unacceptable translation. From the result above can be concluded that the most of the students' translation work are accurate and acceptable translation. However there are some texts or sentence that translated less accurate and less acceptable.

The second previous study by Kais A. Kadhim, et al[31], entitled An Evaluation of Online Machine Translation of Arabic into English News Headlines: Implications on Students' Learning Purposes**.** This study aims to investigate the quality of translation by two different

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[30]H.K. Nisak, Thesis: "*An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year 2014/2015"*, (Surakarta: IAIN Surakarta, 2016), 32

[31] Kais A. Kadhim, et.al., "*An Evaluation of Online Machine Translation of Arabic into English News Headlines: Implications on Students' Learning Purposes"*, *Educational Technology,* Turkish Online Journal, Vol. 12 Issue 2, April 2013.

machine systems in translating Arabic news headlines into English. The evaluation was based on criteria proposed by Hutchins and Somers. The data of this study taken from 40 news headlines, which were randomly chosen from three different Arabic journals. The data were assessed using the parameters according to Hutchins and Somers, consisted of three criteria: *Clarity, Accuracy, and Style*. For each criterion there were 4 scores. There were 28 evaluators who participated in the assigned questionnaire. The average of each output was calculated based on the following statistical equation. The results of the assigned questionnaire shows that the evaluators preferred to use Babylon than Google. The former scored 57% of evaluators' preference, while 43% preferred that the latter be used in translating such data. The results also demonstrate that both translators, Google and Babylon, had the same score of 80% for Clarity, in contrast to the second parameter, 'Accuracy,' for which Google scored a higher value than Babylon. The former scored 77.5%, whereas the latter scored 75%. However, Babylon had a higher value of 72.5% for Style, in contrast to Google's score of only 70%. In this case, Babylon focused on 'Style' more than Google from the evaluators' point of view. Nevertheless, the results revealed that online machine translation is undergoing improvement, and it has the potential to be one of the elements of globalization.

The third by Reza Jelveh and Dariush Nejadansari[32] entitled The Role of Dictionaries in Translation Performance: A Case of English to Persian Translation. This study tries to know if the quality of translation in translation tasks can be improved by the application of dictionaries. There are two steps of this study. The first step consist on 230 Iranian translators from seven Iranian state universities with different levels of experience were given a questionnaire to tell the type of dictionaries they use while translating informative texts. This step was conducted to give a general view over the use of dictionaries, specifically mobile dictionaries, among Iranian translators. In the second (main) step of the study, 15 professional translators were chosen randomly to render three news texts as fast and as accurate as possible. The instrument of this study are questionnaire for the first step and translation performance for the second step which is each group was

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[32] Reza Jelveh - Dariush Nejadansari, "*The Role of Dictionaries in Translation Performance: A Case of English to Persian Translation*", *International Education Study*, Vol. 1, Issue 2, Science and Education Centre, North America, 2013, 34-42.

assessed and on the basis of their performance, the obtained data was evaluated. This study showed that those who used mobile dictionaries translated the text faster than the other groups. On the other hand, those who used hardcover dictionaries were the last group to finish their translations. Furthermore, findings showed that mobile dictionary users had better performance in translating the challenging words of the text. Results showed that the average number of errors of mobile users was 4.4, while the average number of errors computer software dictionary users` performance was 6.2. This number was 7.4 in hardcover dictionary users.

Fourth, a study was conducted by Vlasta Kučiš, Sanja Seljan, Ksenija Klasnić[33] entitled Evaluation of Electronic Translation Tools Through Quality Parameters. This study aimed to find out the difference of translation quality of texts obtained through traditional reference works and online electronic translation tools (corpus and multilingual terminology database) will be measured in three main categories: lexical, orthographic and punctuation; syntactically and stylistically using paired samples t-test. The translation was made with the support of electronic translation tools, using the example of a Slovenian bilingual corpus called Evrokorpus and the multilingual terminology database Evroterm. In the paper, the hypothesis that modern online translation tools contribute to the quality and consistency of expert translations, as well as to the acquisition of new competitive skills and knowledge is to be examined. The use of additional translation tools (online terminology base, created terminology base and online corpus) significantly influenced the quality and consistency of translation in general (25.31%), but also on all levels (lexical, spelling and punctuation, syntactic and semantic) ranging from 22.66 – 29.96%. The hypothesis that modern electronic translation tools contribute to the quality and consistency of translation has been accepted with the probability of a type I error being lower than 0.1%. The differences among the results on the three mentioned levels are statistically significant at the level p<0.001.

Fifth, a study by Kurniadi Agus Satria entitled "Student's Translation Quality in Translating English Phrasal Verbs Into
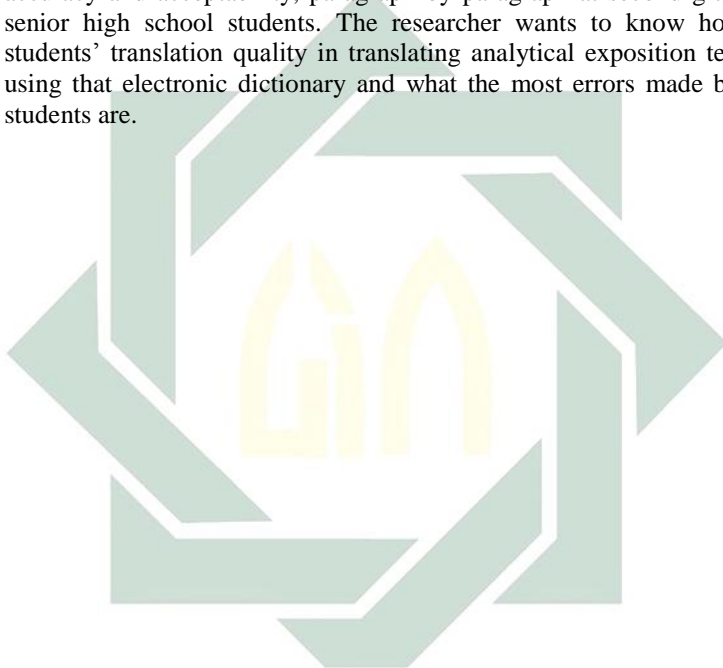
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[33] Vlasta Kučiš, et.al., "*Evaluation of Electronic Translation Tools Through Quality Parameters",* (Paper presented at INFuture: Digital Resources and Knowledge Sharing, 2009), 341 – 351.

Indonesian (A Study at Sixth Semester Students Class A of English Department of FKIP UNIB). This research aimed to describe the students' translation quality in translating English phrasal verbs into Indonesian. This research was designed in descriptive study which used translation test to collect the data. The subject of this study is sixth semester A class students of English department of FKIP UNIB consist of 40 students. This research used test as an instrument to collect the data. This study focus on anlyzing three aspects of translation quality assessment based on Larson namely, accuracy,clarity and naturalness. The result of this research showed that the most dominant quality from students' translation was excellent in three aspects of translation quality assessment namely, accuracy, clarity and naturalness. From the accuracy aspect of student's translation was 43.9 % excellent, 30.5 % good, 12.1 % fair, 13.5% in bad quality. In clarity aspect of student's translation was found 40 % excellent, 31.6 % good, 14.2 % fair, and 14.2 % in bad quality. Meanwhile in naturalness aspect was found 38.6 % excellent, 31.3 % good, 15.9 % fair, 14.2 % in bad quality. It can be concluded that the translation quality in translating English phrasal verbs into Indonesian which had by sixth semester A class students of English department of FKIP UNIB is relatively excellent.

In general, these previous studies are same as this present study to measure the quality of students' translation, but there are some differences with this present study. The general difference is the five previous study conducted at university student level, while this present study conducted at senior high school student. The other differences are for the first previous study, the researcher only analyzed two aspects of translation quality; accuracy and acceptability without explaining in detail what dictionary is used by students in translation process. The second previous study aimed to compare two different machine translation; Google and Babylon by using the parameters of quality according to Hutchins and Somers, consisted of three criteria: *Clarity, Accuracy, and Style.* The third previous study aimed to compare the performance and the quality of the translation the text by using mobile dictionaries, hardcover dictionaries and computer software dictionaries. Then the fourth previous study aimed to investigate the difference of translation quality through traditional reference works and online electronic translation tools. Three main categories that are measured: lexical, orthographic and punctuation; syntactically and stylistically. The last previous study focus on analyzing three aspects of translation

quality assessment based on Larson namely, accuracy,clarity and naturalness.

This present study would like to analyze the students' translation quality in translating analytical exposition text using electronic dictionary; Line dictionary application English into Indonesian focus on two aspects parameter of translation quality; accuracy and acceptability, paragraph by paragraph at second grade of senior high school students. The researcher wants to know how be students' translation quality in translating analytical exposition text by using that electronic dictionary and what the most errors made by the students are.

CHAPTER III
RESEARCH METHOD

This chapter discusses the method that is used by the researcher. It divided into some areas Research Design, Subject of Research, Data and Source of Data, Research Instrument, Data Collection Technique, and Data Analysis Technique.

A. Research Design

According to John W. Creswell, research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue[34].In this step, the researcher is required to choose what kind of method is appripriate to this study. The researcher use descriptive qualitative since it describe the students' translation using electronic dictionary. This is relevant to Creswell's statement that "descriptive studies are design for finding fact about actual phenomena through the process of collecting data, classifying data, analyzing and interpreting based on the analysis result[35]. Due to this study aimed to describe the use of electronic dictionary in English learning, especially in translation.

In this study content analysis is chosen to facilitate the researcher in analyzing the data from the document. According to Gubrium Content analysis is a study that is an in-depth discussion of the content of written information or printed in the mass media, which is record symbols or message systematically, then given interpretation. The reasearcher analyze the students' translation sheet sentence by sentence for the accuracy parameter and paragraph by paragraph for acceptability parameter to get the data, then the researcher give a code to classifying two different parameters of the quality and in the end explained descriptively.

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[34] John W. Creswell, *Educational Study Fourth Edition*, (Pearson: 2011), 3
[35] John.W, Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitativee and Qualitative Research*, (Ohio: Pearson, 2005).

22

B.   Research Setting

This study is conducted at MA Nurul Huda Wadeng Sidayu. The location of the school is jl. Raya Wadeng No. 13-15 Wadeng Sidayu Gresik. The subject of this study is students who study English in the second grade of MA Nurul Huda Wadeng Sidayu academic year 2017-2018. The data taken from IPS class, with 13 students.

C.   Research Instrument

The instrument of the study is needed to answer the study question of this study. According to Wiersma, something which is used in order to measure the variables of study, it can be called instrument[36]. The instrument that the researcher used to collect the data is: Documents.

1. The first document is parameters translation quality English into Indonesian. (See appendix 1)
2. The second is analytical exposition text. The text is about Global Warming which is taken from *Buku Paket Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Edisi Revisi 2017*.(See appendix 2)
3. Translation Guide. This is the result of the text translation by the reseacher has checked by a lecture and a teacher. (See appindix 3)

Before the instruments used to get the data, the researcher has checked the validity of the instruments to a lecturer of English Teacher Education Department UIN Sunan Ampel Surabaya and a teacher of English in MA Nurul Huda Wadeng Sidayu.

D.   Data and Source of Data

The reseacher needs the data to answer the study question related to students' translation quality. Then the researcher needs qualitative data. Qualitative data generally takes the form of words, it can be description observation, impressions, recordings, and the like[37]. This study uses the qualitative reasearch to get the data. The main data which is obtained from this study is students' translation quality sheet.

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[36] Wiersma William, *Study Method in Education: An Introduction, (*Boston: Allyn and Bacon, 2000), 12

[37] Donald Ary, et.al., "*Introduction to Study in Education",* (Canada: Wadsworth, 2010), 32.

This data is obtained from the students' writing in translating anlaytical exposition text.

E.   Data Collection Technique

The data collection technique is how the way the researcher collect the data. To get the data from the study question, the researcher analyze the content of students' translation sheet. Content analysis is a study method for studying documents and communication artifact, which might be texts or various formats, pictures, audio or video[38]. In this study, the researcher analyze the students' translation sheet by two parameters of quality; accuracy and acceptability. To analyze the content of students' translation, the researcher collected the students' translation sheet in English class. The researcher then analyzing the documents paragraph by paragraph, classifying/ ranging the students' translation sheets by the theory of Mangatur Nababan, calculating the average score of accuracy and acceptability by each students' translation sheets, then the researcher analyze the most common errors made by the students and then make a conclusion.

F.   Data Analysis Technique

After the documents of the students' translation sheet are collected, the analysis in conducted. The step of conducting the analysis are explained below.

1. Reading the content
    Throughout the analysis, the reasearcher have to read the students' translation sheet paragraph by paragraph.
2. Coding the data
    Before analyzing the data, the reasearcher decided to code the parameters to make easier in classifying the students' translation.
    a. Accuracy is coded by small circle. The researcher circled the sentence which is less accurate or inaccurate.
    b. Acceptability is coded by underline. The researcher underlined the sentence which is less acceptable or unacceptable.
3. Classifying the data

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[38] Yang Zang – Barbara M. Wildemuth, "Qualitative Analysis Content", 1996

The researcher classified the data paragraph by paragraph based on the two parameters of quality: accuracy, acceptability. Its presented in form of tables.

4. Calculating the average score
5. Drawing conclusion. The conclusion is taken after the analysis of the data is done.

G. Checking Validity of Findings

The qualitative study needs the validity of the data. Actually the validation of the data analysis designates quality of the researcher's result. In qualitative study there are some ways that can be chosen to develop the trustworthiness of the data. One of them is triangulation. According to Sutopo in Hanifah' study[39] triangulation is the most common way that is needed to develop the trustworthiness of the data in qualitative study. According to Patton in Hanifah' study[40] that there are four kinds of triangulation. They are: (1) Data Triangulation, (2) Investigation Triangulation, (3) Methodological Triangulation, and (4) Theoretical Triangulation.

To obtain the validity of the data in this study, the researcher used two kinds of trangulation. They are investigator and theoretical triangulation. For the investigator, the researcher chose a lecturer of UIN Sunan Ampel Surabaya and a teacher of MA Nurul Huda Wadeng Sidayu. The investigator gave a correction to translation text done by the researcher. Furthermore, the text would be a reference or guide in assessing the students' translation. In scoring the data, the researcher used the theory of translation quality developed by Mangatur Nababan that are two parameters of translation quality; accuracy and acceptability.

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[39] H.K. Nisak, Thesis: "*An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year 2014/2015*", (Surakarta: IAIN Surakarta, 2016), 32
[40] Ibid

CHAPTER IV
RESEARCH FINDING

This chapter deals with the study finding and discussion of the study toward students' translation quality using electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu. This presents the collected data from the students' translation sheets that is already given the feedback by the teacher and ranged by the theory of translation quality. Additionally, the analysed data is categorized based on the study question of this study.

A. Research Findings

The data were collected from a meeting. There is a class ie XI IPS. There are 13 students. There are two research question dealing with this study; (1) How is students' translation quality using electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu? (2) What are the most common error made by the students in translating analytical exposition text English into Indonesian assisted by the use of electronic dictionary? The researcher described the findings as follows:

1. How is students' translation quality using electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu?

To investigate the students' translation quality, the researcher had some steps. The steps are: collecting the students' translation sheets (asked the permission), analyzing the students' translation sheets, classifying/ ranging the students' translation sheets by the theory of Mangatur Nababan, calculating the average score of accuracy, acceptability by each students' translation sheets, then make a conclusion.

The data was from XI IPS-1, taken on 27th November 2018. The text was about Global Warming which was taken from *buku paket Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Edisi Revisi 2017.*

26

From 13 data, based on two parameter aspects of quality those are accuracy and acceptability. The researcher analyzed the aspect of acceptability paragraph by paragraph, whereas the aspect of accuracy the researcher analyzed sentence by sentence from each students' translation sheets. There are 14 sentences from 5 paragraphs of the text.

1.1 The result of the accuracy of the translation.

The accuracy of the translation is analyzed based on the score given by the researcher according to the translation guide by an expert and the instrument of the translation quality parameters, sentence by sentence. There are 3 categories from aspect of accuracy; accurate, less accurate and inaccurate.

The text categorized accurate if the meaning of the source text (ST) transferred accurately into the target text (TT); there is absolutely no distortion of meaning. The text categorized less accurate if most of the meaning of the texts have been transferred accurately. However, there is still a distortion of meaninng or there is a meaning that is omitted. The text categorized inaccurate if the text meaning is inaccurately transferred to the target language or deleted.

From 13 data, the researcher analyzed the accuracy through sentence by sentence from each students' translation sheet. There are 15 sentences of the text. The number of the sentences are 195 sentences. After analysing the students' translation sheet, the researcher give score to makes a calculation and find the mean of the score. Then, the researcher counts the mean of the acceptability score or the average score. Furthermore, the researcher can conclude the quality of the students' translation in accuracy.

4.1 The accuracy of the students' translation

STUDENT	P1 S1 A	L	I	P1 S2 A	L	I	P1 S3 A	L	I	P1 S4 A	L	I	P2 S1 A	L	I	P2 S2 A	L	I	P3 S1 A	L	I	P3 S2 A	L	I	P3 S3 A	L	I	P3 S4 A	L	I
A			✓	✓			✓				✓		✓					✓	✓			✓				✓			✓	
B			✓	✓			✓					✓	✓					✓	✓				✓		✓				✓	
C	✓					✓			✓	✓			✓					✓	✓				✓		✓			✓		
D		✓			✓		✓				✓		✓					✓	✓			✓			✓				✓	
E	✓					✓		✓				✓	✓					✓	✓			✓			✓				✓	
F	✓					✓		✓				✓	✓					✓		✓		✓			✓				✓	
G		✓		✓			✓			✓			✓					✓	✓				✓		✓				✓	
H			✓	✓			✓			✓			✓					✓		✓			✓		✓				✓	
I	✓					✓			✓			✓	✓					✓		✓		✓			✓				✓	
J			✓	✓			✓			✓				✓				✓	✓			✓			✓				✓	
K	✓					✓	✓					✓	✓					✓	✓			✓			✓				✓	
L			✓		✓		✓				✓			✓				✓		✓		✓			✓				✓	
M			✓		✓		✓				✓			✓				✓		✓		✓			✓				✓	
Accurate	5			6			9			1			6			3			3			7			9			4		
Less Accurate		2			2			1			7			4			-			5			4			4			9	
Inaccurate			6			5			3			5			3			10			5			2			-			-

PARAGRAPH 4						PARAGRAPH 5								
1			2			1			2			3		
A	L	I	A	L	I	A	L	I	A	L	I	A	L	I
✓			✓			✓				✓					✓
		✓	✓			✓					✓	✓		
✓			✓			✓					✓			✓
✓			✓			✓				✓				✓
✓			✓			✓					✓			✓
		✓		✓		✓			✓					✓
		✓		✓		✓			✓					✓
		✓		✓		✓			✓					✓
		✓		✓		✓			✓					✓
✓			✓			✓			✓					✓
✓			✓			✓				✓				✓
✓			✓			✓			✓					✓
		✓	✓			✓			✓					✓

PARAGRAPH 4		PARAGRAPH 5			AMOUNT	AVERAGE
7	4	13	7	8	97	49,7%
-	9	-	1	-	43	22,1%
6	-	-	5	5	55	28,2%

From the table 4.1 we can see the recapitulation of accuracy that there are 15 sentences from each students' translation. The number of sentences are 195. The descriptions below:

In the first paragraph there are 4 sentences that must be translated by the students. For the first sentence, there are 5 students who translated the text accurately. They are the student C, E, F, I and K. The data is *"Pemanasan global adalah sebuah fenomena yang digunakan untuk menggambarkan peningkatan secara bertahap suhu udara dan laut"*(Student F). Then, there are 2 students who translated the text less accurately. They are the student D and G. The data is *"Pemanasan global digunakan untuk menggambarkan peningkatan suhu global dan lautan secara bertahap".* (Student D). And there are 6 students who translated the text inaccurately. They are the student A, B, H, J, L, and M. The data is *"Pemanasan global adalah fenomena yang digunakan untuk menurunkan suhu udara dan laut".* (Student B). For the second sentence, there are 7 the students' translation which categorized accurate. They are the student B, D, G, H, J, L and M. The data is *"Pemanasan global bukanlah masalah baru, namun sekarang orang mengakui bahwa kita sedang menghadapi masalah serius"* (Student J). Then there are 2 the students' translation which categorized less accurate. They are the student A and D. The data is *"Pemanasan global bukan masalah namun sekarang orang-orang mengakui bahwa kita menghadapi masalah serius"* (Student D). And there are 5 the students' translation which categorized inaccurate. They are the student C, E, F, I and K. The data is *"Pemanasan global bukan masalah baru tapi*

sekarang orang-orang mengakui bahwa kita menghadapi masalah politik" (Student C). For the third sentence of the first paragraph, there are 9 students who translated accurately. They are the student A, B, D, G, H, J, K, L and M. The data is *"Perubahan iklim terjadi dimana-mana secara nyata"* (Student G). Then there is a student who translated less accurately. That is the student E. The data is *"Perubahan iklim menjadi nyata dimana-mana"*. Then there are 3 students who translated inaccurately. They are the student E, F and I. The data is "*Perubahan iklim menjadi dimana-mana"* (Student C). For the fourth sentence there is a student's translation which categorized accurate. That is the student D. The data is *"Panen yang gagal, ekonomi yang menurun dan penebangan pohon adalah dampak dari pemanasan global"*. Then there are 7 the students' translation which categorized less accurate. They are the student A, C, G, H, J, L and M. The data is *"Kelompok yang gagal, lambatnya ekonomi dan penebangan hutan diantara beberapa dampak dari pemanasan global".* (Student A). There are 5 the students' translation which categorized inaccurate. They are the students B, E, F, I and K. The data is *"Tanam gagal, ekonomi lambat, penebangan pohon adalah salah satu dari penyebab pemanasan global"* (Student B).

Next, in the second paragraph there are 2 sentences that must be translated by the students. For the first sentence, there are 6 students who translated accurately. They are the student A, B, C, D, E, G and K. The data is *"Pertama, ada bukti yang tidak dapat dibantah bahwa aktivitas manusia telah mengubah lapisan atmosfer dari bumi kita"* (Student G). Then there are 4 students who translated less accurately. The data is. They

are the student A, F, H and I. The data is *"Pertama, ada bukti yang tidak dapat dipungkiri bahwa aktivitas manusia telah mengubah suasana teater bumi"* (Student A). Then there are 3 students who translated inaccurately. They are the student J, L and M. The data is *"Pertama, mereka tidak dapat disangkal bukti darpada akitivitas manusia mengubah mempunyai itu gas yang menyelimuti dari bumi kita"* (Student J). For the second sentence of the second paragraph there are 3 student's translation which categorized accurate. They are the student J, L and M. Then there is no the students' translation which categorized less accurate. There are 10 the students' translation which categorized inaccurate. They are the students A, B, C, D, E, F, G, H, I and K. The data is *"Sejak kita mempunyai industri kita mengawali mencemari air dan udara"* (Student B).

In the third paragraph there are 4 sentences that must be translated by the students. For the first sentence, there are 3 the students' translation which categorized accurate. They are the student B, G and J. The data is *"Kedua, menurut penelitian oleh green peace, ada bukti penggundulan hutan yang luas di Indonesia dan negara tropis yang lain di dunia"* (Student B). There are 5 the students' translation which categorized less accurate. They are the student A, C, D, E and K. The data is *"Kedua, menurut penelitian kelompok Green peace, ada bukti bahwa penebangan hutan besar-besaran menghasilkan kartesisan di Indonesia dan negara tropis lainnya diseluruh dunia"* (Student K). Then there are 5 the students' translation which categorized inaccurate. They are the student F, H, I, L and M. The data is *"Yang kedua, bergantung pada peneliti oleh organisasi green peace ada*

bukti penebangan hutan yang luas di Indonesia dan negara tropis yang lain di dunia" (Student H). For the second sentence, there are 7 students who translated the text accurately. They are the student A, D, E, J, K, L and M. The data is *"Hutan-hutan itu digunakan untuk bercocok tanam, seperti gula aren, kelapa sawit dan kopi"* (Student M). Then there are 4 the student who translated the text less accurately. They are the student B, C, F and I. The data is *"Hutan digunakan untuk menumbuhkan tanaman, gula aren, kelapa sawit"* (Student B). Then there are 2 students who translated the text inaccurately. They are the student G and H. The data is *"Hutan digunakan untuk menambahkan seperti pohon gula/ minyak dan kopi".* (Student G). For the third sentence, there are 9 the students translated the text accurately. They are the student B, F, G, H, I, J, K, L and M. The data is *"Dampak perubahan iklim terlihat diseluruh Asia-Pasifik baik selama waktu panas atau hujan yang disertai angindan badai petir"* (Student L). Then there are 4 the students translated the text less accurately. They are the student A, C, D and E. The data is *"Efek perubahan iklim terlihat di seluru Asia, pada hari yang panas / hujan terlalu deras"* (Student E). Then there is no student translated the text inaccutaely. For the fourth sentence, there are 4 the students' translation which categorized accurate. They are the student B, C, E and J. The data is *"Itu sudah mulai mempengaruhi ekonomi juga"* (Student J). Then there are 9 the students' translation which categorized less accurate. They are the student D, F, G, H, I, K, L and M. The data is *"Awal itu mulai mempengaruhi ekonomi"* (Student F). There is no the student's translation which categorized inaccurate.

Next, in the fourth paragraph there are 2 sentences that must be translated by the students. For the first sentence, there are 7 students who translated accurately. They are the student B, C, D, E, J, K and L. The data is *"Lebih jauh lagi, pola cuaca yang bergeser telah menyulitakan petani untuk bercocok tanam"* (Student L) . Then there is no student who translated less accurately. Then there are 6 students who translated inaccurately. They are the student B, F, G, H, I and M. The data is *"Selanjutnya, perubahan cuaca yang sulit diprediksi membuat petani sulit untuk panen"* (Student I). For the second sentence of the fourth paragraph there are 9 the students' translation which categorized accurate. They are the student A, B, C, D, E, J, K, L and M. The data is *"Sebuah penelitian baru-baru ini menunjukkan bahwa karena pola cuaca yang tidak dapat diprediksi, ada banyak tanaman gagal"* (Student M). There are 4 the student's translation which categorized less accurate. They are the student F, G, H and I. The data is *"Penelitian baru-baru ini telah menunjukkan bahwa cuaca tak dapat diprediksi ada banyak kegagalan panen"* (Student H). Then there is no the students' translation which categorized inaccurate.

In the fifth paragraph there are 3 sentences that must be translated by the students. For the first sentence, all of the students translated the text accurately. The data is *"Kesimpulannya, pemanasan bumi bukan masalah yang baru jika kita bertanggung jawab untuk itu"* (Student I). For the second sentence, there are 7 the students' translation which categorized accurate. They are the student F, G, H, I, J, L and M. The data is *"Tetapi sebagai warga negara dunia kita harus mengambil setiap langkah yang memungkinkan*

untuk membantu mengatasi isu ini" (Student F). There is a student's translation which categorized less accurate. That is the student B. The data is *"Kita harus mengambil tindakan yang mungkin untuk membantu mengatasi masalah ini".* Then there are 5 the students' translation which categorized inaccurate. They are the student A, C, D, E and K. For the third sentence, there are 8 students who translated the text accurately. They are the student B, F, G, H, I, J, L and M. The data is *"Ini bukan hanya bagi kita tetapi untuk semua generasi mendatang"* (Student J). Then there is no the student who translated the text less accurately. Then there are 5 students who translated the text inaccurately. They are the student A, C, D, E and K.

The conclusion of the descriptions is that there are 57 sentences translated accurately, 43 sentences translated less accurately and 55 sentences translated inaccurately. The percentage are 55,9% data are accurate, 19% data are less accurate, and 25,1% data are inaccurate. It can be said that the students' translation in the parameter of accuracy is accurate.

1.2 The acceptability of the translation.

The acceptability of the translation analyzed according to the translation guide by an expert and the instrument of the translation quality parameters. There are 3 categories from aspect of acceptability; acceptable, less acceptable and unacceptable.

The translation categorized acceptable if the translation feels natural; the technical terms used are commonly used and familiar to readers; phrases, clauses and sentences used are in accordance with the rules of the Indonesian language. The translation categorized less

acceptable if the translation feels natural, but there is a slight problem with the use of technical terms or there are a few grammatical errors. The translation categorized unacceptable if the translation is not natural or feels like a translation work; technical terms used are not commonly used and are not familiar to readers; phrases, clauses and sentences used are not in accordance with the rules of the Indonesian languange.

In this acceptability parameter, the researcher analyzed pharagraph by pharagraph. There are 5 paragraphs of the text. The number of the paragraphs are 65. After analysing the students' translation sheet, the researcher give score to makes a calculation and find the mean of the score. Then, the researcher counts the mean of the acceptability score or the average score. After that, the researcher can conclude the quality of the students' translation in acceptability according to the standard of quality that mentioned in chapter II.
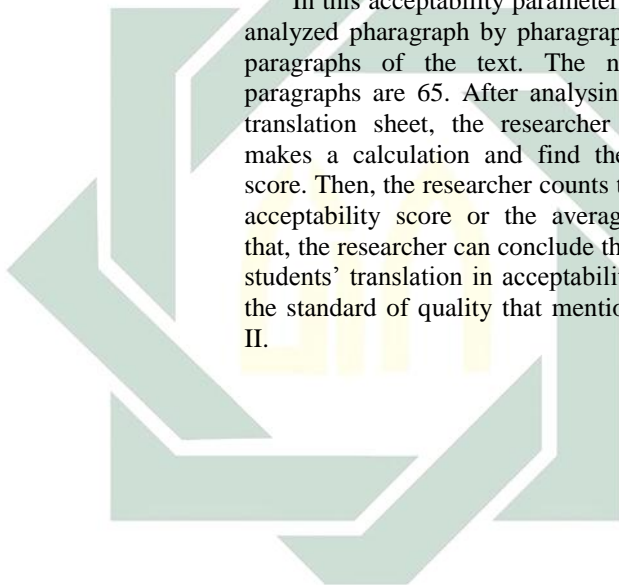
Table 4.2 The acceptability of the students' translation

STUDENT	PARAGRAPH 1			PARAGRAPH 2			PARAGRAPH 3			PARAGRAPH 4			PARAGRAPH 5			AMOUNT	AVERAGE
	A	L	U	A	L	U	A	L	U	A	L	U	A	L	U		
A		✓		✓				✓			✓		✓				
B		✓			✓			✓			✓		✓				
C		✓		✓				✓			✓		✓				
D		✓		✓				✓			✓		✓				
E		✓		✓				✓			✓		✓				
F		✓		✓				✓			✓		✓				
G		✓			✓			✓		✓			✓				
H		✓			✓			✓		✓			✓				
I		✓			✓			✓			✓		✓				
J	✓				✓		✓			✓			✓				
K		✓		✓				✓			✓		✓				
L	✓				✓		✓			✓			✓				
M		✓		✓			✓			✓			✓				
Acceptable	2			8			3			5			13			31	47,7%
Less Acceptable		11			5			10			8			-		34	52,3%
Unacceptable			-			-			-			-			-	-	

From the table 4.2, we can see the recapitulation of acceptability that there are 13 students who coded with the letter A-M. Each student is analyzed paragraph by paragraph. The description below:

In the first paragraph, there are 2 students translated the text acceptably, they are the student J and L. The data is "Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem" translated into "*Pemanasan global bukanlah masalah baru, tetapi akhir-akhir ini orang-orang mengakui bahwa kita sedang menghadapi masalah serius*" (Student J). Then there are 11 students translated the text less acceptably, they are the student A, B, C, D, E, F, G, H, I, K and M. The data is "*Pemanasan global bukanlah masalah baru, tetapi akhir-akhir ini orang-orang mengakui bahwa kita menghadapi masalah serius*"(Student G). Then there is no student translated the text unacceptably.

For the second paragraph, there are 8 students' translation which categorized to acceptable that is the student A, C, D, E, F, G, H and K. The data is "There is irrefutable evidence that human activities have changed the atmosphere of our earth" translated into "*Ada bukti yang tak terbantahkan bahwa aktivitas manusia telah merubah atmosfir bumi kita*" (Student F). Then there are 5 students' translation which categorized to less acceptable, they are the student B, I, J, L and M. The data is "*Ada bukti yang tak terbantahkan bahwa aktivitas manusia mengubah atmosfir bumi kita*" (Student I). And there is no student' translation which categorized to unacceptable.

Next, the third paragraph, the acceptable text are 5 students, they are the student G, H, J, L, M. The data are "Greenpeace organization,

Indonesia, Asia-Pasific, This has started to affect the economy as well" translated into *"Organisasi Greenpeace*. (Student G), *Asia-Pasifik.* (Student J), *Ini sudah mulai mempengaruhi ekonomi juga.* (Student J). The less acceptable text are 8 students, they are the student A, B, C, D, E, F, I and K. The data are *"Organisasi greenpeace.* (Student C), *Organisasi green peace.* (Student F), *asia-pasifik* (Student F) *Ini mempengaruhi ekonomi.* (Student B)". And there is no the text categorized to unacceptable.

In the fourth paragraph, there are 8 students translated the text acceptably, they are the student A, C, D, E, I, J, K and L. The data is "A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops" translated into *"Penelitian baru-baru ini telah menunjukkan bahwa karena pola cuaca yang tidak dapat diprediksi, ada banyak kegagalan panen"* (Student J). Then there are 5 students translated the text less acceptably, they are the student B, F, G, H and M. The data is *"Penelitian terbaru menunjukkan bahwa ada banyak tanaman gagal akibat pola cuaca tak terduga"* (Student F). There is no student translated the text unacceptably.

For the last paragraph, there are 13 students' translation which categorized to acceptable, they are the student A, B, C, D, E, F, G, H, I, J, K, L and M. And there is no the student' translation which categorized to less acceptable and unacceptable.

From that descriptions we can see the total amount of data that in the first paragraph there are 2 students' translation which categorized to acceptable, 11 students' translation which categorized to less acceptable and there is no student' translation which categorized to unacceptable. In the second paragraph there are 8

students' translation which categorized acceptable, 5 students' translation which categorized less acceptable and there is no student' translation which categorized unacceptable.

Next, in the third paragraph there are 3 students translated the paragraph acceptably, 10 students translated the paragraph less acceptably and there is no student translated the paragraph unacceptably. In the fourth paragraph there are 5 students' translation which categorized acceptable, 8 students' translation which categorized less acceptable and there is no student' translation which categorized unacceptable. In the last paragraph there are 13 students translated the paragraph acceptably, there is no student translated the paragraph less acceptably and unacceptable.

Based on the description above, it is clearly shown the distribution of the acceptability for each paragraph. From 65 data, 5 paragraph, 13 students' translation sheets, there are 31 paragraphs acceptable, 34 paragraphs less acceptable and there is no unacceptable paragraph. The percentage are 47,7% data are acceptable, 52.3% data are less acceptable, and 0% data are unacceptable. From te description above, it can be seen that the most of the data are less acceptable.

2. What are the most common error made by the students in translating analytical exposition text English into Indonesian assisted by the use of electronic ductionary?

2.1 The common error in accuracy

There are several errors in accuracy parameters. The first is word selection. There are the students who are confused by different forms of words that are displayed on that dictionary. Some choice of words displayed in this dictionary must be chosen by the students according to the

context of the sentence they are translating. For example the sentence "We started polluting our waters and airs" translated into *"Kita mengawali mencemari air dan udara"* (Data from student B). The word "started" in the sentence should be translated *"mulai"*.

The second example is "Since the time we have been industrializing" translated into *"Sejak waktu menjadi industrialisasi"* (Data student E) or *"Sejak kita memiliki industri"* (Data student G). The word "time" in the sentence should be translated *"saat"* and then the word "have" should not be translated *"memiliki"* because it is formula of perfect continuous tense that has no concrete meaning other than giving information of time.

The third example is "Climate change is apparent everywhere" translated into *"Perubahan iklim adalah nyata dimana-mana"* (Data student A). The word "is" should not be translated, because it is just conjunction to describe a situation that does not have its own meaning.

The second error that appears in the students' translation is idiom translation. The students translated word by word, so the arrangement of clauses or sentence based on the translated word. For example "These forest are used to grow crops" translate into *"Hutan digunakan untuk menumbuhkan tanaman"* (Data student I). It should be translated into *"Hutan digunakan untuk bercocok tanam"*. Then the sentence "The shifting weather patterns have made it difficult for farmers" translated into *"Perubahan pola cuaca telah membuatnya untuk petani"* (Data student H). It should be translated *"Perubahan pola cuaca telah menyulitkan petani"*.

Based on the analysis, the researcher found that there are 74 sentences from 195 sentences that have errors in word selection.

2.2 The common error in acceptability

As mentioned on the analysis, this aspect focused on the changes in the form of tenses. There are several tenses used in each paragraph of the text. For example in the first pargraph "We are facing a serious problem" the sentence indicates that the problem is happening, so we must give a statement "sedang" in the translation of Indonesian.

Then the sentence "Human activities have changed" and "The shifting weather patterns have made it difficult for farmers". The sentence indicates that has happened, then the translation in Indonesian must be given a description of the time "telah".

Based on the analysis, the researcher found that there are 34 paragraphs from 65 paragraphs that do not give information about changes in time.

B. Discussion

Thirteen students' translation sheet are used to be the data of this study. Those students' translation sheet is analyzed on by one based on two ascpect parameters of translation quality; accuracy, acceptability. The result of the research question can be seen in research finding. After the data are presented, then those are discussed in this discussion section.

In this discussion, the researcher presents those findings by reflecting on some theories related to the students' translation quality by using electronic dictionary. Based on the analysis of data, the researcher makes the conclusion whether the translation of XI IPS students are good quality or not according to the standard quality of translation by Hanifah' study[41] that mentioned in the chapter II.

For the first aspect that has been analyzed is accuracy. The accuracy of the translation is defined specifically by the correct transfer of the message of the SL. In addition, a TL must be clearly understood

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[41] H.K. Nisak, Thesis: "*An Analysis of Students' Translation Quality at the Seventh Semester of English Department IAIN Surakarta in the Academic Year 2014/2015*", (Surakarta: IAIN Surakarta, 2016), 64

and does not need any rewriting. The text can be said accurately if the meaning of the SL transferred accurately and there is absolutely no distortion of meaning[42]. Kurniadi said that the clear meaning, without any changes of the meaning is a characteristic of accurate translation[43].

Next, the text can be said less accurate if the meaning of the ST transferred accurately. However, there is still a distortion of meaning or there is a meaning that omitted which interferes with the integrity of the message. Like the data from student B *"Sejak kita mempunyai industri, kita mengawali mencemari air dan udara"* from the accurate data is "*Sejak saat kita melakukan industrialisasi, kita mulai mencemari air dan udara"*. The data from student B can be said less accurate, because there is distortion of the meaning. Therefore, the message of text can not be gained, instead it created new meaning.

Then the text can be be said inaccurate if the word meaning, technical terms, phrases, clauses, sentences or text of the source language are inaccurately transferred to the target language or deleted[44]. Like the data from the student C *"Sejak waktu telah diindustrialisasi"* from the accurate data is *"Sejak saat kita telah melakukan industrialisasi"*. The data from the student C can be said inaccurate text because its make a new meaning that is opposite of the meaning, so the word of the source text deleted.

The most common error in accuracy parameters is word selection. Students are often confused by different forms of words that are displayed on that dictionary. Some choice of words displayed in this dictionary must be chosen by the students according to the context of the sentence they are translating. Like the meaning of the word "start" that should be translated into *"mulai"*, but the student used *"mengawali, memulai"* that made the translation less accurate. In Reima's study[45] showed that 29% participants indicated that an electronic dictionary gives very brief definitions and explanations. Same as the use of line dictionary. In this dictionary, the students are given several examples of

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[42] M. Nababan, et.al., "*Pengembangan Model Penilaian Kualitas Terjemahan",Kajian linguistik dan sastra*, Vol. 24, No. 1, Surakarta, Juni 2012, 50.

[43] Kurniadi Adi Bagus, Thesis: *"Student's Translation Quality in Translating English Phrasal Verbs into Indonesian"* (Bengkulu: Universitas Bengkulu, 2014), 16.

[44] M. Nababan, et.al., "*Pengembangan Model Penilaian Kualitas Terjemahan",Kajian linguistik dan sastra*, Vol. 24, No. 1, Surakarta, Juni 2012, 50.

[45] Reima Saad Al-Jarf, *"Electronic Dictionaries in Translation Classrooms in Saudi Arabia",* Linguistica Communication, Vol. 10. (King Saud University, 2001), 131.

the use words from several different context. Therefore, some students in this present study can translate the text accurately because they read not only the meaning of the word but also the examples of using different forms of the word according to the context to be used displayed by this dictionary.

Based on the finding, there are 97 sentences translated accurately, 43 sentences translated less accurately and 55 sentences translated inaccurately from the total paragraph are 195 sentences, 13 students' translation sheets. The average score of accuracy are 49,7% data are accurate, 22,1% data are less accurate, and 22,2% data are inaccurate. It can be said that the students' translation in the parameter of accuracy is accurate. In conclusion, the students' translation quality using line dictionary is relatively good in accuracy.

The second aspect is acceptability. The sentences are included in acceptable translation if the translation feels natural; the technical terms used are commonly used and familiar to readers; phrases, clauses, and sentences used are in accordance with the rules of the Indonesian language[46].

In the acceptability parameter, the researcher put more emphasis on changing sentence forms based on tenses which when the students translate using an electronic dictionary, they are not given time information. Like the data from the student K *"Aktivitas manusia telah mengubah atmosfer bumi kita"*. The data is said acceptable because the translation is accordance the rules of Indonesian when there is use of past tense, then the translation must be translated into the past form which in Indonesian is marked by the use of a word *"telah"*.

Next, the sentences are included in less acceptable translation if the translation feels natural; but there is a slight problem with the use of technical terms or there are a few grammatical errors[47]. Like the data from the student F *"Pemanasan global bukanlah masalah baru, tetapi akhir-akhir ini orang-orang mengakui bahwa kita menghadapi masalah serius"*. From the data is categorized less acceptable. The translator should use *"Pemanasan global bukanlah masalah baru, tetapi akhir-akhir ini orang-orang mengakui bahwa kita sedang menghadapi masalah serius"*. That sentence uses present continuous tense, it means

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[46] M. Nababan, et.al., *"Pengembangan Model Penilaian Kualitas Terjemahan",Kajian linguistik dan sastra*, Vol. 24, No. 1, Surakarta, Juni 2012, 50.
[47] Ibid.

that the problem is happening so the translation should be given the information of the time *"sedang"*.

Next, the unacceptable text. The sentences are included in unacceptable translation if the translation is not natural or feels like a translation work; technical terms used are not commonly used and are not familiar to readers; phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language[48]. In this study, the students translated word by word, it can be unacceptable if the students do not really read it repeatedly. Like the data of the student A *"Pemanasan global tidak masalah baru, sebaliknya akhir-akhir ini orang-orang kita mengetahui bahwa menghadapi masalah serius"*. The data showed that the student' translation unnatural or feels like translation work, so the text is not familiar to read.

Based on the findings, the recapitulation shown that in the acceptability, there are 29 paragraphs acceptable and 36 less acceptable from the total paragraph are 65 paragraphs, 13 students' translation sheets. The average score of acceptability are 44.6% data are acceptable, 55.4% data are less acceptable, and 0% data are unacceptable. From the description above, it can be seen that most of the data are less acceptable. It can be concluded that the students' translation are mid quality in acceptability.

From the average score of each aspect above, the reasearcher conclude that the students' translation quality by using electronic dictionary is mid good quality. This was consistent to the result of the previous study conducted by Kucis et al[49] who said that the use of electronic dictionary was significant help to students regarding the quality of their translation. The other previous study conducted by Reza and Dariush[50] also said that mobile dictionary had potentials to be practical for the translation of informative text where the focus is on the accuracy of meaning.
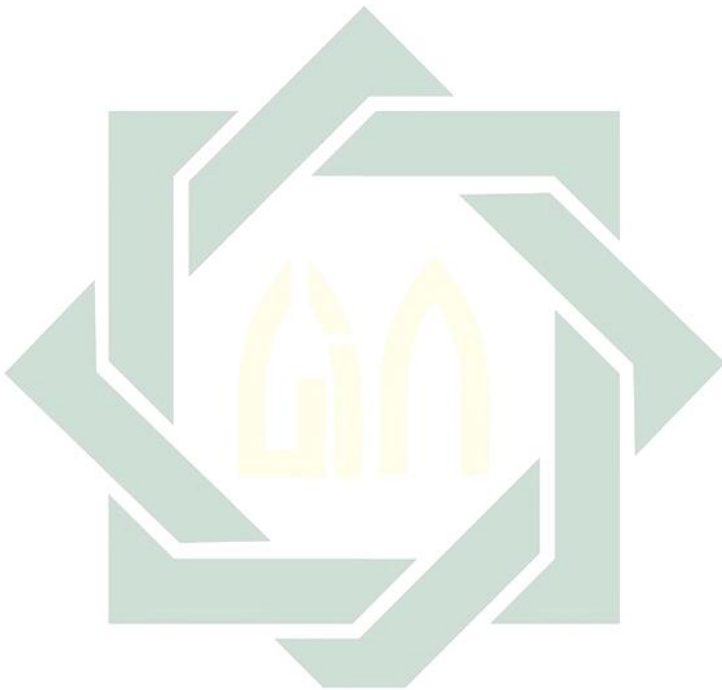
After knowing the result of the students' translation quality using electronic dictionary. This can be used as a reference or evaluation to the teacher. The teacher can reconsider what needs to be change and

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[48] M. Nababan, et.al., *"Pengembangan Model Penilaian Kualitas Terjemahan"*,*Kajian linguistik dan sastra*, Vol. 24, No. 1, Surakarta, Juni 2012, 51.
[49] Ibid 41.
[50] Reza Jelveh - Dariush Nejadansari, *"The Role of Dictionaries in Translation Performance: A Case of English to Persian Translation"*, *International Education Study*, Vol. 1, Issue 2, Science and Education Centre, North America, 2013, 41.

what needs to be improved about the strategy and the method using electronic dictionary in English learning.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter is the last discussion dealing with the students' translation quality using electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu. It focuses on conclusion and suggestion.

A.   **Conclusion**

The conclusion of the study based on two parameter aspects of translation quality by Nababan can be drawn as follows: The first aspect is accuracy. The analysis of accuracy shows that most of translation is accurate. There are 97 sentences translated accurately, 43 sentences translated less accurately and 55 sentences translated inaccurately. The percentage are 49,7% data are accurate, 22,1% data are less accurate, and 28,2% data are inaccurate.

The second aspect is acceptability. The analysis of acceptability shows that most of translation is less acceptable. There are 31 paragraphs are acceptable, 34 paragraphs are less acceptable and there is no unacceptable paragraph. The average score of acceptability are 47.7% data are acceptable, 52.3% data are less acceptable, and 0% data are unacceptable. From te description above, it can be seen that the most of the data are less acceptable.

Furthermore, the finding of this study also indicate that most of common errors made by the students in translating analytical exposition text assisted by the use of electronic dictionary in accuracy parameters is word selection and idiomatic translation. Students are often confused by different forms of words that are displayed on that dictionary. Some choice of words displayed in this dictionary must be chosen by the students according to the context of the sentence they are translating. There are 74 sentences from 195 sentences of the students' translation that have errors in word selection and idiomatic translation. And then in acceptability parameter is the changes in the form of tenses which provide time information that is not written by students in the translation. There are 34 paragraphs from 65 paragraphs of the students' translation that do not give information about changes in time.

47

It can be conclude that the students' translation quality using electronic dictionary in translating analytical exposition text English into Indonesian at second grade of MA Nurul Huda Wadeng – Sidayu is mid good quality.

B. Suggestion

Based on the conclusions above, the researcher recommends some suggestion in the following:

1. For the Student.

   The students are suggested to learn more about translation quality and do more practice in translation.

2. For the teacher.

   It is recommended for references in assessing the quality of translation. The result of this study is also expected to be evaluation material related to translation.

3. For further researcher.

   The result of this study is used as consideration for the next reseacher in conducting the study that has correlation with this thesis. It is recommended for the next researcher to conduct extended study concluding the methods and technique of translation because it is related to the result of quality translation that cannot be done in this study due of same difficulties.

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