



**STUDENTS' TRANSLATION ACCEPTABILITY IN
TRANSLATING LEGAL DOCUMENTS
IN TRANSLATION FOR SPECIFIC
PURPOSES COURSE**

THESIS

*Submitted to the English Teaching Department of Tarbiyah and Teacher Training
Faculty of State Islamic University Mahmud Yunus Batusangkar
as A Requirement to Obtain Bachelor Degree in English Teaching*

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2025



**KEBERTERIMAAN TERJEMAHAN SISWA DALAM
MENERJEMAHKAN DOKUMEN HUKUM
DALAM MATA KULIAH TRANSLATION
FOR SPECIFIC PURPOSES**

SKRIPSI

*Diajukan Kepada Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah
dan Ilmu Keguruan UIN Mahmud Yunus Batusangkar untuk Memenuhi
Salah Satu Syarat Guna Memperoleh Gelar Sarjana Strata Satu (S1)
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ISLAM NEGERI (UIN) MAHMUD YUNUS
BATUSANGKAR**

2025



قبول الترجمة الطلابية في ترجمة المستندات القانونية في دورة الترجمة للأغراض الخاصة
الوصف

الرسالة العلمية

مقدمة إلى كلية التربية وعلوم التعليم قسم تعليم اللغة العربية
شرطا للحصول على درجة البكالوريوس في علم اللغة الإنجليزية

فوزية ولادري

الرقم التسجيل : ٢١٣٠١٠٤٠٢٣

قسم التعليم اللغة الإنجليزية

كلية التربية وعلوم التعليم

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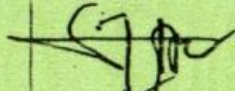
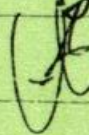
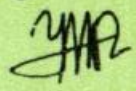
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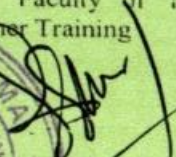
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ABSTRACT

FAUZIAH WILLADRI, NIM 2130104023, thesis with title **“STUDENTS’ TRANSLATION ACCEPTABILITY IN TRANSLATING LEGAL DOCUMENT IN TRANSLATION FOR SPECIFIC PURPOSES COURSE”** English Teaching Department, Faculty Of Tarbiyah And Teacher Training, State Islamic University of Mahmud Yunus Batusangkar.

The problem that exists in this study is that many students do not know the form of acceptable translation, so that many mistakes are found in translating a text so that it does not match the cultural acceptability of the target language. The purpose of this study is to find and explain the acceptability of student translations when translating legal documents in the Translation for Specific Purposes course at the English Department at UIN Mahmud Yunus Batusangkar in the 2023/2024 academic year.

This research uses a qualitative approach with content analysis. The key instrument of this research is the researcher herself and the main instruments in this research are documents. This data is taken from the Midterm exam results in the Translation for Specific Purpose course at UIN Mahmud Yunus Batusangkar in the 2023/2024 academic year, totaling 8 documents. This data is analyzed using Nababan's theory of acceptability in translation, which consists of 3 levels, namely acceptable, less acceptable, and unacceptable.

Based on the results of the study, it was found that among the 8 legal documents translated by the students, only 1 was deemed acceptable, 5 were classified as less acceptable, and 2 were determined to be unacceptable. This is because there were still many students who did not understand the acceptable translation, as evidenced by the level of their legal document translation results, which were held less acceptable, because their translation results were still not in accordance with the terms used by Indonesian culture, there were still many grammar errors, and also the use of punctuation. Although some of the translations look natural, they still use terms that are difficult for the target readers to understand.

ABSTRAK

FAUZIAH WILLADRI, NIM 2130104023, judul skripsi: "**STUDENTS' TRANSLATION ACCEPTABILITY IN TRANSLATING LEGAL DOCUMENT IN TRANSLATION FOR SPESIFIC PURPOSES COURSE**" Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini adalah banyak mahasiswa yang tidak mengetahui bentuk terjemahan yang berterima, sehingga banyak ditemukan kesalahan dalam menerjemahkan sebuah teks sehingga tidak sesuai dengan keberterimaan budaya bahasa sasaran. Tujuan dari penelitian ini adalah untuk menemukan dan mendeskripsikan keberterimaan hasil terjemahan mahasiswa ketika menerjemahkan dokumen hukum pada mata kuliah *Translation for Specific Purposes* di Jurusan Tadris Bahasa Inggris UIN Mahmud Yunus Batusangkar tahun ajaran 2023/2024.

Penelitian ini menggunakan pendekatan kualitatif dengan analisis isi. Instrumen kunci dari penelitian ini adalah peneliti sendiri dan instrumen utama dalam penelitian ini adalah dokumen. Data penelitian ini diambil dari hasil ujian akhir semester mata kuliah *Translation for Specific Purpose* di UIN Mahmud Yunus Batusangkar tahun ajaran 2023/2024 yang berjumlah 8 dokumen. Data ini dianalisis dengan menggunakan teori keberterimaan dalam penerjemahan dari Nababan, yang terdiri dari 3 tingkatan, yaitu berterima, kurang berterima, dan tidak berterima.

Berdasarkan hasil penelitian, ditemukan bahwa dari 8 dokumen hukum yang diterjemahkan oleh para mahasiswa, hanya 1 dokumen yang dinilai berterima, 5 dokumen yang dinilai kurang berterima, dan 2 dokumen yang dinilai tidak berterima. Hal ini dikarenakan masih banyak mahasiswa yang belum memahami terjemahan yang berterima, terbukti dari tingkat keberterimaan hasil terjemahan dokumen hukum mereka yang dinilai kurang berterima, karena hasil terjemahan mereka masih belum sesuai dengan istilah-istilah yang digunakan oleh budaya Indonesia, masih banyak kesalahan tata bahasa, dan juga penggunaan tanda baca. Meskipun beberapa hasil terjemahan terlihat natural, namun masih menggunakan istilah-istilah yang sulit dimengerti oleh pembaca sasaran.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Given the realities of globalization, translation is an essential tool, particularly for those who lack proficiency in foreign languages. As a means of communication, translation serves to facilitate cross-cultural and cross-linguistic understanding, which aims to understand others in certain intentions. The term "translation" is defined as the act of transferring texts from one language to another, with a focus on maintaining the intended meaning and message.

Translation represents a component of communication that can be conducted in written form. It is defined as an activity that transfers information or messages from one language (the source language) into another (the target language). In line with the definition provided by Irawati (2019), translation is generally understood as the act of substituting one set of textual material, expressed in a given language (the source language), with an equivalent set of textual representations, expressed in a second language (the target language). In this context, it is the responsibility of the translator to convey the intended message of the source text to the target audience in a way that is both comprehensible and appropriate within the context of the target text.

Despite the fact that translation course is a crucial subject for students majoring in English, as it is a required competency outlined in the academic curriculum. English majors must possess the ability to translate English into text or oral formats in accordance with the standards set forth by the academic community.

As posited by Ye (2023), the importance of learning translation for students can be summarized as follows: firstly, it enables students to gain a more in-depth comprehension and practical application of language knowledge, to enhance their capacity for effective and articulate communication in the English language, and develop their skills in intercultural communication.

Secondly, students have the opportunity to enhance and expand their vocabulary, grammar, and linguistic proficiency, to elevate their comprehension and interpretation skills, and to develop their critical thinking and communication abilities in English. This will facilitate students' learning and mastery of English in a more effective and comprehensive way, establishing a strong foundation for their language development.

Translation is one of the courses at the Mahmud Yunus Batusangkar state Islamic university especially in English subject department. This course is taught in semester 5 and semester 6, in semester 5 students study about translation, here students are required to know about translation in depth, starting from the definition, types, translation process, translation principles. As well as being able to translate a text whether it is narrative text, descriptive text, expository text, news, idioms and students are required to be able to use various translation applications. In semester 6 students study Translation for Specific Purposes. In this course they will translate a legal document from source language (English language) to target language (Indonesian language). A legal document is a text that contains important information related to the law. Such as certificates (award, death, birth, divorce) agreements, etc. When translating a legal document there are various different forms of translation and most of them do not pay attention to Translation Quality Assessment. The assessment of translation quality is essential to ensuring that the translated document is accurate, acceptable, and readable. One of the most significant aspects that translators must take into consideration is the acceptability of the translation, therefore how is the appropriate standard for evaluating the acceptability of a translation.

While acceptability in translation is used to describe the extent to which a translation adheres to the linguistic and cultural norms of the target language. A good translation must fit well with the linguistic and cultural norms of the target language, resulting in a natural and easily comprehensible text for the reader. This means that when people read the translated text, they should be

able to grasp its meaning and relate it to the situation described (McDonald,2020).

Based on the preliminary research through mini interview with students who took this translation for specific translation course in the 2023/2024 academic year, it was found that some students still did not know how to form a translation that was acceptable and in line with the norms and standards of the target language which is Indonesian language. For example, when students translate an award certificate which is a legal document, there is a sentence from the source language “The presidents and Fellows of Harvard College” translated by students into “*Presiden dan rekan kerja perguruan tinggi Harvard*” the results of this translation confused the readers, because in Indonesian culture, the term “*presiden*” is used for people who lead a country, so the word “*presiden*” is not suitable to be used in college terms. In Indonesian culture, people who lead a university, dubbed as “*Rektor*”. But there are also some students who translate it with the term “*Rektor*”. This phenomenon makes the researcher interested in studying more deeply about acceptable translation in translating legal documents in accordance with the cultural context and norms of the target language.

There are several previous research that focused on acceptability in translation, the first journal is from Humaira, Violita & Felicia (2024) the research has been conducted on the theme of the acceptability of English to Indonesian translations on Google Translate, with a particular focus on the use of reduced clauses in such translations. Rezqi & Hardi (2022) has conducted research related to translation, with the theme of the acceptability of translations produced by students in the English department in relation to puns within humorous texts. Azti, Nababan, & Djatmika(2019) has conducted research on the theme of comparative analysis of the acceptability of two edited and unedited translations of the novel “After You”.

While numerous studies have examined the acceptability of translations, there are still significant gaps in the existing research. One such area that has not been extensively explored is the acceptability of translating legal

documents. This research aims to address this gap by revealing the acceptability of translating legal documents within the context of the Translation for Specific Purposes Course.

B. Research Focus and Question

In light of the contextual background presented in the given problem, the researcher has concentrated her research efforts on the acceptability of students' translations of legal documents consists of award certificate, death, birth, agreements, wills, etc. The focus is on the award certificate as a primary source of information in translation for specific purposes course.

In accordance with the focus of the research presented above, the following research question is proposed as: "How acceptable are students translation in translating legal documents with the form of award certificate in translation for specific purposes course?"

C. Definition of Key Terms

To avoid any ambiguity or confusion regarding this research, the researcher will provide a definition of the key term used in this study as follows:

1. Acceptability means that how well a translation follows the rules, cultural norms, and language style of the target culture, ensuring it is natural and comprehensible for the target audience.
2. Legal documents is sources of legal rules and facts and as tangible objects, such as paper or digital files, that hold significant legal information. The document itself is classified into five categories, which are as follows: certificate, transcript, contract, and memorandum of understanding.
3. Award certificate, which is defined as a legal document that formally recognizes an individual's accomplishment. It can be issued in written or electronic form.

4. Translation for Specific Purposes is one of the courses in the English subject department of the educational institution provided by UIN Mahmud Yunus Batusangkar which requires students to demonstrate proficiency in translating texts from English to Indonesian for specific purposes.

D. Purpose of the Research

To respond to the central research question, the aim of this study is to find out and describe how acceptable are students translation in translating legal document with the format award certificate in translation for specific purposes course.

E. Significance of the Research

It is anticipated that the findings of this research will prove useful and informative to all readers, including the researcher, as well as to lecturers and students. Further information can be found in the following section:

1. English Students

The findings of this research are aimed at providing information and knowledge to all students at UIN Mahmud Yunus Batusangkar, with a particular focus on students majoring in English language education. Related to how the form of translation is acceptable and in accordance with each culture.

2. Translation Lecturer

The results of this study can provide valuable knowledge for teachers on how acceptability translations result and it can function as a point of reference, facilitating improvements in the quality of teaching Translation for Specific Purposes.

3. Researcher Herself

The completion of this research project will assist researchers in gaining new insights into how the form of acceptable translations that are in accordance with each culture. Moreover, this research is intended to fulfill one of the requirements for writing a thesis proposal.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Translation

a. Definition of Translation

Different experts have various definitions of translation, but their definitions often share similar purposes. In this research, the definition of translation used by the researcher is based on several experts' perspectives, which serve as references for understanding the concept of translation. Catford (1974) explained that translation can be defined as the process of replacing a given text in one language—referred to as the source language (SL)—by equivalent text in another language, designated as the target language (TL). In essence, translation denotes the process of transferring written content from one linguistic system (the source language) to another (the target language), with the objective of conveying the original meaning in the target language with equivalent written material. Essentially, it's about the transfer of meaning from one language to another while maintaining the integrity of the original text.

As outlined by Newmark (1988) defines the term "translation" as "the rendering of a text's meaning into another language in a way that is consistent with the author's original intent". This definition has the same meaning as Catford, which explains that making sure that the translation reflects what the author intended, so the new language version has the same message and feelings as the original.

In addition, Hatim and Munday (2004: 6) translation can be defined as the process of transferring a written text from the source language (SL) to the target language (TL). It means taking a piece of writing in one language (the original text) and changing it into a new piece of writing in another language (the target text).

Translation can be defined as the process or the result of transforming a written text or texts from one human language to another. This process generally requires a significant degree of resemblance or correspondence with respect to the source text (Colina, 2015).

In accordance with the previously proposed definitions, it can be assumed that translation involves transferring written content from the original linguistic form, or source language, to the final, translated version, or target language while keeping the message and nuances of the original text unchanged.

b. Importance of Translation

According to Abdullateef (2001) cited in (Sahebi, 2019) translation is essential when learning a foreign language as it helps students understand the new language better and reduces errors influenced by their native language. By translating, lessons become more meaningful as students are actively engaged. In addition, translation also helps teach grammar by pointing out the differences and similarities between the language being learned and the student's native language.

Muchtar & Kembaren (2016) stated that the importance of translation is only about 10% of the world's population speaks English, so there is a significant opportunity to reach non-English-speaking markets through translation services. As internet usage for transactions continues to grow, translating website content into other languages becomes increasingly important. In business, translation services play a crucial role in connecting with global markets because skilled translators understand cultural nuances and can make your message appealing to people in different languages. Since English is not widely used everywhere, proper translation is essential for reaching those customers.

Additionally, books and literary works need to be translated into various languages so people in different countries can enjoy them. For companies, translating websites, emails, and brochures is vital for

marketing and business growth. While large companies often have the budget for translation services, smaller businesses can also benefit, particularly when dealing with international clients. Furthermore, advanced technology now makes it easier to use translation services for international meetings and negotiations, helping to overcome communication and cultural differences and enriching your message.

Translation can be considered the process of revitalizing a text by transposing it into a different language. The resultant text is a distinct version, almost as if it were an original work in its own right. This positive conceptualization of translation underscores its significance. Translation serves as a conduit, fostering connections between disparate cultures and transcending temporal boundaries, thereby facilitating the exchange and comprehension of ideas across linguistic and historical boundaries (Bassnett,2002).

In accordance with the expert opinions presented above, it can be concluded that translation is very important for learning new languages and for global business. It helps students understand a new language better by connecting it to their native language, making lessons more interesting and easier to grasp. For businesses, translation is key to reaching markets where English isn't commonly spoken, improving online presence, and communicating effectively with international clients. As the world becomes more connected, being able to translate well helps you reach more people, promote products, and build strong relationships across different cultures.

c. Types of Translation

According to Jakobson (1959) cited in (Mughtar & Kembaren, 2016) describes three types of translation, such as:

1) Intra-lingual translation

Intra-lingual translation means taking a text and changing it into a different form or style, but still keeping it in the same language. For

example, if someone takes a poem written in Indonesian and rewrites it as a prose story also in Indonesian, the presented example represents a case of intra-lingual translation.

2) Inter-lingual translation

Inter-lingual translation is when take a message from one language and change it into a different language. For example, taking the meaning from the SL (English) and putting it into the TL (Spanish).

3) Inter-semiotics translation

This kind of translation means changing a text into a different format or system, like turning a book into a movie. For example, taking the story from one format (a book) and adapting it into another format (a movie).

While Larson (1984) cited in (Prasetya, Hartono and Yuliasri, 2019) explains two types of translation:

1) Form-based translation

Form-based translation focuses only on translating the exact structure and words of the original text. It tries to match the form, or the way the text is written, rather than focusing on the meaning or context.

2) Meaning-based translation

Meaning-based translation is the opposite approach. The role of a translator is to faithfully convey the intended meaning of the source text., rather than just copying its structure or exact words. The primary objective is to ensure the main idea is clearly understood in the target language.

In addition Das (2015) divide translation into four types, as follows:

1) Literal Translation

This translation method is characterized by its adherence to word-for-word translation, with a focus on keeping the original words and structure as much as possible.

2) Phonological Translation

This process aims to modify the sounds of words from the source language to similar sounds in the target language, with a focus on the pronunciation of the words.

3) Graphological Translation

This process involves the modification of text elements, such as letters or writing styles, to align with the writing system of the target language. The result is a transformation of the text's appearance, ensuring its compatibility with the target language's writing conventions.

4) Grammatical Translation

This process entails adjusting the grammatical structure of the source text so that it aligns with the grammatical conventions of the target language. However, it does not involve any modification to the lexical content of the source text.

Catford (1978) cited in KüçükBEZİRCİ (2018) proposes a types or classification of translation in accordance with the the *extent* of translation (Full vs. Partial Translation), *levels* of translation (Total vs. Restricted Translation), and *ranks* of translation.

1) Full vs. partial translation

Full and partial translation refer to how much of a source language (SL) text is translated into the target language (TL). A text can be any piece of language, such as a book, chapter, sentence, or even a small fragment. In a full translation, every part of the original text is translated into the new language, leaving nothing untranslated.

On the other hand, a partial translation means that some parts of the original text are left untranslated and included as they are in the

new text. This is common in literary translation, where certain words or phrases from the original language might be kept to preserve cultural elements or because they are difficult to translate. These untranslated words are not technically "translated" but are instead transferred into the new text.

Although the distinction between full and partial translation isn't a strict linguistic rule, it is helpful to use the term "partial translation" to describe cases where only some parts of the text are translated, as opposed to the more technical term "restricted translation," which has a specific linguistic meaning.

2) Total vs. Restricted Translation

The distinction between total and restricted translation is about which levels of language are involved in the translation process. Total translation refers to replacing the grammar and vocabulary (lexis) of the source language (SL) text with equivalent grammar and vocabulary in the target language (TL). Additionally, the sounds (phonology) or writing system (graphology) of the SL are replaced by the TL's sounds or writing system, but these replacements are not equivalent in the same way grammar and vocabulary are. For example, while grammar and vocabulary aim for meaningful equivalence, changes to phonology or graphology are more about adapting to the TL system.

On the other hand, restricted translation focuses on just one level of language, such as phonology or graphology, without fully translating grammar or vocabulary. For instance, in phonological translation, the sounds of the SL are replaced by equivalent TL sounds, but the grammar and vocabulary are not intentionally translated—any changes in these areas happen by accident. Similarly, in graphological translation, the SL writing system is replaced by the TL writing system, but grammar and vocabulary remain untouched, except for incidental changes.

In summary, total translation works across multiple levels (grammar, vocabulary, and sometimes sound or writing), aiming for meaningful equivalence, while restricted translation operates at only one level, such as sound or writing, with limited or accidental changes to other levels.

3) Rank of Translation

The rank of translation refers to the grammatical level (or rank) at which translation equivalence is established. In *normal total translation*, equivalences can occur at any level of the grammatical hierarchy, such as sentence-to-sentence, phrase-to-phrase, or word-to-word. These shifts between ranks happen naturally to ensure the translation makes sense in the target language (TL). This type of translation, where equivalences move freely between ranks, is called unbounded translation.

However, some translations deliberately limit equivalences to a specific rank, such as word-to-word or morpheme-to-morpheme. This is known as rank-bound translation. For example, early machine translations often focused on word-to-word equivalences, which can be useful for basic comparisons between the source language (SL) and TL but often result in poor quality translations. Rank-bound translations can fail to produce meaningful or appropriate results because they don't adapt to the structure or idiomatic expressions of the TL.

The terms *free*, *literal*, and *word-for-word translation* relate to this concept. Word-for-word translation sticks strictly to a rank-bound approach, usually at the word level, and may include morpheme-to-morpheme equivalences. Literal translation is slightly more flexible—it often starts with a word-for-word approach but adjusts to the TL's grammar, making it a group-to-group or clause-to-clause translation. On the other hand, free translation is unbounded and prioritizes meaning over form. It often works with larger units,

like sentences or paragraphs, and adapts to the TL's natural expressions and idiomatic requirements.

In summary, translations can range from rigidly rank-bound, like word-for-word translation, to more flexible and natural, like free translation. Each type has its uses but also limitations, depending on the purpose and context of the translation.

Tabel 1
Types of Translation

No	Expert	Technique
1.	Jakobson in (Mughtar & Kembaren, 2016)	1. Intra-lingual translation 2. Inter-lingual translation 3. Inter-semiotics translation
2.	Larson in (Prasetya, Hartono and Yuliasri, 2019)	1. Form-based translation 2. Meaning-based translation
3.	Das (2005)	1. Literal Translation 2. Phonological Translation 3. Graphological Translation 4. Grammatical Translation
4.	KüçüKBEZİRCİ (2018)	1. Full vs. partial translation 2. Total vs. Restricted Translation 3. Rank of Translation

d. Criteria of Good Translation

According to Larson (1984) cited in (Hamdan & Hussein, 2024) explains that a good translation must follow three criteria:

1) Accuracy

The translation should evaluates wheter the meaning of the original text is identical to that of the translated text (TT). Sometimes, translators might leave out or add information when

creating the TT and ensures that no incorrect information is provided during the translation process.

2) Clarity

The translation should ensure that the translation is easily comprehended by the intended audience. While a translation may be accurate, it may still be hard for people to understand. Therefore, the translation should be as clear as the original text, avoiding lexical or syntactic ambiguities that lead to confusion.

3) Naturalness

Whether a translation can be accurate and clear but still sound unnatural. This happens when the words, sentence structure, or style in the target text feel unnatural to the readers.

For Nababan (2012) cited in (Noverino & Sumiati, 2021) claimed that a quality translation should fulfill the following three criteria:

1) Accuracy

Accuracy refers to a key concept in evaluating translation work, concentrating on the similarities the source and destination languages are to one another. It assesses how faithfully the meaning, content, and the translated version captures every nuance of the original text.

2) Acceptability

Acceptability refers to suitability of a translation is determined by its alignment with the norms, values, and the target language's cultural background, both at the macro and micro levels. This involves ensuring that the translation not only accurately reflects the linguistic elements but also respects cultural nuances, societal expectations, and contextual factors that shape how the target audience interprets the text.

3) Readability

Readability aspect looks at how easy it is to understand a translated text. It assesses whether the translation is clear and accessible to readers.

Referring to Tytler & Munday (2010) cited in (Pandhika & Emmiyati, 2020) offers three basic principles of a good translation:

- 1) The original work's concepts should be fully conveyed in the translation, with nothing removed.
- 2) The translation has similar style and tone of the writing with original maintaining the same character.
- 3) The translation should flow seamlessly and naturally, giving the impression that it was originally composed in the target language.

Tabel 2
Criteria of Good Translation

No	Expert	Criteria of Good Translation
1.	Larson in (Hamdan & Hussein, 2024)	1) Accuracy 2) Clarity 3) Naturalness
2.	Nababan in (Noverino & Sumiati, 2021)	1) Accuracy 2) Acceptability 3) Readability
3.	Tytler & Munday in (Pandhika & Emmiyati, 2020)	1) Translation must capture all ideas from the original text. 2) The translation should preserve the original style, tone and character. 3) The translation should read smoothly and naturally.

2. Legal Documents

a. Definition of Legal Documents

A legal document is a written paper that has important information related to the law. It includes two main things: legal rules (which tell us what is allowed or not allowed) and legal facts (which are details about something that happened or actions people took). These documents are

used in courts or legal processes to help make decisions (Gostojić & Marković, 2019).

On the other hand, a legal document is something that holds important legal information. It is like a form or paper that contains details that are important in a legal context. It not only records the information but also physically carries it. So, it is both a source of information and a real item (such as a paper or digital file) that can be used for legal purposes (Yurii et al.,2019).

Based on the opinions of these experts, legal documents almost have the same meaning. Therefore, the researcher can conclude that a legal document serve as sources of legal rules and facts and as tangible objects, such as paper or digital files, that hold significant legal information. Legal documents have a dual role, as follows: They provide essential information to clarify what is permitted or prohibited under the law and capture details relevant to a particular legal event or action. Legal documents are essential in court or legal proceedings to guide decision-making. As such, legal documents serve not only as carriers of information but also as important instruments in legal proceedings.

b. Types of Legal Documents

As explained by Ishom (2017) in his research on the form of legal documents, legal documents consist of various forms, including:

1) Authentic Deed and Underhand Deed

An authentic deed is defined as a deed that must be made in accordance with the relevant laws and regulations and signed by an authorized official. Such documents include notarial deeds, verdicts, court minutes, confiscation proceedings, marriage, birth, and death certificates, as well as deeds under the hand, which are deeds made and signed by the relevant individuals.

Deeds under the hand are used in situations where the document is to be signed by the parties who agree, such as in wills, house lease agreements, and sale and purchase agreements.

2) Legal Opinion and Legal Audit

A legal opinion is a statement provided by an advocate or legal consultant regarding a legal matter that has been requested by the client and is related to business. Furthermore, a legal opinion may be sought in matters pertaining to family or personal law.

In contrast, a legal audit is a process of examining and/or assessing legal issues pertaining to a company and other legal matters.

3) Legal Memorandum

A legal memorandum is a document that presents a legal assessment in order to address specific legal issues encountered by legal subjects in particular cases or situations. It is a common misconception that legal memoranda are solely the preserve of legal practitioners such as advocates and legal consultants. In fact, they can also be prepared by academics, including law students.

4) Memorandum of Understanding/Letter of Intent (MoU/LoI)

A memorandum of understanding (MoU) or letter of intent (LoI) is not, in and of itself, a legally binding agreement between the parties involved. However, if the MoU or LoI has effectively regulated and determined the rights and obligations of the parties, it may be considered a legally binding agreement.

According to Akhiroh & Fatimah (2016), legal documents can be categorized into two main types:

1) Official University Documents

- a) Memorandum of Understanding (MoU), A formal agreement between a university and other institutions, whether domestic or international, outlining cooperation in academics, research, and exchange programs for students or faculty.

b) Diplomas, Academic Transcripts, and certificate

Official records that validate a student's educational accomplishments, often required for further studies or employment. Like academic certificate and certificate of appreciation.

2) Legally Binding Official Records

a) University-issued documents such as diplomas and transcripts hold legal recognition by educational institutions and government authorities.

b) Other legal documents, including birth, marriage, and divorce certificates, also possess legal significance and often require precise translation for administrative and legal use.

Meanwhile, Rabacov (2012) classifies legal documents, particularly written ones, into two broad categories:

1) Numeric Documents

a) Formal Public Numeric Documents

Issued by government bodies, these documents pertain to the general public and are represented in numerical data or figures. Examples include economic, legal, and cultural statistics, academic certificates, various administrative acts, population and housing censuses, financial and economic reports of enterprises, and statistical records.

b) Informal Public Numeric Documents

These contain statistical information, research findings, tables, and graphs found in books, magazines, newspapers, statistical studies, and other published materials.

2) Non-Numeric Documents

a) Public Non-Numeric Documents

These represent historical or regional aspects, including books (both scientific and literary), newspapers, magazines, entertainment materials, posters, and monographs.

b) Formal Personal Non-Numeric Documents

These provide insights into societal structures, social organization, and individual or community data. Examples include birth and marriage certificates, identity cards, property ownership documents, and wills.

c) Informal Personal Non-Numeric Documents

These are private records that offer details about an individual's life experiences, cultural traditions, social structures, and economic conditions. Examples include personal diaries, family genealogies, letters, and social biographies.

3. Award Certificate

a. Definition of Award Certificate

Award certificates symbolize their mastery or expertise in an area of learning or practice. Award certificates given at the end of a course of study indicate the expected acquisition of knowledge, skills and aptitude in an area of study or practice. It can also imply that the person certified has the minimum level of skills to begin lifelong learning in the specified field, this certificate is a mark of distinction, identity and authenticity. It carries not only authority, but also assurance that the holder can be trusted in whatever field of knowledge or capacity it represents (Owusu-Ansah, M. C., Brew, K. A. & Poku, R. A., 2021).

Collins Cobuild Advanced Dictionary of English (2009) defines award certificate in several ways. In one such definition, award certificate is described as “an official document certifying that certain facts are true”. In this definition, the role of a certificate is one of affirmation of fact, regardless of its domain. In the second definition put forward by Collins, he describes a certificate of award as “an official document you receive when you have completed a course of study or

training”, and adds further that qualifications obtained in the process can also be referred to as certificates of award.

From these definitions, it is evident that award certificates hold both practical and symbolic significance. Practically, it validate an individual’s knowledge and skills, which can enhance career prospects and credibility. Symbolically, it represent a milestone in education or professional development, instilling a sense of achievement. Furthermore, the assurance it provide means that institutions and employers can rely on the competency of the certificate holder. This underscores the importance of award certificates in academic, professional, and personal growth. In essence, award certificates are more than just pieces of paper, it function as crucial tools in the validation of skills, knowledge, and trustworthiness in various fields.

b. Types of Award Certificate

According to Hendrik (2021), there are several types of award certificates, including:

1) Professional Certification

This certification is given to individuals who have met competency standards in a particular field. Usually, this certification is issued by professional institutions or authorized certification bodies. The aim is to ensure that a person has sufficient skills and knowledge to carry out work in their profession.

2) Product Certification

This certification is given to products to ensure that the goods or services have met the applicable quality, safety, and regulatory standards. Usually, this certification is issued by an organization that oversees a particular industry.

3) System Certification

This certification is given to organizations or companies that have implemented certain management systems in accordance with

nationally or internationally recognized standards. The aim is to ensure that the organization is carrying out best practices in its operations.

According to Bayu (2024) the types of award certificates consist of:

1) Certificate of Education

Awarded to individuals who have completed a formal or non-formal education program. Such as a Bachelor's Diploma, Diploma, or certificate of a certain skill course.

2) Professional Certificate

Indicates that an individual has competence in a particular professional field. Such as Certified Public Accountant (CPA) for accountants, or Certified Information Systems Security Professional (CISSP) for information security professionals.

3) Certificate of Technical Expertise

Awarded to individuals who have demonstrated expertise in a specific technical field. Such as the Microsoft Certified Solutions Expert (MCSE) Certificate for IT professionals, or the Cisco Certified Network Associate (CCNA) for networking specialists.

4) Language Certificate

Indicates one's ability to master a particular language. Such as TOEFL or IELTS for English, or JLPT for Japanese.

5) Training Certificate

Awarded upon completion of a specific training program. Such as project management training certificate or leadership training certificate.

c. Generic Structure of Award Certificate

According to Owusu-Ansah, M. C., Brew, K. A. & Poku, R. A. (2021) the general structure of writing on award certificates, especially award certificates in the field of education:

1) Name of awarding institution

The name of the awarding institution (university or organization that issued the certificate) is important on academic certificates. The name is usually placed at the top of the certificate. The name of the university helps people understand the academic focus of the institution. For example, “Harvard University”. The university name is also important for students and professionals. Employers and educational institutions use it to verify where the certificate holder studied.

In addition, the university name helps build the reputation and identity of the institution. If a certificate lacks the name of the awarding institution or if it is written incorrectly, the certificate may be considered invalid for further education, employment, or legal purposes.

2) Logos and emblems

Just like the name of the awarding institution, the logo or emblem of the university is also important. A logo (short for logotype) is a special design or way of writing an organization’s name. It appears on official documents, advertisements, and products of the institution. Logos represent the visual identity of an institution. In most certificates, the logo is placed near the university’s name. Some universities put their logo at the top of the certificate, but in most cases, it appears after the institution’s name.

One important function of logos is security. Since logos often have unique designs, they are hard to copy without special software. This makes it difficult for fraudsters to create fake certificates for illegal purposes. Logos also carry meaning, such as the university’s history or academic focus.

3) Introductory wording

A short introduction before the name of the certificate holder. These statements were usually very brief, but they contained

important words like "certify," "confer," and "grant." The word "certify" in an academic certificate means that the university officially confirms that the person has completed their courses and is qualified to receive the certificate. This also means the person can legally use the certificate for any valid purpose, such as applying for jobs or further education.

4) Name of the certificate holder

Every certificate includes the name of the student who earned it, and the name must be correct; otherwise, the certificate becomes invalid. To avoid mistakes, universities must carefully check the names before printing. Some universities also include the student's date of birth for identification purposes. For example, Universiteit Gent in Belgium prints both the birth date and place of birth on its certificates.

KNUST in Ghana has a unique practice of adding titles like "Mrs," "Miss," or "Ms" to the names of female graduates to indicate their marital status. However, this is not common in other universities. While this might seem interesting, it could be a problem for people who do not wish to be identified by gender. Another university, Georg-August-Universität Göttingen in Germany, includes both the birth date and place of birth, while some institutions only print the date of birth along with the name.

5) Statement of achievement

Academic certificates usually include a statement saying that the student has met the requirements to receive the certificate. However, not all certificates have this statement. This statement sometimes mentions the institution's authority to give the certificate. For example, Universiteit Gent refers to the Flemish Qualification Structure and the European Qualifications Framework for Lifelong Learning to explain the level of the certificate.

6) Date of award

Academic certificates are usually given out during official events on specific dates, and these dates are printed on the certificates. One benefit of including the date is that it helps confirm when the certificate was issued. This makes it harder for people to create fake certificates because they may not know the exact date. Along with the university logo, the date acts as a security feature. Most universities use the day-month-year format for dates. Most importantly, the date on a certificate shows when the university officially gave the certificate and granted rights to the certificate holder.

7) Name of programme

The name of the program the student studied and, if applicable, the class they graduated in (like first class, second class, etc.). All the certificates in this study included this information. Students choose specific programs to study, which consist of many courses they must pass. The certificate usually shows the program name, and sometimes it also includes the class to show how well the student performed (high, average, or low). For postgraduate degrees like doctorates, the class information is usually not included. It's very important that the people who collect students' information make sure the program name is correct, just like the student's name. If the program name is wrong, it can make the certificate invalid, just like with mistakes in the student's name.

8) Signature specimen of officials

All academic certificates must be signed before they are given to students. The signatures of high-ranking university officials appear at the bottom of the certificate. These officials have the authority to sign because they represent the university and confirm that the student has completed their studies. If a certificate is not signed, it is not valid. Signatures are important because they help prevent

forgery. Although signatures can be copied, experts can use forensic methods to check if a signature is real or fake. This makes it harder for people to create fake university certificates.

In addition, Badan Nasional Serifikasi Profesi (2018) divide the general structure of certificate writing usually includes the following elements:

1) Certificate Title

The title of the certificate is the first part that is immediately visible to the recipient and others who see it. This title should reflect the type of certificate being awarded, for example:

- a) Certificate of Competence, awarded to someone who has met competency standards in a particular field.
- b) Certificate of Training, awarded to participants who have completed a specific training program.
- c) Certificate of Completion, often used in an international context to indicate completion of a course or training.
- d) Certificate of Appreciation, are given as a token of appreciation for a particular achievement or contribution.

The title of the certificate is usually printed in large, bold letters to make it stand out from the rest.

2) Certificate Number

Each certificate generally has a unique number that is used for identification and administrative record keeping. This certificate number helps in:

- a) Making it easier to verify the authenticity of the certificate.
- b) Avoiding duplication or forgery.
- c) Providing a clear record-keeping system for the issuing institution.

The format of the certificate number may vary depending on the issuing body's policy. For example, the National Board for Professional Certification (BNSP) uses a combination of numbers

and letters that includes the year of issue, work unit code, and issue sequence number.

3) Certificate Award Statement

This section contains an official statement that the certificate is awarded to someone who has met certain criteria. For example:

“This certificate is awarded to [Recipient Name] as proof of having completed the 'Project Management' training organized by [Institution Name] on [Implementation Date].”

This statement should be clear and formal to avoid misunderstandings about the purpose and validity of the certificate.

4) Recipient Name

The recipient's name must be written completely and correctly according to official documents such as KTP or passport. Errors in writing the name can cause the certificate to be considered invalid or difficult to verify. Some institutions even ask participants to write down the name officially before the certificate is printed to avoid mistakes.

5) Description of Award or Competency

This section explains why a person has been awarded the certificate. The content of the description can include:

- a) Competencies or skills achieved.
- b) Training or courses completed.
- c) Recognition of achievement or contribution in a field.

For example, if the certificate is awarded for training, the description could be something like:

“Completed intensive training in Digital Marketing totaling 40 hours of lessons and demonstrated competency in digital marketing strategies, online advertising, and data analysis.”

If the certificate is given for an award, the description could be something like:

“As a token of appreciation for outstanding dedication and contribution to the development of the literacy community in Indonesia.”

This description is important as it provides context about the reason for awarding the certificate.

6) Date and Place of Issuance

The date and place of issue indicate when and where the certificate was issued. This information is important because:

- a) Assists in verifying the validity of the certificate.
- b) Indicates the period or time of attainment of competence or training.
- c) Useful for administrative purposes, for example when applying for a job or scholarship.

7) Name and Signature of the Certificate Grantor

This section includes the name and signature of the person authorized to grant the certificate, such as:

- a) Director of the training institution.
- b) Head of the organizing committee.
- c) An official with authority in the field.

This signature serves as proof of validity and must come from an authorized individual.

8) Institution Logo or Seal

The official logo or seal of the institution issuing the certificate is essential to emphasize the authenticity of the document. This element usually takes the form of:

- a) The institution's logo, printed in color or embossed at the top of the certificate.
- b) An official seal or stamp, affixed or hand-stamped at the bottom of the certificate, usually near the certifier's signature.

These logos and stamps help distinguish genuine certificates from counterfeit ones and enhance the credibility of the document.

4. Acceptability

a. Definitions of Acceptability

Translations need to follow to the target language's norms and standards. For a translation to be effective, it must be comprehensible and natural to the target language. The concept of "acceptability" refers that the translation must follow the language rules of the target language, not the original one. Translations are deemed "adequate" if they adhere to the standards of the original language and culture, but if it uses the target language's norms, it's called "acceptable" (McDonald, 2022).

In addition Nababan (2012) cited in (Yuliasri, Hartono & Prasetya, 2019) claimed that a translated text's acceptability is determined by how well it captures the target society, traditions, and linguistic rules. In essence, the translation should follow the rules and language style of the target culture, including things like slang or words with multiple meanings. To make the best translation for the reader, it's important to ensure the text is acceptable in their language and culture. Similar to readability, acceptability prioritizes the creation of a natural and smooth translation over a tight accuracy, with a focus on achieving dynamic equivalence for the target reader.

According to Newmark, 1981 cited in (Nufus, 2014) said acceptability of a translation depends on the translator's selection of words and the structure of sentences or paragraphs. These choices reflect the translator's preferences and play a significant role in determining how the translation is perceived by the target audience.

Based on the theories above, it can be seen the experts may have different points of view about definition of acceptability. It can be concluded the concept of "acceptability" in translation refers to how well a translation follows the rules, norms, and language style of the target culture, ensuring it is natural and comprehensible for the target audience. Unlike "adequacy," which focuses on maintaining the source language's structure and meaning, "acceptability" prioritizes adapting to the target

language and culture. This includes using appropriate words, slang, and sentence structures to create a smooth and dynamic translation. Ultimately, the translator's choices in diction and structure play a key role in making the translation well-received by the target audience.

b. Indicators of Acceptability

Nababan, Nuraeni & Sumardiono (2012) explain indicators of acceptability is a guideline for the assessor in determining the level of acceptability of the translation. The given scale goes from 1 to 3. Each score indicates the degree of acceptability of the translation in the manner described below:

- 1) (Acceptable, score 3) The translation seems natural, the reader is familiar with the technical vocabulary, and each phrase, clause, and sentence is used in line with the target language's rules.
- 2) (Less Acceptable, score 2) Although the translation feels natural overall, there are a few issues with the technical phrases used or a little grammatical error.
- 3) (Unacceptable, score 1) Technical terminology that are unfamiliar to the reader and not widely used make translation seem fake or like a translation. Usage of phrases, clauses, and sentences that do not follow the target language's standards.

Meanwhile Larson (1978) cited in (Harjanti, Maudy & Aisyah, 2020) the indicators of acceptability such as:

- 1) Uses the normal language forms of the target language

This means that the translation should sound natural and fluent to speakers of the target language. It should avoid awkward phrases or structures that might confuse readers, making the text easy to understand.

- 2) Expresses to readers of the target language the same meaning that the readers of the source language understood

The translation should accurately convey the same ideas, emotions, and nuances that were present in the original text. This ensures that the target readers get the same message and feelings as the original audience did.

3) Maintains the dynamics of the original language text

This refers to preserving the original text's tone, style, and rhythm. The translation should reflect the energy and intention of the original work, ensuring that it resonates similarly with the target audience.

Tabel 3
Indicators of Acceptability

No	Expert	Indicators of Acceptability
1.	Nababan, Nuraeini & Sumardiono (2012)	1) (Acceptable, score 3) The translation seems natural, the reader is familiar with the technical vocabulary, and each phrase, clause, and sentence is used in line with the target language's rules. 2) (Less Acceptable, score 2) Although the translation feels natural overall, there are a few issues with the technical phrases used or a little grammatical error. 3) (Unacceptable, score 1) Technical terminology that are unfamiliar to the reader and not widely used make translation seem fake or like a translation. Usage of phrases, clauses, and sentences that do not follow the target language's standards.
2.	Larson cited in (Harjanti, Maudy & Aisyah, 2020)	1) Makes use of the target language's standard forms.

		<p>2) Communicates the same meaning that the readers of the source language understood to the readers of the target language.</p> <p>3) Preserves the original language text's dynamism.</p>
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B. Review of Relevant Study

The researcher identified relevant research on translation acceptability, which includes the following :

The first study is coming from a research conducted by Humaira, Violita & Felicia (2014) had done research entitled: "Translation Acceptability Of Reduced Clause From English Into Indonesian In Google Translate" this study aims to determine the acceptability of English to Indonesian translations on Google Translate and more specifically on translations that use reduced clauses. In this study, the researchers used qualitative descriptive study, therefore used Guardian News articles, translating them from English to Indonesian using Google Translate. To evaluate the acceptability of the translations, they used the Translation Acceptability Assessment Instrument by Nababan et al. (2012). The findings showed that most of the reduced clauses translated by Google Translate were considered acceptable based on qualitative criteria. However, some parts of the translation were rated less acceptable or unacceptable. The similarity between the previous research with this research is using the translation acceptability assessment from Nababan, et al (2012) to find the acceptability of a text translation result, with a rating scale (acceptable, less acceptable, not acceptable). The difference between two research is that the previous research aim to find the acceptability the English news portal Guardian News with the category of lifestyle to be translated using Google Translate. Meanwhile this research aim to find out how acceptable are students translation in translating legal document in Translation for Specific Purposes course.

The second, Rezqi & Hardi (2022) had done a research entitled : “An Analysis of Translation Acceptability in Translating Humour About Pun” the purpose of this research is to to examine the acceptability of translations produced by English department students in relation to pun within humorous texts. This study used descriptive qualitative method, with population consisted of 2019 cohort students of English Language and Literature Department of Universitas Negeri Padang who have studied translation. This study used cluster sampling technique as the sampling technique. The data used in this research includes "Dad Jokes," which frequently incorporate puns. The result of this study is indicate that the students' translations of puns in humorous texts were largely rated as less acceptable it means the students still require additional information and resources on translating humor to improve their competence. The similarity between the previous research with this research is using the translation acceptability assessment from Nababan, et al (2012) to find the acceptability of a text translation result, with a rating scale (acceptable, less acceptable, not acceptable). The difference between two research is that used humor texts to see how acceptable the transletting results are done by students, meanwhile this researcher used legal documents to find out how acceptable are students translation in translating legal document in Translation for Specific Purposes course.

Last, Azti, Nababan, & Djatmika (2019) had done a research entitled: “The Analysis of the Results of Acceptability on the Translation Results in the Unedited Version and Edited Version in the Novel “After You””. The primary aim of this study is to compare the acceptability of the translation produced by the translator with the version edited by the editor. This study used descriptive qualitative approach, the data for this study were collected using content analysis, focus group discussions (FGD), and observation. The collected data were then analyzed using an interactive data analysis technique, which involves continuous interaction between data collection, analysis, and interpretation to draw conclusions. The sources of data for this research include the original novel "After You" by Jojo Moyes, the translation draft of

"After You" by the translator, and the version edited by the editor. The findings show that the acceptability of the translation produced by the translator is better than the editor's edits, because the reductions made by the editor have little effect and cannot be used as a reference even if the quality of the translation is good or not. The similarity between the previous research with this research is using the translation acceptability assessment from Nababan, et al (2012) to find the acceptability of a text translation result, with a rating scale (acceptable, less acceptable, not acceptable). The difference between two researches is the study will examine the acceptability of the translation by comparing two versions of the novel "*After You*": one edited by the author and the other by a professional editor, meanwhile this researcher used legal documents to find out how acceptable are students' translation in translating legal documents in Translation for Specific Purposes course.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used qualitative content analysis. Philipsen & Vernooij-Dassen (2007) cited in (Ugwu & Eze, 2023) states qualitative research examines the characteristics of phenomena, including their qualities, various forms, the context in which they occur, and the perspectives from which they are observed. It does not focus on their frequency, range, or their position within an objectively defined cause-and-effect sequence.

A technique that can be used to examine a variety of communication formats, such as narrative answers, open-ended survey questions, focus groups, interviews, observations, and printed materials like books, articles, or manuals, is qualitative content analysis. Educational researchers might gather data through direct engagement with individuals or without direct contact by using qualitative data analysis (Hsieh & Shannon, 2005) cited in (Shava et al., 2021).

In relation to the theories mentioned, the researcher find out and describe how acceptable are students translation in translating legal document with format award certificate in Translation for Specific Purposes course.

B. Data and Data Source

1. Data

In this research, the data were student translations that were assessed based on the level of acceptability in translating legal documents in Translation for Specific Purposes course with format award certificate, that being studied by students of sixth semester English teaching departments registered 2023/2024 academic year at UIN Mahmud Yunus Batusangkar. This data focused on analyzing how acceptable students translated legal documents in the format award certificate in the course Translation for Specific Purposes.

2. Data Source

All original legal documents were translated by students during the midterm exam in the Translation for Specific Purposes course, with a total of 19 documents. However, this study only focused on award certificates as legal documents, totaling 8 documents.

C. Research Instrument

Instruments play a very important role and is include in the study methodology, research tools are defined as instruments utilized for the collection, examination, and investigation of a given subject. An instrument, in this context, is a tool that serves the purpose of detecting phenomena that apply in an investigation to prove the truth or refute certain hypotheses (Sukmawati, Sudarmin & Salmia, 2023).

In this research, the key instrument was researcher herself, the main instrument was the midterm examination from the Translation for Specific Purposes course, which was studied by sixth-semester English Teaching Department students registered in the 2023/2024 academic year at UIN Mahmud Yunus Batusangkar.

D. Techniques of Data Collection

The collection of data represents a crucial stage in the research process. Consequently, it is essential for the researcher to identify an appropriate methodology for data collection. A variety of techniques exist for this purpose, including observation, questionnaires, interviews, and documentation. In this study, the researcher employed a documentation study as the way to collecting data.

The documentation technique is a method of data collection that involves analyzing documents created by the subject or by other individuals. The documentation technique may be understood as a method of data collection through the analysis of written materials published by the institutions under consideration in the research process. According to Nilamsari (2014) explained

document study is a method of serves as a data source, providing information that can be used to support research. This information is derived from a variety of sources, including written texts, films, images (photographs), and monumental works.

In order to collect data researchers used the results of students' midterm exams in the Translation for Specific Purposes course, researcher used 19 legal documents to be checked. The following steps were taken to collect the data:

1. Identified and selected the relevant legal documents, which in this study were award certificates as legal documents. Then, a code was assigned to each translated legal document categorized as an award certificate. For example, document 1 was given the code C1, document 2 was given the code C2, document 3 was given the code C3, and so on.
2. The researchers analyzed the level of acceptability of students translations based on Nababan's theory, along with the assessment results from raters, which totaled 8 documents.

Tabel 4
Scoring Indicator of Acceptability

No	Document code	Score	Comment analysis
1.			
2.			
etc			

The assessment was conducted by the researcher herself and 3 raters. The first rater was Mrs. Hafizul Chair, S.Pd.I., M.Hum. The second rater was Miss Nelvi Zuliani, M.Pd., and the third rater was Mrs. Multi Efrini, M.Pd. In assessing the results of the legal translation of this document, the raters paid attention to the acceptability assessment criteria, which was in accordance with Nababan's theory (2012).

The following is an explanation of how to create a score based on the levels described in Nababan's theory Indicators of Acceptability (2012):

Table 5
Theory Indicators of Acceptability

No	Name	Score	Indicators of Acceptability
1.	Acceptable	3	The translation seems natural, the reader is familiar with the technical vocabulary, and each phrase, clause, and sentence is used in line with the target language's rules.
2.	Less Acceptable	2	Although the translation feels natural overall, there are a few issues with the technical phrases used or a little grammatical error.
3.	Unacceptable	1	Technical terminology that are unfamiliar to the reader and not widely used make translation seem fake or like a translation. Usage of phrases, clauses, and sentences that do not follow the target language's standards.

- The researcher compared the two data sets, namely the data sets that had been translated by students, and the raters' assessment results.

E. Technique of the Data Analysis

Content analysis is applied to the step of data analysis in this study. Content analysis is a stage of collecting, comparing, and analyzing the data that are based on the approaches used in this research. The first step in this data analysis was to identify the generic structure of each translated legal document, namely the award certificate, based on the theory of Owusu-Ansah, M. C., Brew, K. A., & Poku, R. A. (2021). They explained that the general structure

of an award certificate consisted of the name of the awarding institution, logos and emblems, introductory wording, name of the certificate holder, statement of achievement, date of award, name of the program, and signature specimen of officials. This identification aimed to facilitate the assessment process of students' translation results.

Next, the researcher combined all the assessment results from the three raters and determined the final score, the assessment was first carried out by the researcher, then it was given to the three raters the purpose to strengthen the analysis of the researcher's assessment results. After that, the raters gave a score according to their assessment of the students' translation. If the scores given by the first and second raters were the same, the score was considered final. However, if there was a significant difference in their scores, the third rater determined the final score. After that, the researcher conducted reporting results, which involved explaining the reasons behind the scores given for each legal document translation. These reasons were obtained from the researcher's analysis, the assessments of the three raters, as well as other supporting sources such as dictionaries, books, journals, and articles.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This chapter discusses the research findings. It addresses the acceptability of the results of translating English legal documents into Indonesian by students. A thorough analysis of 8 documents which is award certificate was conducted by the researcher. The researcher employed a document analysis method to systematically assess the acceptability of the translations. The researcher then entered the code of each student's translation into a table, categorizing them according to the document from which they were derived. The researcher then concluded her findings on the acceptability of the translation results obtained from each document.

In the course of data collection, the researcher obtained the Translation for Specific Purposes lecturer's approval to collect the results of legal document translation conducted by students. Following this approval, the researcher obtained 19 documents. However, in accordance with the agreement with the supervisor and examiner, it was determined that only 8 legal documents would be included in the study. These documents included award certificates. Subsequently, the researcher assigned a code to each document to facilitate analysis. Thereafter, the researcher collected and analyzed the results of the assessment conducted by three raters concerning the translations of legal documents (i.e., award certificates) by the students. The results obtained from this analysis were then used to determine the acceptability of each student's translation of legal documents, with a particular focus on award certificates. The result of the legal translation analysis of the document was a combination of the researcher and the three raters.

1. Acceptable

After analyzing and assessing, it was found that 1 legal document translation result, namely C4, was categorized as acceptable. The following table offers a detailed analysis of the document:

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
1.	C4	3	3	3	2	3

The researcher analyzed this document and gave it a score of 3. Raters 1 and 2 also gave this document a score of 3, so the document was declared acceptable. Overall, the translations feel natural and easy to understand, the reader is familiar with the vocabulary, every phrase, clause, and sentence used is in accordance with the sentence structure in the target language. However, there are some sentences that have been slightly changed, to ensure the translation conveys a more natural feel. For example, the words “The President and Fellows of Harvard College” are translated as “*Rektor dan anggota-anggota dari Perguruan Tinggi Harvard*”. This can actually be understood by the reader, but the translation of the word “*anggota-anggota*” is better translated as “*rekan-rekan jajaran*”. This is because the word “*anggota*” tends to be general and fails to reflect an official or professional position, while “*rekan*” is more specific in describing colleagues in a formal structure, such as in the context of university leadership. In addition, “Fellows” refers to individuals with a specific role in decision-making, usually at the level of a leader or board. “*Rekan-rekan kerja*” therefore more appropriately describes working relationships in such formal environments.

Moreover, the term “of Harvard College,” when translated as “*dari perguruan tinggi Harvard*,” can indeed be comprehended by readers. However, a more suitable translation would be “*universitas Harvard*.”

This term is more widely recognized by Indonesian readers due to its frequent usage in various media, books, and conversations, making it more familiar to them. However, the overall translation results can be categorized as acceptable, there are some things recommended by the raters for the use of terms, but after the researchers analyzed, the terms used were not too fatal and could be understood by the readers.

2. Less Acceptable

The results of the analysis and assessment conducted by the researcher and the three raters revealed that five translations of legal documents were categorized as less acceptable, with a score of 2. The following table offers a detailed analysis of the document:

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
1.	C1	1	2	2	2	2

In this translation, the term "*Presiden dan rekan-rekan Harvard College*" is employed within the context of education and academic organizations. In this context, the term "President" does not refer to the president of the country, but rather to the title "*Rektor*" or "*pemimpin utama*" of a college. Consequently, maintaining the use of the original term appears to be a misstep. Additionally, while the term "*rekan-rekan*" is comprehensible to the intended audience, the inclusion of "*jajaran*" in the Indonesian context is typically employed to denote groups or teams that assume specialized roles in the administration of institutions.

The term "*yang mulia*" is translated by the student as "*dan dengan persetujuan dari Yang Terhormat dan Yang Mulia Dewan Pengawas.*" This term is typically employed in royal or religious contexts. However, within the context of educational institutions, the employment of this term

is considered inappropriate and does not adhere to the prevailing Indonesian language norms concerning the description of academic honors. Furthermore, the use of two consecutive honorifics, "*yang terhormat*" and "*yang mulia*," is considered excessive and atypical within the Indonesian linguistic context. Therefore, it should be translated as "*dan dengan persetujuan dari Yang terhormat Dewan Pengawas*." This approach is more simple and natural without losing formal meaning. It avoids redundant terms, and it aligns more closely with Indonesian language norms.

In the official language of Indonesia, the term "*Magister*" (*M.*) is used to denote a postgraduate academic degree, in contrast to the term "*Master*" which is typically used for degrees at the master's level. This designation is further substantiated by Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi (Permenristekdikti) No. 59/2018 on Diplomas, Certificates of Competence, Professional Certificates, Degrees, and Procedures for Writing Degrees in Higher Education, which stipulates that degrees conferred upon graduates of master's programs in Indonesia should be designated as "*Magister*" (*M.*). Consequently, in accordance with academic regulations, the accurate term in Indonesian is "*Magister*," not "*Master*."

The term "*stemple*" in Indonesian does not adhere to standardization and is not recognized in the *Kamus Besar Bahasa Indonesia (KBBI)*. According to the v edition of the KBBI released in 2016 by *Badan Pengembangan dan Pembinaan Bahasa* under *Kemendikbud RI*, the correct term is "*stempel*," which is defined as follows: *Stempel (n): cap* (especially one bearing the name and address or symbol of an office, ministry, etc.). Therefore, in the context of official documents, the correct word is "*stempel*", not "*stemple*". Next, in official and legal language, the phrase commonly used in the context of signing documents is "*membubuhkan tanda tangan*," not "*membubuhkan nama*." The phrase "*membubuhkan nama*" can mean simply writing a name, whereas in

academic or legal documents, it means a signature. According to Gorys Keraf (2001) in *Composition: An Introduction to Language Proficiency*, word choice in official texts must follow proper rules to avoid ambiguity or misinterpretation. Last, According to *Pedoman Umum Ejaan Bahasa Indonesia (PUEBI, 2016)*, commas are to be used after adverbs when they are at the start of a sentence. Therefore, the phrase "*Di bawah ini*," acting as an adverb of place, must be accompanied by a comma: "*Di bawah ini, kami membubuhkan tanda tangan dan stempel Universitas.*"

Therefore, it is concluded that C1 is substantiated by the assessment of the three raters, who assigned a score of 2, indicating "less acceptable." All three raters concurred that, in general, the translated documents were adequately comprehensible. However, they identified two types of errors: firstly, errors in terms that were less precise, and secondly, errors in punctuation.

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
2.	C2	2	2	2	2	2

The students' translation of the sentence "This is to certify" was "*Menyatakan bahwa.*" This translation does not convey the formal tone expected in an official document, which may lead readers to question its validity. Therefore, it would be more appropriate to translate it as "*Dengan ini menyatakan bahwa*" because it is more commonly used in formal contexts.

The student translation states, "*Sesuai dengan ketentuan dalam anggaran dasar Fakultas Kedokteran – Universitas Cambridge.*" However, given the context of academic discourse, the term "*anggaran dasar*" may not be the most suitable. A more accurate translation of "statutes" would be "*peraturan.*"

The term "meritorious recognition" is more accurately translated as "*penghargaan atas jasa.*" This translation is less precise because "*pengakuan yang berprestasi*" is not a common usage. The phrase "the person above the title" can be translated as "*individu di atas gelar.*" This phrase is regarded as unusual in the Indonesian context due to the ambiguity of the term "above the title." The most plausible interpretation of this phrase is "*orang yang disebutkan di atas telah menerima gelar.*"

The C2 was evaluated by all three raters as being less acceptable, with a mean score of 2. While the raters found the text to be comprehensible overall, they noted instances of improper term usage.

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
3.	C3	2	2	2	2	2

In the sentence "at cambridge in the common wealth of massachusetts," the students' translation is "*di cambridge di common wealth massachusetts.*" However, the translation "common wealth" is not accurate, as it is an official designation denoting "*persemakmuran.*" The most acceptable translation would be "*di persemakmuran Massachusetts.*" Failing to adapt the translation will likely cause confusion among the intended readers, particularly those unfamiliar with this specific English term.

In the sentence "The President and Fellows of Harvard College," the students' translation is "*Presiden dan Rekan Harvard College.*" In the context of higher education institutions such as Harvard, "President" is understood to refer to the institution's highest leadership position. Within the Indonesian educational system, a similar role is denoted by the term "*Rektor.*" The term "Fellows" is used to denote members of the university's governing board or senior academics. In this particular

context, the most suitable equivalent would be "*rekan-rekan jajaran*" or "*anggota dewan.*" This translation is more precise than simply "Fellows," as it conveys a formal and collegial feel that reflects their function within the institution. Additionally, it is noteworthy that "Harvard College" traditionally refers to Harvard University. In official translations, this is often changed to "*Universitas Harvard*" to make it clearer for Indonesian readers.

The student translation is "*dengan persetujuan dari Yang Terhormat dan Yang Mulia Dewan Pengawas.*" The term "*Yang Mulia*" is typically reserved for individuals occupying positions of high esteem within various religious hierarchies, as well as for royalty and nobility. Within the context of Indonesian culture, however, the use of "*Yang Mulia*" is exceedingly uncommon, particularly in educational settings. It is also noteworthy that the supervisory board does not hold an official position that would warrant such a title. Therefore, the translation "*Yang Mulia*" is deemed unnecessary and redundant. The term "*Yang terhormat*" adequately conveys the intended meaning of official respect for board members or institutional leaders.

In the sentence "have conferred on," according to the Oxford English Dictionary, explain "to formally grant a degree to a person." In the Indonesian language, the equivalent terms are "*menganugerahkan*" or "*memberikan,*" not "*berunding.*" students translate "*telah berunding.*" In an academic or formal context, this phrase is translated as "*menganugerahkan*" which means "to give (an award, degree, or honor)." The translation "*telah berunding*" is unacceptable because "conferred" does not mean "*berunding.*" it refers to discussion or negotiation, which is irrelevant to the original meaning. A more acceptable translation would be "*telah menganugerahkan*".

The students did not translate the phrase "The degree of Bachelor of Arts." This can result in a confusing sentence. The most acceptable translation would be "*Gelar Sarjana Seni,*" as it is the official equivalent

in the Indonesian education system. This is in accordance with the principle of employing terms that are both familiar and comprehensible to the intended audience. Additionally, the term "Magna cum laude," which is not widely recognized, should be rendered as "*Predikat Pujian yang Luar Biasa*," to ensure clarity and precision in conveying the essence of high academic honors to Indonesian readers. Foreign terms that are not common in the target culture should be adapted with more familiar equivalents (Nababan, 2012).

The student's translation contains the word "*thetiga*," indicating a misunderstanding in the translation process. It is crucial for translators to carefully review the translation results to ensure clarity and avoid any potential confusion among readers.

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
4.	C5	2	2	2	2	2

The translation of "Department of Medicine" by students as "*Departemen Kedokteran*" is comprehensible to the reader. However, within the Indonesian education system, the utilization of "*Fakultas Kedokteran*" is more appropriate in the context of prominent universities such as Harvard.

"For meritorious recognition" In student translations "*atas pengakuan berjasa*." This phrase is incorrect because "recognition" refers more to an award for merit or achievement, rather than simply "*pegakuan*." The correct phrase would be "*atas jasa*." The term "*jasa*" more acceptable reflects the meaning of "meritorious," as explained in Newmark (1988) said "Translators should opt for concise terms in the target language that align with the core meaning of the source text." Additionally, the student translation's use of "the person above the title" should be corrected to "*orang yang berada diatas gelar tersebut*." The

utilization of *"orang"* in this context appears to be less formal and may be perceived as unprofessional within an academic setting. The more appropriate formulation would be *"individu di atas gelar tersebut."* The employment of formal terms such as *"individu"* serves to replace general terms like *"orang."* Finally, The student translation employs the phrase *"berdasarkan prinsip-prinsip komunitas keagamaan kita,"* which is more precise than the original, but the use of *"kita"* is not ideal in this context. In a formal setting, "our" would be translated as *"kami,"* indicating exclusivity and eschewing the involvement of the reader. The word *"kita"* is technically incorrect because, in a formal context, the translation of "our" is more suitable as *"kami,"* which shows exclusivity (not involving the reader). The correct translation would be *"berdasarkan prinsip-prinsip komunitas keagamaan kami"*. Last, *"Sebagai bukti, dengan ini tandatangan..."* The student's translation exhibits substandard quality due to the inadequate connection between the two clauses. The revised version, *"Sebagai buktinya, tanda tangan..."* exhibits a more natural structure and adheres to formal Indonesian grammar. Last, In the English language, surnames are frequently nouns or verbs (e.g., Handing, Baker, Carpenter). In the event that the translator does not accurately discern the structural elements of the name, the word may be translated literally as a verb. For instance, the name "Handing" was mistranslated as *"menyerahkan"* in Indonesian. This error underscores the critical importance of comprehending the name structure in the source language prior to undertaking a literal translation.

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
5.	C7	3	2	3	2	2

According to Nababan's theory, Indicators of Acceptability (2012), the translation of "*telah, sesuai dengan persyaratan Statuta, menyelesaikan program studi dan penelitian khusus di bawah pengawasan Dewan Fakultas*" is incorrect. This is due to the fact that the term "*Statuta*" in Indonesian generally refers to the regulations or articles of association of an organization or institution. Therefore, in an academic context, it should be translated as "*peraturan*" or "*persyaratan*." Additionally, the term may be perceived as less familiar to some readers, potentially diminishing its acceptability. Furthermore, the student's translation adheres to the sentence structure of the source language directly, which can result in a translation that feels contrived and less natural in Indonesian.

Moreover, the student's translation states, "*dan bahwa karyanya yang diuji dengan tesis dan dengan ujian telah mencapai standar prestasi yang cukup untuk memberinya hak untuk mengajukan permohonan gelar.*" This translation appears to lack precision in accordance with Nababan's theory, Indicators of Acceptability (2012). The word "*karya*" is not appropriate in an academic context, as it can refer to the form of work. However, in the source sentence, it refers to specific "*pekerjaan akademik*" or "*penelitian*."

Additionally, the term "*tesis*" in Indonesian is typically employed to denote scientific work within the context of master's programs. In the case of undergraduate programs, the term "*skripsi*" is more appropriate. Conversely, within the context of doctoral programs, the term "*disertasi*" is more suitable. Furthermore, the term "*standar prestasi*" appears to be less natural in Indonesian. The terms "*tingkat pencapaian*" or "*standar kelulusan*" are more commonly utilized. The phrase "*Mengajukan permohon gelar*" can be simplified to "*memohon gelar*" to make it more concise and natural.

3. Unacceptable

There are 2 translations of legal documents, namely award certificates, categorized as unacceptable with a score of 1, from the results of the assessment of researchers and raters. The following table offers a detailed analysis of the document:

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
1.	C6	1	1	2	1	1

Rated C6 as unacceptable from the results of the researcher's and raters' assessments 1 and 3. The student did not translate the phrase "Arizona State University," therefore, the name of the institution should be translated as "*Universitas Negeri Arizona*" in order to maintain the original meaning, showing that the university is a public higher education institution located in Arizona. In the process of translation, name of the institution is often adapted to the structure of the target language to facilitate understanding, this is supported by Sugeng & Ekosusilo (1991) In their book, the authors emphasize the importance of considering context and meaning when translating the name of the institution, and they argue that translation should not only linguistically acceptable but also appropriate to the cultural understanding and structure of the target language.

Furthermore, the phrase "The Arizona Board of Regents" is translated by students as "*ABoR (Dewan Kurator Arizona)*." This translation can cause readers to feel confused, as there are even terms that are not familiar to target language readers. This is due to the fact that "ABoR" is an acronym that may not be familiar to Indonesian readers, and the use of acronyms without explanation can lead to confusion among readers. Moreover, within the context of higher education in the

United States, "Board of Regents" signifies the governing board or supervisory body of a public university. Consequently, the term "*kurator*," which in Indonesian is more frequently associated with the manager of a museum or art exhibition, is not suitable in this context. Consequently, a more precise translation would be "*Dewan Pengawas Universitas Negeri Arizona*," as it describes the function and context of the institution and is more readily comprehensible to target language readers. This is supported by Siregar (2017), said that translators should employ commonly used utterances in the target language and avoid from word-for-word translations, as these may lead to ambiguity.

The sentence "who has satisfactorily completed the studies prescribed therefor the degree of" is translated by students as "*yang telah menyelesaikan studinya dengan memuaskan yang menentukan untuk itu gelar*." This translation is less natural in Indonesian and may confuse readers. The correct translation is "*yang telah menyelesaikan studi yang ditentukan dengan memuaskan untuk gelar*." This suggests that the studies in the sentence are predetermined as a requirement for obtaining a degree.

In Indonesia, academic titles for graduates of undergraduate programs (S-1) generally use the term "*Sarjana*" without the addition of "*Muda*." Historically, the term "Bachelor" was employed to denote diploma level education; however, this nomenclature has since fallen out of common usage. According to *Pedoman Umum Ejaan Bahasa Indonesia (PUEBI)* and the *EYD*, the writing of academic degrees must adhere to a standardized format. Within the field of psychology, the designated degree is "*Sarjana Psikologi*" with the abbreviation "*S.Psi*." The use of the designation "Bachelor of Science in Psychology" is not aligned with this convention.

The term "Summa Cum Laude" is translated by students as "*Dengan pujian tertinggi*," which is literally correct but unnatural in the Indonesian cultural and academic context. A more appropriate translation

would be *"Dengan prediket pujian luar biasa,"* as it aligns more closely with the assessment system commonly used in the Indonesian educational environment. According to Nababan's theory, the selection of words and phrases should align with the norms of the target language to ensure acceptability. Any deviation from these norms may be considered unacceptable.

The phrase "with all the rights, privileges, and honors thereunto appertaining this sixth day of August, nineteen hundred and ninety-nine" has been translated by students as *"Dengan semua kebenaran, hak-hak (istimewa) dan kehormatan yang terkait dengannya pada hari keenam bulan August, tahun seribu sembilan ratus Sembilan puluh sembilan."* This translation, however, has not been widely accepted, as it contains terms that do not align with the context or are less natural, such as "truth." In this particular context, *"kebenaran"* is not pertinent, as the original text emphasizes rights and honor. Additionally, the term *"hak-hak (istimewa)"* introduces ambiguity, as if it were an optional or uncertain addition, which contributes to the overall confusion.

No	Documents Code	Researcher Score	Rater 1	Rater 2	Rater 3	Final Score
2.	C8	2	2	1	1	1

After analyzing, C8 was declared as unacceptable, this is because raters 2 and 3 gave a score of 1. Structures such as *"dengan persetujuan dari Dewan Pengawas yang Terhormat dan Reverend"* sound stilted because of the use of an untranslated term (reverend). A more natural structure would be *"dengan persetujuan Dewan Pengawas yang terhormat dan mulia"*. Also, *"telah memberikan ke"* is less natural and informal. *"Menganugerahkan kepada"* is more appropriate for a formal award context. Finally, phrases such as *"Presiden dan Anggota Dewan"* and *"Ilmu*

Pengetahuan dan Seni" feel like direct translations and are not in line with Indonesian academic cultural norms. In Indonesian, the use of academic terms such as "*Rektor*," "*rekan-rekan jajaran*," and "*Fakultas Sains dan Seni*" are more acceptable.

In the Indonesian academic system, phrases such as "cum laude" are often translated to reflect formal academic honors. Translations that retain the Latin term are not entirely acceptable, as general readers are more familiar with the term "*dengan pujian*".

"*Demi kesaksian yang diberikan*" is not quite the correct equivalent of "In witness whereof". The phrase is better translated as "*Sebagai bukti*," which is more natural in formal Indonesian. Also, "Radcliffe College" is a direct translation, but an equivalent such as "*Perguruan Tinggi Radcliffe*" could be added to fit the Indonesian cultural context. Finally, the phrase "*kami telah menempatkan nama-nama kami*" sounds like a direct translation that does not reflect cultural norms in official Indonesian documents. Next, In the translated text, the designation "Chairman of Adams House" is rendered as "*Ketua Adam House*," while "Associate Chairman of Adams House" is translated as "*Ketua Asosiasi Adam House*." The phrase "*Ketua Asosiasi*" does not align with the established hierarchical structure, as the term "Associate Chairman" is synonymous with "*Wakil Ketua*" or "*Wakil Kepala*."

B. Discussion

Based on the results of the study, there are 3 levels of acceptability of the translation of legal documents in the Translation for Specific Purposes course. This acceptability is in accordance with Nababan's acceptability indicators. Among them, acceptable with a score of 3, where the criteria are that the translation looks natural, the reader is familiar with the technical vocabulary, and every phrase, clause, and sentence used is in accordance with the rules of the target language. Next, Less Acceptable with a score of 2, where the criteria are that the translation feels natural overall, but there

are some problems with the technical phrases used or minor grammatical errors. Finally, Unacceptable with a score of 1, where the criterion is that terms that are unfamiliar to the reader and not widely used make the translation seem fake or like a translation. The use of phrases, clauses, and sentences that do not follow the standards of the target language. In this study, it was found that students' translations of legal documents, namely award certificate in the Translation for Specific course, registered 2023/2024, the level of acceptability of their translations was in the acceptable with a score 3 in total 1 document, less acceptable category with a score of 2 in total 5 documents and unacceptable category with a score of 1 in total 2 documents.

In addition, research conducted by Hardi & Rezqi (2022) which also examines acceptability. However, this study focuses on the level of acceptability of students' translations of humor about puns. The findings of this study indicate that the acceptability of the research is 1.62 and 2.23, less acceptable. It has been demonstrated that the highest score is less acceptable. However, research on the translation of humor regarding puns exhibits a slight divergence from the present study. The distinguishing factor is that the researcher looks at the acceptability of students' translations of legal documents especially award certificates, and does not look at the acceptability of humor translation of puns. Meanwhile, the acceptability score is less acceptable, falling into the unacceptable category. This finding also indicates that students continue to require access to information and materials regarding the translation of legal documents in order to enhance their proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher found that total of 8 documents relevant to the translation of award certificates conducted by students were identified, revealing that 1 of these translations was deemed acceptable, while 5 were classified as less acceptable and 2 were classified unacceptable . Therefore, it means while the student has demonstrated an ability to translate the text in a natural manner, there are still several issues that require attention. The reasons for this include inappropriate or culturally insensitive terminology, grammatical errors, and punctuation errors. A considerable number of students continue to experience difficulty discerning the characteristics of an acceptable translation. Consequently, a significant proportion of their translated documents contain terms that require interpretation to ensure comprehension within the target culture. While most translations adhere to the structure of the source language (English), it is imperative to consider the linguistic nuances of the target language (Indonesia) when translating documents.

B. Suggestion

Based of the findings from this research study, the researcher offers the following recommendations:

1. Students of English Teaching Department

It suggested to students of the English Department at UIN Mahmud Yunus Batusangkar, to read this research, the aim of which is to learn more about the criteria for acceptable translation results. Apart from that, it is also to increase students' knowledge about translation.

2. Lecturer

It is recommended that the lecturer strive to provide a more in-depth understanding of the subject matter during the delivery of knowledge

regarding translation, particularly in the context of acceptability in translating legal documents. This would enhance the comprehensibility of the material for the students.

3. Further Researcher

In light of the findings outlined above, it is anticipated that this research will serve as a valuable resource for future studies, thereby contributing to the advancement of knowledge in the field of translation acceptability. Aside from that, it is expected that future research would continue this investigation from other aspects, particularly accuracy and readability.

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