



**TRANSLATION QUALITATIVE ASSESSMENT OF STUDENTS'  
TRANSLATION IN TRANSLATING BOOK TITLE**  
(A Study on Sixth-Semeter Students' of English Departments Students of UIN  
Mahmud Yunus Batusangkar in Academic Year 2024/2025)

**THESIS**

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

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2025**



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MAHASISWA DALAM MENERJEMAHKAN JUDUL BUKU**  
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UNIVERSITAS ISLAM NEGERI MAHMUD YUNUS BATUSANGKAR  
2025**



تقييم نوعي لترجمة الطلاب في ترجمة عناوين الكتب  
( دراسة طلاب الفصل الدراسي السادس في برنامج دراسة اللغة الإنجليزية بكلية جامعة محمود يونس  
الإسلامية الحكومية في باتوسانغكار في العام الدراسي ٢٠٢٤ / ٢٠٢٥ )

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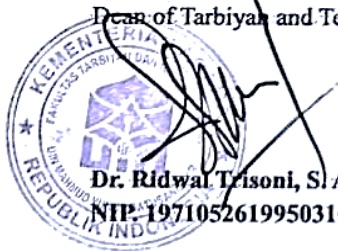
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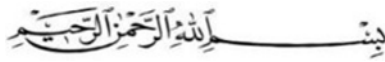
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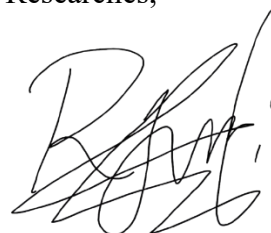
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Batusangkar, Juli 2025

Researches,

A handwritten signature in black ink, appearing to read 'Rahmat Juliadi', with a small number '6' written to the right of the signature.

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## ABSTRACT

**RAHMAT JULIADI, NIM 2130104052**, thesis with title **“TRANSLATION QUALITATIVE ASSESSMENT OF STUDENTS’ TRANSLATION IN TRANSLATING BOOK TITLE”** English Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Mahmud Yunus Batusangkar.

The problem addressed in this study is that many students taking translation courses struggle to produce translations of book titles that meet the standards of quality, particularly in terms of accuracy, acceptability, and readability. This research aims to analyze and describe the level of translation quality in students’ translations of book titles from English into Indonesian in the Translation for Specific Purposes course at the English Department at UIN Mahmud Yunus Batusangkar in the 2024/2025 academic year

This study employed a qualitative approach with content analysis. The key instrument of this research is the researcher himself, while the main data source consists of students' translated book titles from the final test in the Translation for Specific Purposes course. A total of 14 book titles were collected for analysis. The data was analyzed using the Translation Quality Assessment (TQA) model proposed by Nababan et al. (2012), which evaluates translation quality across three levels: accurate/acceptable/readable, less accurate/less acceptable/less readable, and inaccurate/unacceptable/not readable.

Based on the results of the study, the overall quality of the students’ translations was found to be in the “Less Quality” category, with a final score of 2.46. A detailed analysis revealed that while a majority of the translations were found to be "Accurate" (7 titles) and "Acceptable" (8 titles), a significant number were rated as "Less Accurate" (6 titles) and "Less Acceptable" (6 titles). The most challenging aspect was readability, with only 5 titles deemed "Readable" and 8 titles rated as "Less Readable." The findings indicate that students still struggle with balancing the faithful transfer of meaning from the source language with the production of a natural and easily comprehensible text in the target language.

## ABSTRAK

**RAHMAT JULIADI, NIM 2130104052**, judul skripsi “**TRANSLATION QUALITATIVE ASSESSMENT OF STUDENTS’ TRANSLATION IN TRANSLATING BOOK TITLE**” Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Permasalahan yang diangkat dalam penelitian ini adalah banyaknya mahasiswa peserta mata kuliah penerjemahan yang kesulitan menghasilkan terjemahan judul buku yang memenuhi standar kualitas, khususnya dalam hal keakuratan, keberterimaan, dan keterbacaan. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan tingkat kualitas terjemahan pada terjemahan judul buku karya mahasiswa dari bahasa Inggris ke bahasa Indonesia pada mata kuliah *Translation for Specific Purposes* di Program studi Pendidikan Bahasa Inggris UIN Mahmud Yunus Batusangkar tahun ajaran 2024/2025.

Penelitian ini menggunakan pendekatan kualitatif dengan analisis konten. Instrumen kunci dari penelitian ini adalah peneliti sendiri, sementara sumber data utama terdiri dari terjemahan judul buku karya mahasiswa dari ujian akhir semester mata kuliah *Translation for Specific Purposes*. Sebanyak 14 judul buku dikumpulkan untuk dianalisis. Data tersebut dianalisis menggunakan model Penilaian Kualitas Terjemahan (TQA) yang diusulkan oleh Nababan et al. (2012), yang mengevaluasi kualitas terjemahan melalui tiga tingkatan: akurat/berterima/terbaca, kurang akurat/kurang berterima/kurang terbaca, dan tidak akurat/tidak berterima/tidak terbaca.

Berdasarkan hasil penelitian, kualitas keseluruhan terjemahan mahasiswa ditemukan berada dalam kategori “Kurang Berkualitas”, dengan skor akhir 2.46. Analisis mendalam menunjukkan bahwa meskipun mayoritas terjemahan ditemukan "Akurat" (7 judul) dan "Berterima" (8 judul), sejumlah besar terjemahan juga dinilai "Kurang Akurat" (6 judul) dan "Kurang Berterima" (6 judul). Aspek yang paling menantang adalah keterbacaan, di mana hanya 5 judul yang dianggap "Terbaca" dan 8 judul dinilai "Kurang Terbaca." Temuan ini menunjukkan bahwa mahasiswa masih kesulitan menyeimbangkan transfer makna yang setia dari bahasa sumber dengan produksi teks yang alami dan mudah dipahami dalam bahasa sasaran.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In the era of globalization, translation plays a crucial role as a medium for bridging communication between people of different languages and cultures. Its main purpose is to transfer ideas and messages from the source language (SL) into the target language (TL) while maintaining the intended meaning and context (Catford, 1965) defines translation as “the replacement of textual material in one language by equivalent textual material in another language.” In order to achieve a high-quality translation, three key components must be considered: accuracy, which ensures the message is conveyed faithfully; acceptability, which reflects how natural and appropriate the translation sounds in the target language; and readability, which concerns how easily the translated text can be understood by the target reader.

The act of translating goes beyond simply converting words from one language to another it involves interpreting the original message and expressing it in a way that is both faithful and naturally received in the target language. (Mughtar, 2016) asserts that translation is a challenging process in meaning transfer between languages. (Basil, 2004) also underline that translation significantly impacts everyday communication. A quality translation does not only depend on how accurately the message is transferred but also on how smoothly and clearly it is delivered to the target audience. This highlights the importance of acceptability, where the translation must conform to linguistic norms and cultural expectations of the target language, and readability, which ensures the translation is easy to understand and flows naturally for the reader.

Translation courses hold an essential place in the English department curriculum, designed to equip students with both theoretical understanding and practical skills needed to produce quality translations. These courses

stress the importance of linguistic accuracy and contextual appropriateness. However, in practice, many students still struggle to fully apply the principles of Translation Quality Assessment (TQA). (House, 2015) argues that translation quality should be evaluated based on three key aspects: accuracy, which ensures that the original meaning is correctly conveyed; acceptability, which refers to how natural and culturally appropriate the translation sounds in the target language; and readability, which relates to how easily the target audience can comprehend the translated text. These three elements are interconnected, and a translation may fail in quality even if it is accurate, but lacks acceptability or is difficult to read. Therefore, balancing these components is crucial in producing a well-rounded and effective translation.

(Siregar, 2022) stated that translation activities can be valuable tools in foreign language education. This idea is supported by many scholars who highlight the benefits of translation in enhancing language fluency, enriching vocabulary, and developing a student's ability to express themselves in the target language. Translation also allows learners to better understand the structure and function of language, reinforcing grammar and improving comprehension. When these skills are applied in academic or professional contexts, including the translation of formal texts, the ability to produce a translation that is not only accurate but also acceptable and readable becomes critical. Without a solid grasp of these three aspects, students may deliver translations that, although accurate in meaning, fail to sound natural or are difficult to understand—ultimately reducing the overall quality and effectiveness of the translation.

At UIN Mahmud Yunus Batusangkar, translation is taught as part of the English Education curriculum in the fifth and sixth semesters. In the sixth semester, students take a course titled "Translation for Specific Purposes," which introduces them to various text types, including academic and literary materials. This course emphasizes the application of translation strategies along with the assessment of translation quality based on key parameters: accuracy, acceptability, and readability. However, in practice, many students

still face challenges in these three aspects. While some may focus on preserving meaning (*accuracy*), they might neglect how natural the translation sounds (*acceptability*) or how easily it can be understood by readers (*readability*). Therefore, evaluating student translations from all three dimensions is essential to determine their overall quality and to better understand how well students can apply these principles in real translation tasks.

Translation Qualitative Assessment (TQA) involves evaluating how well a translated text meets key standards of a good translation. According to (Nababan, 2012) three essential components determine translation quality: accuracy, acceptability, and readability. *Accuracy* refers to how faithfully the meaning from the source language is transferred into the target language. *Acceptability* concerns how natural and culturally appropriate the translation sounds to native speakers of the target language—whether it conforms to linguistic norms and avoids awkward phrasing. Meanwhile, *readability* focuses on how easily the translated text can be understood and followed by its intended readers. When translating texts such as book titles, which often carry metaphorical or figurative meaning, these three aspects must be carefully balanced. A translation that lacks in one component whether it is unclear in meaning, sounds unnatural, or is difficult to read can reduce the effectiveness and quality of the overall translation.

Based on preliminary observations and informal discussions with students who have taken the Translation for Specific Purposes course, it was revealed that some students experienced difficulties in producing translations of book titles that meet the standards of translation quality. These challenges often involve issues such as preserving the intended meaning (*accuracy*), choosing natural and culturally appropriate expressions (*acceptability*), and ensuring that the translated titles are easy to understand and engaging to readers (*readability*). As a result, some translated book titles tend to sound awkward, unclear, or inconsistent with typical Indonesian usage, which reduces the overall impact and effectiveness of the translation. These issues highlight the need to strengthen students' understanding of the principles of translation

quality assessment, particularly when dealing with meaningful and context-bound texts such as book titles.

Then researcher interested to research about this, and it also has several research had been done about the Translation quality assesment of translation. The first one is from (Aresta, 2018) had done a research entitled: “The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality.”. then (Savitri, 2020) had done a research entitled: “An Analysis of Students’ Translation Quality (Accuracy, Readability And Acceptability) in Translating an Informative Text Entitled YSEALI to Indonesian”. Last (Hanivah, 2024) had done a research entitled: “Accuracy, Acceptability and Readability in the Translation of The Hounds of Baskerville Movie Subtitle”

These studies highlight the importance of assessing translation quality particularly in terms of accuracy, acceptability, and readability—and the challenges students often face in achieving high standards in these areas. In response to these concerns, the present research aims to examine the translation quality of **book titles** produced by students in the "Translation for Specific Purposes" course at UIN Mahmud Yunus Batusangkar. By analyzing the levels of accuracy, acceptability, and readability in these student translations, this study seeks to offer insights that can help enhance translation instruction and better prepare students to produce translations that are not only faithful to the original meaning, but also natural, clear, and appropriate for the target readers.

## **B. Research Focus and Question**

Based on the background of the problem above, the researcher will focus his research on accuracy, acceptability, and readability of students translation in translating book titles in translation for spesific purpose class

In line with the focus research presented above, the following research question is proposed as: "What Translation Qualitative Assessment (TQA) of student’s translations of book titles from English to Indonesian in term of accuracy, acceptability, and readability?"

### C. Definition of Key Terms

In order to prevent confusion and misinterpretation regarding this study, the researcher provides the following definition for the major term:

1. Translation Qualitative Assessment (TQA) in this study refers to the evaluation of students' translation performance using three fundamental parameters: accuracy, acceptability, and readability. *Accuracy* concerns how well the translated book titles convey the meaning of the source text without distortion or omission. *Acceptability* refers to the degree to which the translation sounds natural and conforms to the linguistic and cultural norms of the target language, while *readability* focuses on how easily the translated text can be understood by readers. These three criteria are assessed using the quality assessment model proposed by Nababan et al. (2012) as assessed by expert raters.
2. Book Title in this study refers to the English titles of published books that are translated into Indonesian by students during their final test in the Translation for Specific Purposes course. These titles are chosen as the main object of analysis due to their unique stylistic and contextual characteristics, which require careful linguistic judgment in translation.
3. Translation for Specific Purposes means a course that provided by UIN Mahmud Yunus with intended to enable to translate from English to Indonesian with specific purposes.

### D. Purpose of the Research

Based on the research question above, the purpose of this study is to analyze and describe the level of accuracy, acceptability, and readability in students' translations of book titles from English into Indonesian, particularly in the context of the *Translation for Specific Purposes* course. Specifically, this research aims to evaluate how well the students' translations convey the original meaning (accuracy), how natural and appropriate they sound in the target language (acceptability), and how easily they can be understood by

readers (readability), using the Translation Qualitative Assessment model proposed by Nababan et al. (2012).

### **E. Significance of the Research**

The results of this study are expected to be beneficial and educational for various parties, including the researcher, lecturers, and students. The details are as follows:

#### **1. English Students**

This research is intended to help students of UIN Mahmud Yunus Batusangkar, particularly those majoring in English education, to better understand the aspects of translation quality accuracy, acceptability, and readability.

#### **2. Lecturer**

The results of this study may serve as a useful reference for lecturers in assessing students' translation performance. It can also support the enhancement of teaching strategies in translation-related courses, especially those focusing on the translation of specific text types such as literary or informative texts like book.

#### **3. Researcher Himself**

Through conducting this study, the researcher gains a deeper understanding of translation qualitative assesment. Furthermore, this research fulfills one of the academic requirements in completing the undergraduate thesis.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Translation

###### a. Definition of Translation

Various scholars have described translation from different perspectives, emphasizing particular aspects depending on their focus. In the context of this research, several expert definitions are adopted to build a strong conceptual foundation regarding translation. According to (Newmark, 1988) translation is “rendering the meaning of a text into another language in the way that the author intended the text.” Similarly, (Catford, 1978) describes translation as the process of transferring textual material from one language into equivalent textual material in another language, ensuring that the message and intention of the original author are preserved in the target language.

Furthermore, (Nida, 1982) define translation as the process of reproducing in the target language the closest natural equivalent of the source language message first in terms of meaning, and then in terms of style. From this definition, it can be concluded that translation involves two essential elements: accurately conveying the original message and maintaining naturalness in the target language structure and style. Therefore, translation is not merely about linguistic substitution, but rather about transferring meaning from the source language (SL) into the target language (TL) in a way that feels both accurate and natural to the readers.

In addition, (Ghazala, 2008) as cited in (Ningsih et al., 2020) Translation is all procedures and techniques used to render and/or transmit the meaning of a text in the source language into the target language as precisely, fully, and closely as possible are referred to as

translation, on the other hand, is "the process of transferring a written text from the source language (SL) to target language (TL),".

From these perspectives, it can be concluded that translation is the process of transferring meaning from one language to another while maintaining accuracy, clarity, and naturalness. It goes beyond word substitution by ensuring that the intended message, style, and cultural context are preserved, allowing effective communication between languages

#### **b. Importance of Translation**

According to (Muchtar & Kembaren, 2016) stated that translation is essential because only about 10% of the world speaks English, leaving a vast opportunity to reach non-English markets. As internet adoption grows, translating web content becomes crucial for global engagement. Businesses rely on professional translation services to connect emotionally with diverse audiences and expand into markets where English is limited, such as China, Brazil, and Mexico. Additionally, translation helps bridge language barriers, enabling smoother communication and business interactions. It also plays a vital role in making literary works accessible worldwide and should be an integral part of a company's long-term marketing and business strategies.

Furthermore, according to Abdullateef (2001) cited in (Sahebi, 2019) said that 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.

Based on the opinions of the experts above, it can be concluded that translation plays a vital role in global communication, business, and information dissemination. Not everyone is fluent in English, so translation helps to convey messages more effectively in their native

language. In business, even though English is the dominant language, translation is still needed to reach a wider market. In addition, translation supports language development in developing countries, expands business reach, and facilitates the spread of knowledge and culture. With only a small percentage of the world's population speaking English, translation is a vital strategy for emotional connection, market expansion, and business sustainability on a global level

### **c. Type of Translation**

According to (Savory, 1969) cited in (Kembaren, 2019) has divided translation into four kinds, such as:

#### **1) Perfect Translation**

Perfect translation is a kind of translation that is often to see in public area. For example, “No parking (Dilarang parkir)”. For this kind of text, the most important thing is the source message is transformed well with the same meaning in the target text.

#### **2) Adequate Translation**

This translation is made for readers who aim to get the general information of the text for fun readings. In translating this kind of text, translator sometimes deletes difficult words to understand and the translator is free to paraphrase the sentences to make the readers catch the plot of the stories. In other words, adequate translation concerns on flexible and smooth translation, so the target readers are easy to catch the information in the text. For example, a translation of a novel entitled Harry Potter written by J.K. Rowling into Indonesia.

#### **3) Composite Translation**

Composite translation is a serious translation of literatures. The translation is made well enough to make the message, meaning, and style of the source text can be transformed well in the target language, for example: the translation of “The Old Man and the Sea” is translated to be “Laki-laki Tua dan Laut” (by Sapardi Djoko

Damono), and “The Adventures of Huckle-berry Finn” is translated to be “Petualangan Huckleberry Finn (by Djokolelono).

#### 4) Research and Technical Translation

This kind of translation is made for translating texts related to science or techniques, for example; translating books related to computer science from English to Indonesia in order to develop the information about computer in Indonesia.

While Roman Jakobson (1959) cited in (Jordan, 2021) explains 3 types of translation:

- 1) Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language). It means the process of restating a text or utterance in the same language using different words or structures, often for simplification or clarification. Example: Transforming a complex academic text into a simpler version for general readers.
- 2) Interlingual translation, or translation proper (an interpretation of verbal signs by means of some other language). This process involves translating from one language to another, while maintaining the same meaning and context between the source and target languages. Example: Translating a novel from English to Indonesian.
- 3) Intersemiotic translation, or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems). This type of translation changes a message from a linguistic form into another non-verbal form, such as images, music, or movement, without changing the essence of the message being conveyed.

#### **d. Criteria of Good Translation**

According to Nababan (2012) cited in (Ningsih et al., 2020) stated that a good translation should meet three requirements presented as:

##### 1) Accuracy

Accuracy is an essential aspect of translation evaluation, emphasizing the level of correspondence between the source and

target languages. It examines how well the translated text preserves the meaning, content, and subtle nuances of the original text.

## 2) Acceptability

Acceptability in translation refers to how well the translated text aligns with the norms, values, and cultural context of the target language at both micro and macro levels. It ensures that the translation not only maintains linguistic accuracy but also respects cultural nuances, societal expectations, and contextual elements that influence how the audience perceives the text.

## 3) Readability

The readability aspect focuses on how easily a translated text can be understood by its readers. It assesses whether the translation is clear, well-structured, and free of unnecessary complexity, ensuring that the message is conveyed smoothly and effectively. A well-translated text should be accessible to its intended audience, maintaining both coherence and natural flow.

Nida (1975) cited in (Nugraha et al., 2017) stated that criteria of good translation they are as follows:

### 1) Accuracy

The translation should accurately convey the meaning of the source text. writers emphasize the importance of conveying the message, rather than providing a word-for-word translation. The focus is on capturing the intent, purpose, and effect of the original text.

### 2) Clarity

The translation should be clear and easily understandable to the target audience. It should avoid ambiguity, vagueness, and confusion. writers emphasize the need for clear language and structure to ensure effective communication.

### 3) Naturalness

The translation should read naturally in the target language. It should sound as if it is originally written or spoken in that language.

writers emphasize the importance of using idiomatic expressions, appropriate cultural references, and natural syntax to make the translation sound authentic.

#### 4) Relevance

The translation should be relevant to the target audience culture, background, and experience. writers suggest adapting the translation to suit the reader's expectations and knowledge, ensuring that it resonates with their cultural context.

#### 5) Functionality

The translation should fulfill its intended purpose in the target language. writers emphasize the importance of considering the specific communicative function of the text and adapting it accordingly. Whether it is a persuasive text, informative text, or poetic text, the translation should achieve the desired effect on the target audience.

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

##### 1) Accuracy

The translation should evaluate whether the meaning of the source text (ST) is the same as the meaning of the target 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 understood by the target 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.

**Table 2. 1**  
**Criteria of Good Translation**

No.	Expert	Criteria of Good Translation
1.	Nababan in (Ningsih, R., et al. 2020)	1. Accuracy 2. Acceptability 3. Readability
2.	Nida in (Nugraha et al, 2017)	1. Accuracy 2. Clarity 3. Naturalness 4. Relevance 5. Functionality
3.	Larson in (Hamdan & Hussein, 2024)	2. Accuracy 3. Clarity 4. Naturalness

## **2. Book Title**

### **a. Definition of Book Title**

Book titles are an essential part of any publication, functioning as the first point of contact between the content and its prospective readers. According to (Reiss, 2000), a book title serves as a verbal signpost that gives readers clues about the subject matter, tone, and genre of the work. Similarly, (Nord, 1997) defines a book title as a linguistic unit that encapsulates the central theme or communicative intention of a text and is often designed to attract attention while representing the content accurately.

Further, (Munday, 2016) highlights that book titles can carry multiple layers of meaning, including literal, metaphorical, and symbolic interpretations, which must be carefully considered during the translation

process. A good book title not only identifies the text but also creates expectations and communicates value to the target audience.

In the context of translation, understanding the function and intent of the book title in the source language (SL) is crucial before attempting to reproduce it in the target language (TL). As stated (Newmark, 1988), a title can act as a microtext that represents the macrotext, and thus must maintain fidelity in both meaning and effect.

Therefore, in this study, a **book title** is defined as a short, concise linguistic unit that encapsulates the essence of a written work and serves both **informative and persuasive purposes**, playing a crucial role in attracting the reader and setting the tone for the text that follows.

#### **b. Characteristics of Book Titles**

Book titles are a unique form of text that serve multiple communicative purposes. Unlike ordinary sentences or phrases, book titles must be concise, meaningful, and appealing. As (Nord, 1997) explains, a book title should provide clues about the content of the book while simultaneously attracting the interest of potential readers. Translating book titles therefore requires an understanding not only of linguistic equivalence but also of textual functions such as marketing appeal, thematic relevance, and cultural suitability.

The following are some of the key characteristics of book titles that must be considered in translation:

##### 1) Brevity and Conciseness

Book titles are typically short, often consisting of just a few words. As noted by (Newmark, 1988) the title should be easy to remember and quick to recognize, which is why authors and publishers usually avoid long or overly complex phrasing.

##### 2) Informative Function

Many book titles are designed to give readers a general idea of the book's content, theme, or genre. According to (Nord, 1997), this

function helps guide readers' expectations before they open the book to reading.

### 3) Persuasive and Promotional Function

Besides being informative, titles also serve a promotional purpose. (Hatim, 2004), state that a book title must catch the reader's attention and persuade them to read the book, especially in commercial contexts.

### 4) Cultural and Stylistic Elements

Titles often contain idiomatic expressions, metaphors, cultural references, or symbolic language. This reflects the cultural context of the original text, and it may not always have a direct counterpart in the target language (Baker, 1992)

### 5) Ambiguity or Wordplay

Some titles are deliberately ambiguous, ironic, or include puns. As mentioned by (Nida, 1982), these stylistic devices require creativity and adaptation from the translator in order to maintain the same effect in the target language.

### 6) Genre or Thematic Indicators

Titles may also hint at the book's literary genre or main themes, such as romance, thriller, or academic topics. These indicators help readers identify the type of content they can expect.

In conclusion, understanding the characteristics of book titles is essential for producing translations that are both accurate and effective in the target language. These characteristics highlight the complexity of title translation and the importance of balancing linguistic fidelity with functional and cultural appropriateness.

## c. Translation of Book Titles

Translating book titles is a challenging yet essential task in the field of translation. Book titles carry not only the literal content of the book but also its thematic essence, cultural relevance, and market appeal.

A title must be able to attract the attention of readers while still reflecting the meaning and intent of the original work.

According to (Newmark, 1988), translation is a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. In the case of book titles, this replacement must consider not only semantic equivalence but also stylistic, functional, and cultural relevance. A literal translation may fail to capture the metaphorical, idiomatic, or commercial tone of the original title, which can mislead or fail to engage the target audience.

(Baker, 1992) emphasizes that translators need to consider the communicative function and the audience's expectations when translating culturally loaded elements, such as titles. This means that in some cases, adaptation or transcreation may be more appropriate than literal translation to preserve the intended impact of the original title.

Furthermore, (Nord, 1997) highlights the importance of function and purpose (Skopos) in translation, arguing that titles should be translated based on their intended function in the target context. If a title is meant to inform, the translation should focus on clarity and relevance. If it is meant to persuade or attract, the translation should prioritize impact and resonance in the target culture.

In practical terms, translators of book titles often face three choices: First is direct translation if the title is clear and culturally neutral. Second is adaptation or localization if the title carries cultural or stylistic elements. Lastly, substitution with a new title that preserves the core idea but is reformulated for appeal or understanding in the target culture.

Thus, translating book titles requires not only linguistic competence but also cultural awareness and sensitivity to the function of the title within the target context. The process must balance accuracy, acceptability, and readability—three components that form the foundation of Translation Qualitative Assessment (Nababan et al., 2012).

#### **d. Translation Quality Consideration in Book Title Translation**

In translating book titles, it is crucial to consider the three main aspects of translation quality: accuracy, acceptability, and readability. These components, as proposed by Nababan et al. (2012), serve as the fundamental criteria in assessing the success of a translation.

Accuracy refers to how precisely the translated title conveys the meaning of the source title without distortion or omission. This is essential because a misleading title may misrepresent the content of the book itself. Acceptability, on the other hand, deals with the naturalness and appropriateness of the translated title within the cultural and linguistic norms of the target audience. A title may be accurate in meaning but rejected by readers if it sounds awkward or unnatural in the target language. Meanwhile, readability emphasizes how easily the translated title can be understood. A readable book title should be concise, clear, and immediately comprehensible to the target readers.

These three elements must be balanced carefully in the translation of book titles, considering that titles often serve as the first impression of a book. In addition to these quality parameters, translators must also consider contextual factors such as the target audience, the genre of the book, and marketing goals. In many cases, the title is not only a reflection of the book's content but also a tool for attracting readers.

Therefore, translation decisions must go beyond linguistic equivalence and involve strategic choices that align with the purpose and reception of the book in the target culture.

### **3. Translation Qualitative Assessment (TQA)**

#### **a. Definitions**

Translation Qualitative Assessment (TQA) is a comprehensive model developed to evaluate the quality of a translation product holistically. According to Nababan, Nuraeni, and Sumardiono (2012), TQA encompasses three critical dimensions of translation quality:

accuracy, acceptability, and readability. These components are interrelated and are essential in determining how well a translated text conveys the intended meaning of the source language while maintaining naturalness and clarity in the target language.

The TQA model was designed through a descriptive qualitative approach and is applicable in both academic and professional contexts. It allows for the evaluation of translation at both micro (word, phrase, clause) and macro (textual) levels. The strength of this model lies in its holistic nature, which enables evaluators to assess not just the fidelity of content but also the naturalness and ease of comprehension of the translated text.

In essence, TQA is a translation evaluation model that does not merely measure how closely a translation matches the source text (accuracy), but also considers how culturally and linguistically appropriate the translation is (acceptability), as well as how easily the target audience can understand it (readability). These three aspects serve as the foundational parameters that guide the assessment of translation quality in various types of texts, including book titles.

#### **b. Instrument of Translation Qualitative Assessment (TQA)**

The Translation Qualitative Assessment (TQA) instrument proposed by Nababan, Nuraeni, and Sumardiono (2012) consists of three main components: Accuracy, Acceptability, and Readability. Each component is evaluated separately using a qualitative scoring system ranging from 1 to 3, where each score corresponds to a specific translation quality level.

These three parameters serve as the foundation for assessing the quality of any translated text

##### **1) Accuracy**

Accuracy refers to how precisely and faithfully the meaning of the source text (ST) is conveyed into the target text (TT). This aspect emphasizes the correct transfer of information from the original

language to the translated version without omissions, additions, or distortions.

According to (Nababan, 2012), accuracy is one of the primary indicators used to evaluate whether a translation reflects the intended message of the original text. A translation is considered accurate if all the content in the source language is correctly and completely transferred into the target language.

To measure the accuracy of a translation, Nababan et al. propose a 3-point scale, as outlined in the table below:

**Table 2. 2**  
**Accuracy Rating Scale**

<b>Score</b>	<b>Category</b>	<b>Description</b>
3	Accurate	The meaning of source language words, technical terms, phrases, clauses, sentences or texts is accurately transferred into the target language; no distortion of meaning occurs at all.
2	Less Accurate	Most of the meanings of source language words, technical terms, phrases, clauses, sentences or texts have been accurately transferred into the target language. However, there are still distortions of meaning or double-meaning translations or omitted meanings, which disrupt the integrity of the message.
1	Inaccurate	The meaning of source language words, technical terms, phrases, clauses, sentences or texts are inaccurately transferred into the target language or deleted.

**Source :** (Nababan, 2012)

## 2) Acceptability

Acceptability refers to how natural, appropriate, and culturally suitable a translation is in the target language (TL). A translation is considered acceptable if it aligns with the norms and rules of the TL in terms of grammar, diction, and style, making the translation feel like an original text written in that language.

According to (Nababan, 2012), a translation with high acceptability should not feel “translated” it should be easily understood by native speakers and sound natural in its context.

To measure the acceptability of a translation, Nababan et al. propose a 3-point scale, as outlined in the table below:

**Table 2. 3**  
**Acceptability Rating Scale**

<b>Score</b>	<b>Category</b>	<b>Description</b>
3	Acceptable	The translation feels natural; the technical terms used are commonly used and familiar to the reader; the phrases, clauses and sentences used are in accordance with Indonesian language rules.
2	Less Acceptable	In general, the translation felt natural; however, there were a few problems with the use of technical terms or a few grammatical errors.
1	Unacceptable	The translation is not natural or feels like a translation; the technical terms used are not commonly used and are not familiar to the reader; the phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language.

Source : (Nababan, 2012)

### 3) Readability

Readability refers to the degree to which a translated text can be easily read and understood by the target readers. A translation is considered readable if the sentence structure, word choice, and flow of ideas are clear, coherent, and accessible to its intended audience.

According to Nababan et al. (2012), readability plays a key role in translation quality, as even an accurate and acceptable translation may fail to convey the message effectively if it is difficult to read.

To measure the readability of a translation, Nababan et al. propose a 3-point scale, as outlined in the table below:

**Table 2. 4**  
**Readability Rating Scale**

<b>Score</b>	<b>Category</b>	<b>Description</b>
3	Readable	Words, technical terms, phrases, clauses, sentences or translated text can be easily understood by the reader.
2	Less Readable	In general, the translation can be understood by the reader; but there are certain parts that must be read more than once to understand the translation
1	Not Readable	The translation is difficult for the reader to understand

Source : (Nababan, 2012)

These three aspects are interrelated and collectively determine the overall quality of a translation. While accuracy ensures that the meaning of the source text is faithfully conveyed, acceptability focuses on the naturalness and cultural appropriateness of the translation in the target language. Meanwhile, readability assesses how easily the translation can be understood by the target readers.

In summary, This assessment instrument provides a systematic and objective way to evaluate student translations and helps identify specific areas that need improvement. In the context of this study, these instruments serve as the foundation for analyzing the quality of students' translation of book titles from English into Indonesian.

## **B. Review of Relevant Study**

The researcher identified several relevant studies on readability in translation, including the following:

First, Aresta (2018) conducted a study titled "The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality." This research analyzed translated utterances that violated the maxim of quality, evaluating the translation quality through a focus group discussion involving multiple raters. The findings indicated that translation techniques such as amplification, discursive creation, and literal translation significantly affected the accuracy and acceptability of the translations. However, some utterances were rated less acceptable due to overly literal translations or borrowing without proper adaptation to the target language norms.

The relevance of Aresta's study to the present research lies in its exploration of accuracy and acceptability as critical components of translation quality assessment. Both studies aim to evaluate how well translations conform to the expectations of naturalness and appropriateness in the target language. The main difference is that while Aresta focused on utterances that flout conversational maxims, the current research examines students' translations of English book titles into Indonesian, which require careful consideration of accuracy, acceptability, and readability to ensure the titles are clear, appealing, and contextually suitable for Indonesian readers.

Second, Yola Savitri, Ujang Suparman, and Hery Yufrizal (2020) conducted a study entitled "An Analysis of Students' Translation Quality (Accuracy, Readability, and Acceptability) in Translating an Informative Text

Entitled YSEALI to Indonesian.” This research aimed to assess the students’ translation quality based on three key aspects: accuracy, readability, and acceptability. Using a descriptive qualitative approach, sixth-semester English Education students participated in translating an informative text. The students’ translations were analyzed using Nababan’s (2012) translation quality assessment instrument. The results revealed that 64% of the translations were categorized as acceptable, 34% as less acceptable, and 2% as unacceptable. These findings demonstrate that a majority of students were able to produce translations that were both natural and appropriate to the Indonesian language context.

The relevance of this study to the current research lies in its comprehensive evaluation of accuracy, acceptability, and readability as indicators of translation quality, which are also the focus of this study. However, while the previous study examined translations of a general informative text, the present research specifically investigates the accuracy, acceptability, and readability of students’ translations of English book titles into Indonesian. Translating book titles poses unique challenges, as titles must remain concise yet impactful, accurately convey the essence of the book, and align with linguistic and cultural expectations in the target language.

Last, Nurul Hanivah, Fahrur Rozi, and Rahayu Puji Haryanti conducted a study entitled “*Accuracy, Acceptability, and Readability in the Translation of The Hounds of Baskerville Movie Subtitle.*” This research aimed to assess the translation quality of movie subtitles by evaluating three key aspects: accuracy, acceptability, and readability. Using a qualitative descriptive method, the researchers analyzed the English and Indonesian subtitle transcripts of *The Hounds of Baskerville* movie, supported by questionnaires completed by raters with expertise in English education and translation. Applying Nababan’s (2012) translation quality assessment model, the findings showed that the subtitle translations generally scored low, with an average of 2.2, indicating that they were less accurate, less acceptable, and less readable.

The study highlighted that a lack of cultural awareness and inappropriate language choices could significantly reduce translation quality.

The relevance of this study to the current research lies in its comprehensive evaluation of accuracy, acceptability, and readability as indicators of translation quality, which aligns with the core aspects assessed in the present study. However, the main difference lies in the type of text analyzed: while Hanivah et al. focused on the translation quality of movie subtitles, the present research investigates the TQA of students' translations of book titles. Translating book titles presents distinct challenges, such as ensuring the titles are engaging, culturally appropriate, and accurately convey the essence of the original, which differs from the subtitling context that prioritizes brevity and synchronization with audiovisual elements.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study employed qualitative content analysis as the methodological approach. Generally, qualitative research seeks to explore and understand how individuals or groups perceive, interpret, and assign meaning to social or human-related phenomena. By focusing on students' translations of book titles, this approach allows for an in-depth examination of how students apply translation strategies and produce translations that align with the norms of the target language.

Through a systematic process of categorizing, coding, and identifying patterns, qualitative content analysis was applied to analyze how students produced translations of book titles. According to Hsieh & Shannon 2005, as cited in (Furqan, 2024), this method enables researchers to interpret text-based data by organizing it into coherent categories and themes, which reflect the level of accuracy, acceptability, and readability present in students' translations.

Therefore, the process involved gathering and systematically organizing data from students' translated book titles into a contextual framework, allowing the researcher to interpret the meaning and assess translation characteristics clearly. This approach was crucial for explaining the observed phenomena in the research setting. In this study, qualitative content analysis was utilized to examine how students conveyed meaning accurately, naturally, and clearly in their translations of English book titles into Indonesian.

In line with the theoretical framework, this research aimed to identify and describe the level of translation quality in students' translations of book titles within the Translation for Specific Purposes course. The analysis focused on evaluating how well the translated titles conveyed the intended

meaning accurately, sounded natural, and were easy to understand in the Indonesian language, following established translation norms and context.

## **B. Data and Data Source**

### **1. Data**

The data in this research consist of students' translation results from the Final Examination in the Translation for Specific Purposes course. The participants were sixth-semester students of the English Education Department at UIN Mahmud Yunus Batusangkar in the 2024/2025 academic year. In this study, each student group was assigned a different English book to translate as part of their final project, and the focus of this research is specifically on the translations of the book titles produced by each group. There were a total of 14 book titles translated, corresponding to the 14 groups formed from the 42 students in the class. This data was collected to analyze the quality of students' translations in terms of accuracy, acceptability, and readability, focusing on how well the book titles convey meaning naturally, appropriately, and clearly in the Indonesian language according to translation norms.

### **2. Data Source**

The data source in this research was taken from the Final Examination of the Translation for Specific Purposes course. In this examination, each of the 14 student groups—formed from 42 sixth-semester students in the English Education Department at UIN Mahmud Yunus Batusangkar was assigned an English book to translate as part of their final project. For this study, the researcher focused specifically on the book titles translated by each group from English into Indonesian.

From this sampling process, the researcher decided to analyze all fourteen translated book titles produced by the student groups. Each group's translation represents a distinct book title, allowing a complete evaluation of the accuracy, acceptability, and readability of students' translations.

These translations serve as the primary data source for assessing the quality of book title translation in the Translation for Specific Purposes course.

### C. Research Instrument

Research instruments, which are described as tools used for the gathering, analysis, and inquiry of a certain subject, will be crucial components of research technique. According to (Sugiyono, 2018) as cited in (Rahim et al., 2021), a research instrument will be define as a device that is utilized to quantify social and natural events that are observed.

In this study, the researcher functions as the primary human instrument, responsible for collecting, observing, interpreting, and analyzing the translation data. The main instrument used is the final test translation results of book titles from the Translation for Specific Purposes course, completed by sixth-semester students of the English Education Department at UIN Mahmud Yunus Batusangkar during the 2024/2025 academic year.

To assess the quality of students' book title translations, the researcher applies the Translation Qualitative Assessment (TQA) model proposed by Nababan et al. (2012), which evaluates three key parameters: Accuracy, Acceptability, and Readability. Each parameter will be scored using a qualitative scale of 1 to 3. This model is chosen because it is widely recognized in translation studies for its comprehensive approach to evaluating the overall quality of translations.

The details of each assessment instrument are presented in the following tables:

**Table 3. 1**  
**Instrument for Assessing Accuracy**

<b>Translation Category</b>	<b>Scale</b>	<b>Indicator of Accuracy</b>
Accurate	3	The meaning of source language words, technical terms, phrases, clauses, sentences or texts is

		accurately transferred into the target language; no distortion of meaning occurs at all.
Less Accurate	2	Most of the meanings of source language words, technical terms, phrases, clauses, sentences or texts have been accurately transferred into the target language. However, there are still distortions of meaning or double-meaning translations or omitted meanings, which disrupt the integrity of the message.
Inaccurate	1	The meaning of source language words, technical terms, phrases, clauses, sentences or texts are inaccurately transferred into the target language or deleted.

**Table 3. 2**  
**Instrument for Assessing Acceptability**

<b>Translation Category</b>	<b>Scale</b>	<b>Indicators of Acceptability</b>
Acceptable	3	The translation feels natural; the technical terms used are commonly used and familiar to the reader; the phrases, clauses and sentences used are in accordance with Indonesian language rules.
Less Acceptable	2	In general, the translation felt natural; however, there were a few problems with the use of technical terms or a few grammatical errors.
Unacceptable	1	The translation is not natural or feels like a translation; the technical terms used are not commonly used and are not familiar to the reader; the phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language.

**Table 3. 3**  
**Instrument for Assessing Readability**

<b>Translation Category</b>	<b>Score</b>	<b>Indicators of Acceptability</b>
Readable	3	Words, technical terms, phrases, clauses, sentences or translated text can be easily understood by the reader.
Less Readable	2	In general, the translation can be understood by the reader; but there are certain parts that must be read more than once to understand the translation
Not Readable	1	The translation is difficult for the reader to understand

#### **D. Techniques of Data Collection**

In qualitative research, data can be obtained through several methods, including questionnaires, interviews, observations, and document analysis (Furqan, 2024). In this study, the researcher employs the documentation method to collect data directly from students' final test translations. Documentation is an effective technique for gathering existing written records, such as texts, assignments, or other documents, which can then be analyzed in depth.

Because the researcher uses students' midterm semester translation tests for certain goals as the object of gathering or receiving the data, the researcher has decided to employ the documentation approach in this research. To collect and analyze the data, the study will implement the following steps:

Because the researcher uses students' final test translations of book titles as the primary data source, the documentation method is considered the most appropriate approach for this research. To collect and analyze the data systematically, the study will implement the following stages:

1. Planning

- a. Conducting preliminary research related to translation qualitative assessment (TQA) in translating book titles.
  - b. Compiling a research proposal and consulting with the academic advisor for guidance and approval.
  - c. Arranging a research permit and requesting permission from the lecturer of the Translation for Specific Purposes course to obtain students' final test translation documents.
2. Data Collection and Processing
- a. Collecting the students' translations of 14 predetermined educational book titles from the final test of the Translation for Specific Purposes course.
  - b. Assigning classification codes to each translation result to ensure organized documentation.
  - c. Submitting the students' translated book titles to expert raters or scorers for evaluation using the TQA parameters: accuracy, acceptability, and readability.
  - d. Analyzing and identify common issues and patterns related to the students' translation quality.
  - e. Compiling the analyzed data into tables and summaries to support interpretation and discussion of the findings.
3. Post Data Processing
- a. Analyzing and discussing the research findings by interpreting the assessment scores of students' translations based on the three aspects of Translation Quality Assessment: accuracy, acceptability, and readability.
  - b. Drawing conclusions from the analysis results and providing suggestions for improving students' ability to produce accurate, acceptable, and readable translations of book titles.

#### **E. Technique of the Data Analysis**

This study adopts content analysis as the main approach for data analysis. Content analysis is a qualitative method of systematically describing the meaning of textual material by classifying data into categories, allowing

researchers to draw valid conclusions from texts (Krippendorff, 1980; Schreier in (Elo, 2014)).

According to (White, 2006) and (Zhang, 2005), the essential principles of content analysis are:

1. Systematic – analysis follows a structured procedure applied consistently to all data.
2. Objective – conclusions are based on clear criteria rather than researcher bias.
3. Manifest Content – the focus is on visible and explicit information in the texts.

The procedures in content analysis generally include:

1. Formulating research questions, ensuring analysis remains focused on the study aims.
2. Defining the unit of analysis, in this study each group's translated book title.
3. Creating categories and coding schemes, based on the TQA parameters (accuracy, acceptability, readability) using Nababan's (2012) scoring system.
4. Coding the data, systematically assigning scores to translations according to established categories.
5. Analyzing coded data, identifying patterns, similarities, and differences in students' translation performance.
6. Making inferences, interpreting the results to answer research questions and drawing conclusions.
7. Reporting findings, presenting data in tables and descriptive narratives to demonstrate the translation quality of students' work.

This approach enables an in-depth, systematic, and objective analysis of how accurately, acceptably, and readably students translate book titles from English to Indonesian.

The following are the steps for data analysis in this study, which can be broken down into the following stages:

1. Gathering the Data

The data for this study were collected from students' translations during the final exam of the Translation for Specific Purposes course. The data consists of 14 book titles translated by 14 groups of sixth-semester students. Each group produced one translated book title, resulting in a total of 14 translations to be analyzed.

## 2. Explaining the Unit of Analysis

In content analysis, two types of units of analysis are recognized: the **content unit**, which refers to the boundary of the written material to be analyzed, and the **recording unit**, which is the specific part of the content unit categorized during analysis. In this study, the content unit is the students' translated book titles, while the recording unit focuses on the specific expressions within those titles that reflect accuracy, acceptability, and readability.

## 3. Creating a Coding Scheme and Categories

At this stage, the researcher codes each translated book title. Each translation is labeled sequentially, e.g., T-1 for Title 1, T-2 for Title 2, and so on. For scoring in this study use AU3 for Accurate, AU2 for Less Accurate, AU 1 for Inaccurate, AE1 for Acceptable, AE2 for Less Acceptable, AE1 for Not Acceptable, RA3 for Readable, RA 2 for Less Readable, and RA1 for Not Readable. Then, each title is assessed using Nababan's (2012) scoring system for the three aspects of TQA:

**Table 3.4**  
**Coding TQA**

<b>Code</b>	<b>TQA</b>
AU3, AE3, RA 3	Accurate / Acceptable / Readable
AU2, AE2, RA2	Less Accurate / Less Acceptable / Less Readable
AU1, AE1, RA1	Inaccurate / Unacceptable / Unreadable

## 4. Making Inferences Using the Coded Data

The researcher analyzes the coded data to determine how well students' translations demonstrate understanding of accurate, natural, and

clear translation of book titles. Patterns of errors, strengths, and common translation challenges are identified. This analysis helps reveal factors influencing translation quality, such as word choice, adherence to target language norms, or misinterpretation of the original meaning. Translations are categorized based on scores assigned in the coding stage to enable a detailed comparison of quality across all samples.

#### 5. Reporting Results

Finally, the analysis results are compiled into tables reflecting the distribution of scores for accuracy, acceptability, and readability. The researcher interprets these findings, explaining how variations in word choice, syntax, and idiomatic expression affect the overall quality of translated book titles. Translations with high scores indicate good mastery of TQA principles, while those with low scores reveal areas needing improvement.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

This chapter presents and discusses the research findings on the translation qualitative assessment of students' translation in translating book titles. The study focused on assessing the quality of students' translations based on three key parameters: accuracy, acceptability, and readability. A total of 14 book titles were collected and analyzed from the final project of students in the Translation for Specific Purposes course at UIN Mahmud Yunus Batusangkar. The researcher employed a document analysis method to systematically assess the translations. Each student's translation was given a code to facilitate analysis. The findings were then used to determine the quality level of each student's translation of book titles.

The researcher collected and analyzed the results of the assessment concerning the translations of book titles by the students. The results obtained from this analysis were then used to determine the accuracy, acceptability, and readability of each student's translation.

The following tables present the Book title and students' translation, and scoring checklist from book title by students' translation, detailing their individual assessments for all 14 book titles across the three quality aspects.

**Table 4. 1**  
**Book title and students' translation**

Code	Book Title	Translation by Students
T. 1	Rethinking Education; Towards a Good Global Common Good?	Memikirkan Kembali Pendidikan; Menuju Kebaikan Bersama Secara Global?
T. 2	FORMS OF EXILE IN JEWISH LITERATURE AND THOUGHT	BENTUK-BENTUK PENGASINGAN DALAM SAstra DAN PEMIKIRAN YAHUDI

	Twentieth-Century Central Europe and Migration to America	Eropa Tengah Abad Kedua Puluh dan Migrasi ke Amerika
T. 3	Critical Issues in Teacher Education  Interculturally, Critically and Reflexivity in Teacher Education	Permasalahan Utama dalam Pendidikan Guru  Lintas Budaya, Kekritisian dan Refleksitas dalam Pendidikan Guru
T. 4	Revised Edition Teaching Reading	Revisi Edisi Mengajar Membaca
T. 5	Artificial Intelligence and the Future of Teaching and Learning  Insight and Recommendation	Kecerdasan Buatan dan Masa depan Pengajaran dan Pembelajaran  Insight and Recommendation
T. 6	Culture in City Reconstruction and Recovery	Budaya Dalam Rekonstruksi dan Pemulihan Kota
T. 7	Advancing Education For Sustainable Development Key Success Factors For Policy and Practice	Memajukan Pendidikan Untuk Pembangunan Berkelanjutan Faktor Kunci Keberhasilan Untuk Kebijakan dan Praktek
T. 8	Learning Made Easy Virtual Event Strategy for Dummies  Develop Effective Virtual Event Strategies Design and Execute Engaging Virtual Events Maximize Virtual Event ROI	Belajar Tanpa Ribet Strategi Acara Virtual untuk Pemula  Membangun Strategi Acara Virtual dengan Efektif Merancang dan Menjalankan Acara Virtual yang Menarik Memaksimalkan ROI Acara Virtual
T. 9	Understanding and Developing Student Assessment Literacy Translating Research into Actionable Approach	Memahami dan Mengembangkan Literasi Penilaian Siswa Menerjemahkan Penelitian ke Dalam Pendekatan yang Dapat Ditindaklanjuti
T. 10	Win Every Argument The Art of Debating Persuading and Public Speaking	Memenangkan Setiap Argument  ( Terjemahan Tidak Lengkap )
T. 11	Language Teaching  Mediating Innovation through Language Teacher Education	Pengajaran Bahasa  Memediasi Inovasi melalui Pendidikan Guru Bahasa
T. 12	Global Citizenship Education	Pendidikan Kewarganegaraan Global

	Topics and Learning Objectives	Topik dan Tujuan Pembelajaran
T. 13	Education for Sustainable Development Goals Learning Goals	Pendidikan untuk Tujuan Pembangunan Berkelanjutan Tujuan Pembelajaran
T. 14	Culture and Public Polici For Sustainable Development  Forum of Ministers of Culture 2019	Budaya dan Kebijakan Publik Untuk Pembangunan Berkelanjutan  Forum Menteri Budaya 2019

**Table 4. 2**  
**Students' translation code**

Code	Accuracy			Acceptability			Readability		
	AU3	AU2	AU1	AE3	AE2	AE1	RA3	RA2	RA1
T. 1		✓			✓			✓	
T. 2		✓			✓			✓	
T. 3		✓			✓			✓	
T. 4		✓		✓				✓	
T. 5	✓			✓			✓		
T. 6	✓			✓			✓		
T. 7	✓			✓			✓		
T. 8	✓			✓			✓		
T. 9		✓			✓			✓	
T. 10			✓			✓			✓
T. 11		✓			✓			✓	
T. 12	✓			✓			✓		
T. 13	✓			✓				✓	
T. 14		✓			✓			✓	

### 1. Analysis of Translation Accuracy

Accuracy is the most critical aspect of translation quality assessment, with a weight of 3, focusing on how precisely the meaning of the source text is transferred into the target language without distortion or omission. The raters assessed the 14 book titles using a 3-point scale: 3 for "Accurate," 2 for "Less Accurate," and 1 for "Inaccurate". The following table presents the scores given by each rater and the calculated average score for each book title.

**T.1: *Rethinking Education; Towards a Good Global Common Good?***

**Student's Translation:** *Memikirkan Kembali Pendidikan; Menuju Kebaikan Bersama Secara Global?*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate". The core issue lies in the translation of the word

"Rethinking." The student's translation, "Memikirkan Kembali," is a literal rendering of the original term. However, in an academic context, "rethinking" implies a much deeper process than simply "thinking again." According to the Cambridge Dictionary, "rethinking" refers to "the process of considering a subject again in a serious way and with a fresh attitude."

The student's translation fails to capture this nuanced meaning of serious re-evaluation or re-imagination. The literal translation is not fully adequate in conveying the reflective and intellectual nature of the original title. A more precise translation would have been "Merenungkan Kembali" or "Menggagas Ulang." This inability to capture the full semantic depth of the source text, while not a complete misrepresentation, constitutes a distortion of meaning that, according to Nababan's theory, places the translation in the "Less Accurate" category.

**T.2: *FORMS OF EXILE IN JEWISH LITERATURE AND THOUGHT, Twentieth-Century Central Europe and Migration to America***

**Student's Translation:** *BENTUK-BENTUK PENGASINGAN DALAM SASTRA DAN PEMIKIRAN YAHUDI Eropa Tengah Abad Kedua Puluh dan Migrasi ke Amerika*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate." While the student's translation is grammatically correct and understandable, the translation of "FORMS" as "BENTUK-BENTUK" is less precise and stylistically weak for an academic title. According to the Cambridge

Dictionary, "form" in this context refers to "a particular way in which something appears or exists," which implies a variety or a collection of different types.

The student's literal repetition of the word "BENTUK-BENTUK" is a common feature of direct translation but it fails to capture the elegance and natural flow of professional Indonesian. A more suitable and accurate term would have been "Ragam" (variety) or "Aneka Ragam" (various kinds). These terms more precisely convey the concept of a collection of different ways in which exile can manifest, which is the core meaning of the original title. The student's literal translation, while not fundamentally incorrect, lacks the semantic precision and stylistic refinement required for an academic context, thereby slightly distorting the professional tone of the title and placing it in the "Less Accurate" category.

**T.3: *Critical Issues in Teacher Education, Interculturally, Critically and Reflexivity in Teacher Education***

**Student's Translation:** *Permasalahan Utama dalam Pendidikan Guru, Lintas Budaya, Kekritisian dan Refleksitas dalam Pendidikan Guru*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate." The core issue lies in the student's translation of "Critical Issues" as "Permasalahan Utama". While "Main Problems" is a literal translation, it fails to capture the full semantic weight of the word "critical" in this context. According to the Cambridge Dictionary, "critical" in an academic or professional context refers to something that is "of the greatest importance to the way things might happen." The student's use of "Utama" only denotes a primary issue, not necessarily a pivotal or crucial one that requires urgent attention, which is the nuance of "critical" in the original title.

Furthermore, the translation of "Critically and Reflexivity" as "Kekritisian dan Refleksitas" also presents a challenge in accuracy. "Kekritisian" and "Refleksitas" are nouns, but the original words "Critically"

and "Reflexivity" function as adverbs and nouns in English, and their direct translation here feels slightly awkward and less impactful in Indonesian. A more accurate and contextually appropriate translation that maintains the full meaning and professional tone would be, for example, "Isu-isu Krusial dalam Pendidikan Guru : Meninjau Isu-isu Penting secara Lintas Budaya, Kritis dan Reflektif." The student's translation, while understandable, lacks the precision and nuance required, which results in a distortion of the original title's communicative intent.

#### **T.4: Revised Edition, Teaching Reading**

**Student's Translation:** *Revisi Edisi, Mengajar Membaca*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate." The primary issue lies not in the word choice itself, but in the grammatical structure of the translation. The student's translation of "Revised Edition" as "Revisi Edisi" is an inversion of the standard Indonesian grammatical structure. In Indonesian, the modifying noun or adjective typically follows the main noun. As per the Kamus Besar Bahasa Indonesia (KBBI), "revisi" is a noun, and its correct placement as a modifier should follow the noun it describes. Therefore, the correct and natural phrasing is "Edisi Revisi."

Similarly, the translation of "Teaching Reading" as "Mengajar Membaca" is a direct, verb-based translation. While comprehensible, a more formal and academic title would use the noun form, "Pengajaran Membaca," to denote the subject of the book rather than the action itself. The student's literal translation of both phrases, while not completely unintelligible, disrupts the professional and academic tone of the title. These grammatical and stylistic flaws lead to a translation that is less precise and less professional. According to Nababan's theory on accuracy, such structural errors can result in a distortion of the message's integrity, classifying the translation as "Less Accurate."

**T.5: *Artificial Intelligence and the Future of Teaching and Learning, Insight and Recommendation***

**Student's Translation:** *Kecerdasan Buatan dan Masa depan Pengajaran dan Pembelajaran, Insight and Recommendation*

**Category:** Accurate (AU3)

The translation of this book title is categorized as "Accurate." The student successfully transferred the entire meaning of the source title without any distortion or omission. The translation of "Artificial Intelligence" as "Kecerdasan Buatan" is the official and most widely used term in Indonesian technical and academic contexts. Similarly, "The Future of Teaching and Learning" is precisely and accurately translated to "Masa depan Pengajaran dan Pembelajaran."

The student's choice to maintain the subtitle "Insight and Recommendation" in English is also a highly effective and accurate strategy. In Indonesian academic and professional writing, it is a common and acceptable practice to retain technical or specific English terms that are already widely understood or for which there is no established Indonesian equivalent. This method ensures that the original professional tone and meaning are preserved. The translation of the main title is flawless and the handling of the subtitle demonstrates a nuanced understanding of translation for specific purposes. This case is a prime example of a successful message transfer, fully meeting the criteria for an "Accurate" translation.

**T.6: *Culture in City Reconstruction and Recovery***

**Student's Translation:** *Budaya Dalam Rekonstruksi dan Pemulihan Kota*

**Category:** Accurate (AU3)

The translation of this book title is categorized as "Accurate." The student successfully transferred the entire meaning of the source title without any distortion or omission. The translation of "Culture" as "Budaya" is the most common and widely used term in Indonesian to refer to the collective beliefs, customs, and arts of a society, as defined by the KBBI.

Similarly, the phrases "City Reconstruction" and "Recovery" are precisely translated as "Rekonstruksi Kota" and "Pemulihan," which are standard terms in Indonesian urban planning and disaster management contexts.

The structure of the translation, "Budaya Dalam Rekonstruksi dan Pemulihan Kota," flows naturally in Indonesian and accurately conveys the central theme of the book. The use of "Dalam" (in/within) effectively expresses the relationship between culture and the processes of reconstruction and recovery. This translation is a prime example of a successful message transfer, fully meeting the criteria for an "Accurate" translation. It demonstrates a strong command of both the source and target languages, resulting in a flawless and professional rendering of the original title.

***T.7: Advancing Education For Sustainable Development, Key Success Factors For Policy and Practice***

**Student's Translation:** *Memajukan Pendidikan Untuk Pembangunan Berkelanjutan, Faktor Kunci Keberhasilan Untuk Kebijakan dan Praktek*

**Category:** Accurate (AU3)

The translation of this book title is categorized as "Accurate." The student successfully transferred the entire meaning of the source title without any distortion or omission. The translation of "Advancing Education" as "Memajukan Pendidikan" and "Sustainable Development" as "Pembangunan Berkelanjutan" are standard and widely understood terms in Indonesian.

A notable point of analysis is the student's translation of the preposition "For" as "Untuk," which is used twice. While "Untuk" is a common and correct translation for "For," a more nuanced and contextually precise choice, as can be found in academic discourse, might be "Dalam" (in/within). For example, "Memajukan Pendidikan *dalam* Pembangunan Berkelanjutan" would imply advancing education *within the framework of* sustainable development. However, the student's choice does not distort the

core meaning, and the translation remains perfectly comprehensible. The minor nuance of a preposition does not compromise the overall accuracy, making this translation a successful transfer of the intended message.

**T.8: *Learning Made Easy, Virtual Event Strategy for Dummies, Develop Effective Virtual Event Strategies, Design and Execute Enganging Virtual Events, Maximize Virtual Event ROI***

**Student's Translation:** *Belajar Tanpa Ribet, Strategi Acara Virtual untuk Pemula, Membangun Strategi Acara Virtual dengan Efektif, Merancang dan Menjalankan Acara Virtual yang Menarik, Memaksimalkan ROI Acara Virtual*

**Category:** Accurate (AU3)

The translation of this book title is categorized as "Accurate." The student successfully transferred the entire meaning of the source title and its subtitles without any distortion. The translation of "Learning Made Easy" as "Belajar Tanpa Ribet" is a stylistic choice that, while informal, perfectly captures the spirit and communicative intent of the original. The phrase "tanpa ribet" is a common colloquialism in Indonesian that means "hassle-free" or "without complications," which is an excellent equivalent for "made easy."

Furthermore, the translation of "for Dummies" as "untuk Pemula" is a precise and contextually perfect rendering. According to the Cambridge Dictionary, "dummies" in this context refers to a person who is not intelligent. The books in the "For Dummies" series are instructional guides for beginners, and the student's translation accurately conveys this meaning. The subsequent translations of the subtitles are also flawless: "Develop Effective Virtual Event Strategies" is accurately translated to "Membangun Strategi Acara Virtual dengan Efektif," and "Maximize Virtual Event ROI" is translated to "Memaksimalkan ROI Acara Virtual." The student's ability to handle both the informal main title and the formal technical subtitles demonstrates a strong command of a wide range of vocabulary and registers.

This translation is a successful transfer of the intended message, making it a clear example of an "Accurate" translation.

**T.9: *Understanding and Developing Student Assessment Literacy, Translating Research into Actionable Approach***

**Student's Translation:** *Memahami dan Mengembangkan Literasi Penilaian Siswa, Menerjemahkan Penelitian ke Dalam Pendekatan yang Dapat Ditindaklanjuti*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate." The primary issue lies in the translation of the phrase "Actionable Approach" as "Pendekatan yang Dapat Ditindaklanjuti." While the student's translation is a literal rendering of the phrase, it is grammatically awkward and semantically imprecise. According to the KBBI, "ditindaklanjuti" often carries a formal, bureaucratic connotation (e.g., to follow up on a report or a case), which does not fit the educational and practical context of this book title. A more accurate and natural translation would capture the idea of an approach that is practical and can be readily implemented in a real-world setting.

Furthermore, the translation of the preposition "into" as "ke Dalam" contributes to the unnatural phrasing. A more fluent and idiomatic translation would be "menjadi" (to become), which better conveys the transformation of research into a practical approach. The most accurate translation for the subtitle would therefore be "Menerjemahkan Penelitian menjadi Pendekatan Aplikatif" or "Menerjemahkan Penelitian menjadi Pendekatan Praktis." The student's translation, while comprehensible, contains a stylistic distortion of the original meaning, which, according to Nababan's theory, places it in the "Less Accurate" category.

**T.10: *Win Every Argument, The Art of Debating Persuading and Public Speaking***

**Student's Translation:** *Memenangkan Setiap Argument (Terjemahan Tidak Lengkap)*

**Category:** Inaccurate (AU1)

The translation of this book title is categorized as "Inaccurate." The primary issue lies in a fundamental flaw: the translation is incomplete. The student only translated the main title,

"Win Every Argument," into "Memenangkan Setiap Argument" and completely omitted the crucial subtitle, "The Art of Debating Persuading and Public Speaking." This omission is a critical error because the subtitle provides essential information that defines the scope and specific content of the book. Without it, the translated title is generic and fails to convey the full message of the source text.

According to Nababan's accuracy rating scale, a translation is classified as "Inaccurate" when the meaning of the source text is "inaccurately transferred... or deleted". This case is a clear example of a significant portion of the meaning being deleted, which fundamentally undermines the purpose of the translation. A full and accurate translation would have included the subtitle to give the reader a complete understanding of the book's content. An example of a more accurate translation would be, "Memenangkan Setiap Argumen, Seni Berdebat, Mempengaruhi, dan Berbicara di Depan Umum." Therefore, based on the severity of the omission, the translation is classified as "Inaccurate."

**T.11: *Language Teaching, Mediating Innovation through Language Teacher Education***

**Student's Translation:** *Pengajaran Bahasa, Memediasi Inovasi melalui Pendidikan Guru Bahasa*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate." The main title, "Language Teaching," is accurately translated to "Pengajaran Bahasa." However, the core issue lies in the translation of the subtitle,

"Mediating Innovation through Language Teacher Education," as "Memediasi Inovasi melalui Pendidikan Guru Bahasa." The phrase "Memediasi Inovasi" is not grammatically and semantically ideal in Indonesian academic writing. The word "memediasi" is a direct loanword from English that, while understood, is often used to mean "to mediate a conflict" or "to act as a go-between," which doesn't fit the context of "bringing about innovation."

A more natural and accurate translation would use a verb that implies the process of developing or promoting something. According to the KBBI, words like "mengembangkan" (to develop) or "mendorong" (to promote) are more appropriate in this context. Therefore, the phrase "Memediasi Inovasi" should be revised. A more accurate translation for the subtitle would be, for example, "Pengembangan Inovasi melalui Pendidikan Guru Bahasa" (Innovation Development through Language Teacher Education). The student's translation, while comprehensible, contains a grammatical and semantic awkwardness that distorts the professional tone of the original title, which, according to Nababan's theory, places it in the "Less Accurate" category.

#### **T.12: *Global Citizenship Education, Topics and Learning Objectives***

**Student's Translation:** *Pendidikan Kewarganegaraan Global, Topik dan Tujuan Pembelajaran*

**Category:** Accurate (AU3)

The translation of this book title is categorized as "Accurate." The student successfully transferred the entire meaning of the source title without any distortion or omission. The translation of "Global Citizenship Education" as "Pendidikan Kewarganegaraan Global" is a prime example of a precise and well-established academic term in Indonesian. This phrase is a standard equivalent that is widely used and understood in the field of education and social sciences. According to the KBBI, "kewarganegaraan" refers to the relationship between a person and a country, and when

combined with "global," it accurately conveys the intended meaning of a worldwide perspective.

Furthermore, the translation of the subtitle, "Topics and Learning Objectives," as "Topik dan Tujuan Pembelajaran" is equally accurate. "Topik" is the standard loanword for "topic," and "Tujuan Pembelajaran" is the universally accepted term in Indonesian for "learning objectives." The student's ability to utilize these standard and correct terms demonstrates a high level of accuracy and a strong grasp of the specific academic context. The entire translated title is clear, concise, and fully conveys the original message, thereby fully meeting the criteria for an "Accurate" translation according to Nababan's theory.

**T.13: *Education for Sustainable Development Goals, Learning Goals***

**Student's Translation:** *Pendidikan untuk Tujuan Pembangunan Berkelanjutan, Tujuan Pembelajaran*

**Category:** Accurate (AU3)

The translation of this book title is categorized as "Accurate." The student successfully transferred the entire meaning of the source title without any distortion or omission. The translation of "Sustainable Development Goals" as "Tujuan Pembangunan Berkelanjutan" is the official and widely accepted term in Indonesian. This indicates that the student correctly identified and used a standardized term that is a direct and precise equivalent of the source text.

Furthermore, the translation of the second part of the title, "Learning Goals," as "Tujuan Pembelajaran" is also a direct and accurate rendering of a standard educational term. The translation is clear, concise, and uses established terminology that is immediately comprehensible to a reader in the target language. The student's ability to correctly translate both a globally standardized term and a common educational phrase demonstrates a strong command of terminology and context. The translation, therefore,

fully meets the criteria for an "Accurate" translation, as it flawlessly conveys the intended message without any form of distortion.

**T.14: *Culture and Public Policy For Sustainable Development, Forum of Ministers of Culture 2019***

**Student's Translation:** *Budaya dan Kebijakan Publik Untuk Pembangunan Berkelanjutan, Forum Menteri Budaya 2019*

**Category:** Less Accurate (AU2)

The translation of this book title is categorized as "Less Accurate." The primary issue lies in the translation of "Ministers of Culture" as "Menteri Budaya." While "budaya" is the direct Indonesian word for "culture," the formal and correct term in a governmental context is "kebudayaan," which is a broader term encompassing the policies and institutions related to culture. According to the Kamus Besar Bahasa Indonesia (KBBI), "Kebudayaan" is a more appropriate and formal term to describe the ministry or a forum of ministers. Therefore, "Menteri Kebudayaan" is the official and accurate title for a Minister of Culture in Indonesian.

Furthermore, while the main title translation "Budaya dan Kebijakan Publik Untuk Pembangunan Berkelanjutan" is understandable, it is a very literal translation that can be grammatically improved for a more natural flow. The direct translation of "For Sustainable Development" as "Untuk Pembangunan Berkelanjutan" can be made more idiomatic. A more accurate and contextually refined translation would clarify the relationship between the concepts, such as "Peran Budaya dan Kebijakan Publik dalam Pembangunan Berkelanjutan" (The Role of Culture and Public Policy in Sustainable Development). The student's failure to use the most precise and formal terminology results in a slight distortion of the professional tone and message. This lack of idiomatic and contextual precision places the translation in the "Less Accurate" category.

## 2. Analysis of Translation Acceptability

Acceptability is a crucial dimension in translation quality assessment. According to (Nababan, 2012), acceptability assesses whether a translation is natural and feels like a text originally written in the target language. An acceptable translation must conform to the norms, rules, and cultural conventions of the target language. The assessment is measured on a 3-point code: AE3 for "Acceptable," AE2 for "Less Acceptable," and AE1 for "Unacceptable". The analysis below provides a critical examination of each student's translation from the perspective of a researcher, focusing on its linguistic and cultural naturalness in Indonesian.

### **T.1: *Rethinking Education; Towards a Good Global Common Good?***

**Student's Translation:** *Memikirkan Kembali Pendidikan; Menuju Kebaikan Bersama Secara Global?*

**Category:** Less Acceptable (AE2)

The translation of this book title is categorized as "Less Acceptable." While the student's translation is accurate at the word level, its acceptability is hindered by its unnatural phrasing in the target language. The phrase "Kebaikan Bersama Secara Global" is a literal, word-for-word translation of "A Good Global Common Good." According to the Kamus Besar Bahasa Indonesia (KBBI), while the term "kebaikan bersama" is an established term, its direct combination with "secara global" feels forced and is not a common expression in Indonesian academic or popular discourse.

A more natural and acceptable phrase in Indonesian would be "Kesejahteraan Global" or "Kepentingan Global Bersama," which more fluidly conveys the concept of a shared, worldwide benefit. The student's translation, while understandable, sounds like a direct translation from English, which violates the principle of acceptability that a translation should feel like an original text in the target language. This lack of idiomatic fluency and naturalness is a key factor in its classification as "Less

Acceptable," as it forces the reader to pause and mentally rephrase the title to fully grasp its meaning.

**T.2: *FORMS OF EXILE IN JEWISH LITERATURE AND THOUGHT, Twentieth-Century Central Europe and Migration to America***

**Student's Translation:** *BENTUK-BENTUK PENGASINGAN DALAM SASTRA DAN PEMIKIRAN YAHUDI, Eropa Tengah Abad Kedua Puluh dan Migrasi ke Amerika*

**Category:** Less Acceptable (AE2)

The translation of this book title is categorized as "Less Acceptable". While the translation is grammatically correct and conveys the original meaning, the word choice and style are not the most natural for a formal academic title in Indonesian. The phrase "BENTUK-BENTUK" for "FORMS" is a literal, repetitive translation that, in academic contexts, often lacks the stylistic sophistication of a native speaker.

A more natural and idiomatic choice to convey the sense of variety and different types of something would be "Ragam" or "Aneka Ragam". These terms are more commonly used in scholarly writing to describe various forms or kinds, making the translation sound more fluid and professional. The student's literal rendering, while not incorrect, makes the title feel stiff and less polished. A translation that feels like it was directly copied from a foreign language violates the principle of acceptability, which requires the text to conform to the norms and expectations of the target audience. Therefore, despite its general accuracy, the stylistic flaws of this translation place it in the "Less Acceptable" category.

**T.3: *Critical Issues in Teacher Education, Interculturally, Critically and Reflexivity in Teacher Education***

**Student's Translation:** *Permasalahan Utama dalam Pendidikan Guru, Lintas Budaya, Kekritisian dan Refleksitas dalam Pendidikan Guru*

**Category:** Less Acceptable (AE2)

The translation of this book title is categorized as "Less Acceptable." While it is understandable, the phrasing and word choices are not entirely natural or idiomatic in Indonesian academic discourse. The translation of "Critical Issues" as "Permasalahan Utama" is one such point. While "utama" means "main," "critical" in this context often implies something of crucial importance or a point of crisis, which in Indonesian academic writing is more naturally conveyed by terms like "isu-isu krusial" or "isu-isu mendesak." The student's choice of "utama" is comprehensible but does not sound as native or as nuanced as it could be.

Furthermore, the phrase "Kekritisian dan Refleksitas" for "Critically and Reflexivity" feels forced and literal. As nouns in Indonesian, these words are correct, but their direct use here is awkward. A more acceptable and natural way to express this would be to rephrase it to describe the action or process. For instance, a more acceptable translation that flows naturally would be "Tinjauan Kritis dan Reflektif" (A Critical and Reflective Review) or even incorporating the adverbs into the sentence structure, as in "Meninjau Isu-isu Penting secara Kritis dan Reflektif." The literal translation creates a feeling that the text was not originally composed in Indonesian. This unnatural phrasing violates the principles of acceptability, classifying the translation as "Less Acceptable."

#### **T.4: Revised Edition, Teaching Reading**

**Student's Translation:** *Revisi Edisi, Mengajar Membaca*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable." While it contains grammatical flaws that affect its accuracy, the translation is still highly natural and easily understood by a native Indonesian speaker. The primary issue lies in the structure of "Revisi Edisi" and "Mengajar

Membaca." According to the Kamus Besar Bahasa Indonesia (KBBI), the standard grammatical structure for a modified noun in Indonesian is the opposite of the student's translation; thus, it should be "Edisi Revisi." Similarly, a more professional title would use the noun form, "Pengajaran Membaca," rather than the literal verb form.

Despite these inaccuracies, the translation is highly acceptable because the individual words are so common and well-known in Indonesian that a native speaker will instantly understand the intended meaning. The phrase does not feel foreign or disrupt the reader's flow, even with its unconventional structure. This highlights a key distinction: a translation can be grammatically flawed, but if its message is transparent and requires no cognitive effort from the reader, it still meets the criteria for acceptability. According to Nababan's theory, an acceptable translation feels natural and conforms to the linguistic norms, which this translation successfully achieves on a communicative level.

***T.5: Artificial Intelligence and the Future of Teaching and Learning, Insight and Recommendation***

**Student's Translation:** *Kecerdasan Buatan dan Masa depan Pengajaran dan Pembelajaran, Insight and Recommendation*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable." The student successfully transferred the entire meaning of the source title using established and widely-accepted terminology in Indonesian. The phrase "Kecerdasan Buatan" for "Artificial Intelligence" is the official and most common term in Indonesian technical and academic contexts. Similarly, "Masa depan Pengajaran dan Pembelajaran" for "The Future of Teaching and Learning" is a natural and well-formed phrase in Indonesian, which flows fluidly and is easily understood by the target audience.

Furthermore, the student's decision to retain the subtitle "Insight and Recommendation" in its original English form is an effective and acceptable

strategy. In Indonesian academic and professional writing, it is common practice to retain specific English terms that are already widely understood, as this preserves the professional tone and avoids creating awkward or overly literal translations. This approach is sanctioned by linguistic norms and is culturally acceptable. The entire translation demonstrates a strong grasp of both the source and target languages, resulting in a flawless and professional rendering of the original title.

**T.6: *Culture in City Reconstruction and Recovery***

**Student's Translation:** *Budaya Dalam Rekonstruksi dan Pemulihan Kota*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable." This translation is a clear and well-formed phrase in Indonesian, which flows naturally and is easily understood by the target audience. The student's choice of "Budaya" for "Culture" is the most common and standard term in Indonesian. The phrase "Rekonstruksi dan Pemulihan Kota" is also a very natural and idiomatic way to express "City Reconstruction and Recovery" in a formal or academic context.

The use of the preposition "Dalam" (in) between "Budaya" and "Rekonstruksi" is also grammatically correct and helps to convey the relationship between the concepts in a fluid manner. Unlike some other translations, this title does not sound like a direct, literal word-for-word rendering from English. Instead, it feels as if it were originally written in Indonesian. This conformity to the linguistic norms and the natural flow of the target language makes this translation highly acceptable, meeting the criteria set forth by Nababan's theory.

**T.7: *Advancing Education For Sustainable Development, Key Success Factors For Policy and Practice***

**Student's Translation:** *Memajukan Pendidikan Untuk Pembangunan Berkelanjutan, Faktor Kunci Keberhasilan Untuk Kebijakan dan Praktek*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable." The student successfully rendered the title into a natural and well-formed phrase that fully conforms to Indonesian linguistic norms. The phrase "Memajukan Pendidikan" for "Advancing Education" is a standard and appropriate way to express the concept of promoting or progressing education. The term "Pembangunan Berkelanjutan" for "Sustainable Development" is the official and most common term in Indonesian academic and governmental discourse, which is a key factor in making a professional text acceptable.

Furthermore, the student's translation of "Key Success Factors For Polici and Practice" is also highly acceptable. The phrase "Faktor Kunci Keberhasilan" is a direct and natural-sounding translation. This demonstrates a high level of contextual understanding that goes beyond a simple word-for-word translation. The overall structure and choice of professional terminology make the translated title feel as if it were originally written in Indonesian, thereby fully meeting the criteria for an "Acceptable" translation.

**T.8: *Learning Made Easy, Virtual Event Strategy for Dummies***

**Student's Translation:** *Belajar Tanpa Ribet, Strategi Acara Virtual untuk Pemula*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable." This assessment is based on the student's ability to effectively use idiomatic and culturally relevant language, despite taking a less literal approach to the main title. The phrase "Belajar Tanpa Ribet" for "Learning Made Easy" is an excellent example of this. According to the Kamus Besar Bahasa Indonesia (KBBI), "ribet" is a colloquial word meaning "complicated" or "a hassle." The student's choice to translate "made easy" as "tanpa ribet" is a form of transcreation, adapting the original idea to a phrase that is catchy, relatable, and flows naturally in Indonesian. This is a deliberate stylistic

choice to make the title more appealing and engaging to a general audience, a key function of a book title.

Furthermore, the translation of "Virtual Event Strategy for Dummies" as "Strategi Acara Virtual untuk Pemula" is a precise and contextually perfect rendering. The term "untuk Pemula" is the universally accepted equivalent for "for Dummies" in Indonesian, which denotes a simple guide for beginners. The student's translation is a strong example of how stylistic creativity, combined with a correct understanding of context and audience, can produce a translation that is not only accurate but also highly acceptable. This translation fully conforms to Indonesian linguistic norms and uses established, professional terminology, thereby meeting the criteria for an "Acceptable" translation.

***T.9: Understanding and Developing Student Assessment Literacy, Translating Research into Actionable Approach***

**Student's Translation:** *Memahami dan Mengembangkan Literasi Penilaian Siswa, Menerjemahkan Penelitian ke Dalam Pendekatan yang Dapat Ditindaklanjuti*

**Category:** Less Acceptable (AE2)

The translation of this book title is categorized as "Less Acceptable". While the student's translation is understandable, its primary weakness lies in the use of a literal phrase that is not idiomatic in Indonesian. The translation of "Actionable Approach" as "Pendekatan yang Dapat Ditindaklanjuti" is grammatically correct but stylistically awkward. The phrase "dapat ditindaklanjuti" often carries a formal, administrative, or even bureaucratic connotation, which does not fit the practical, educational context of the book title.

According to the Kamus Besar Bahasa Indonesia (KBBI), a more natural and professional way to express an approach that can be acted upon would be to use a phrase like "Pendekatan Aplikatif" or "Pendekatan Praktis." These alternatives are more common and fluent in Indonesian

academic discourse and better convey the hands-on nature of the book's content. Similarly, the translation of "into" as "ke dalam" is a direct translation that could be more fluidly rendered as "menjadi." The student's literal phrasing makes the title sound like a direct translation from English, thereby failing to meet the principle of acceptability that a translation should feel like an original text in the target language. This lack of naturalness and idiomatic fluency is a key factor in its classification as "Less Acceptable."

**T.10: *Win Every Argument, The Art of Debating Persuading and Public Speaking***

**Student's Translation:** *Memenangkan Setiap Argument (Terjemahan Tidak Lengkap)*

**Category:** Unacceptable (AE1)

The translation of this book title is categorized as "Unacceptable." This assessment is based on a fundamental error of omission, which renders the translation functionally invalid. The student's translation only provides a rendering of the main title, "Win Every Argument," while completely ignoring the subtitle, "The Art of Debating Persuading and Public Speaking". This is a critical flaw because the subtitle provides essential context and defines the specific content of the book. A book about winning arguments is a very different text from a book about the *art* of debating and public speaking.

According to Nababan's acceptability model, a translation is unacceptable if it is "not natural or feels like a translation" and does not follow the rules of the target language. An incomplete translation fundamentally violates the most basic rule of acceptability, which is to convey a complete and coherent message. A translation that is only half-finished cannot fulfill its communicative function or conform to any linguistic norms. Therefore, despite the translated portion being a valid phrase, the severe omission makes the entire translation "Unacceptable." A more acceptable translation would have included the entire title to

accurately represent the source text, such as "Memenangkan Setiap Argumen, Seni Berdebat, Berbicara dan Mempengaruhi di Depan Umum."

**T.11: *Language Teaching, Mediating Innovation through Language Teacher Education***

**Student's Translation:** *Pengajaran Bahasa, Memediasi Inovasi melalui Pendidikan Guru Bahasa*

**Category:** Less Acceptable (AE2)

The translation of this book title is categorized as "Less Acceptable." The main title, "Pengajaran Bahasa," is a standard and natural term in Indonesian, which is a strength of the translation. However, the core issue that compromises its acceptability lies in the translation of the subtitle, "Mediating Innovation through Language Teacher Education," as "Memediasi Inovasi melalui Pendidikan Guru Bahasa." The phrase "Memediasi Inovasi" is grammatically and stylistically awkward in Indonesian academic writing. The verb "memediasi" is often used to mean "to act as a go-between" or "to mediate a conflict". Its use in this context, where it is intended to mean "to bring about" or "to develop," is not idiomatic and sounds unnatural to a native speaker.

According to the Kamus Besar Bahasa Indonesia (KBBI), a more natural and accepted way to express this concept would be to use a verb that directly implies the process of developing or promoting something. A more stylistically acceptable translation that maintains the professional tone of the title would be, for example, "Pengembangan Inovasi melalui Pendidikan Guru Bahasa" (Innovation Development through Language Teacher Education). The student's translation, while comprehensible, contains a grammatical and semantic awkwardness that prevents it from fully conforming to the linguistic and stylistic norms of the target language. This lack of naturalness is a key factor in its classification as "Less Acceptable."

**T.12: *Global Citizenship Education, Topics and Learning Objectives***

**Student's Translation:** *Pendidikan Kewarganegaraan Global, Topik dan Tujuan Pembelajaran*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable" because it successfully transfers the original message using phrases that are standard and natural in Indonesian academic and educational contexts. The phrase "Global Citizenship Education" is translated to "Pendidikan Kewarganegaraan Global," which is the most widely recognized and accepted term in Indonesian for this educational concept. According to the Kamus Besar Bahasa Indonesia (KBBI), kewarganegaraan refers to the relationship between a person and a country, and when combined with "global," it accurately conveys the intended meaning of a worldwide perspective.

Similarly, the translation of the subtitle, "Topics and Learning Objectives," as "Topik dan Tujuan Pembelajaran" is a direct and accurate rendering of a standard educational term. Topik is the standard Indonesian word for "topic," and Tujuan Pembelajaran is the official term for "learning objectives" in the Indonesian curriculum. The translation is clear, concise, and flows naturally, with no awkward or foreign-sounding phrases. It fully conforms to the linguistic norms and conventions of the target language, thereby meeting the criteria for an "Acceptable" translation.

**T.13: *Education for Sustainable Development Goals, Learning Goals***

**Student's Translation:** *Pendidikan untuk Tujuan Pembangunan Berkelanjutan, Tujuan Pembelajaran*

**Category:** Acceptable (AE3)

The translation of this book title is categorized as "Acceptable." The student successfully rendered the title using phrases that are standard and natural in Indonesian academic and governmental contexts. The phrase "Sustainable Development Goals" is officially known and widely accepted as "Tujuan Pembangunan Berkelanjutan" in Indonesia. This indicates that

the student correctly utilized established terminology that is immediately recognizable and feels like an original part of the target language.

Similarly, the translation of the subtitle, "Learning Goals," as "Tujuan Pembelajaran" is also a direct and accurate rendering of a standard educational term. According to the Kamus Besar Bahasa Indonesia (KBBI), both *tujuan* and *pembelajaran* are commonly used in this context. The translation is clear, concise, and flows naturally, with no awkward or foreign-sounding phrases. It fully conforms to the linguistic norms and conventions of the target language, thereby meeting the criteria for an "Acceptable" translation.

**T.14: *Culture and Public Policy For Sustainable Development, Forum of Ministers of Culture 2019***

**Student's Translation:** *Budaya dan Kebijakan Publik Untuk Pembangunan Berkelanjutan, Forum Menteri Budaya 2019*

**Category:** Less Acceptable (AE2)

The translation of this book title is categorized as "Less Acceptable." The primary issue lies in the student's translation of "Ministers of Culture" as "Menteri Budaya." While the term "budaya" is the direct Indonesian word for "culture," the official and more formal term in a governmental context is "kebudayaan." According to the Kamus Besar Bahasa Indonesia (KBBI), "Kebudayaan" is a broader and more appropriate term for a ministry or forum. The student's choice of "Budaya" is technically correct but lacks the professional tone and contextual precision expected in a title referring to a forum of ministers. The more acceptable and official term is "Menteri Kebudayaan".

Furthermore, while the main title translation, "Budaya dan Kebijakan Publik Untuk Pembangunan Berkelanjutan," is understandable, it is a very literal rendering that lacks idiomatic fluency. A more natural and polished translation would clarify the relationship between the concepts, such as "Peran Budaya dan Kebijakan Publik dalam Pembangunan

Berkelanjutan" (The Role of Culture and Public Policy in Sustainable Development). The student's translation fails to capture these crucial nuances, which, according to Nababan's theory, prevents it from fully conforming to the stylistic and rhetorical norms of Indonesian academic discourse. This makes the translation feel unnatural and less acceptable.

### 3. Analysis of Translation Readability

Readability focuses on how easily a translation can be read and understood by the target reader. According to Nababan's model (2012), it assesses the clarity, coherence, and ease of comprehension of a translation. A score of 3 indicates a translation that is "easily read and understood," a score of 2 signifies a translation that "is still understandable but requires the reader to re-read some parts," and a score of 1 indicates a translation that "is difficult to read and understand." The analysis below provides a critical examination of each student's translation, focusing on its clarity and natural flow.

#### **T.1: *Rethinking Education; Towards a Good Global Common Good?***

**Student's Translation:** *Memikirkan Kembali Pendidikan; Menuju Kebaikan Bersama Secara Global?*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While the individual words are understandable, the phrasing feels stiff and disrupts the natural reading flow. The phrase "Menuju Kebaikan Bersama Secara Global" for "Towards a Good Global Common Good" is a literal translation that is not an idiomatic expression in Indonesian academic or popular discourse. This awkward structure forces the reader to pause and mentally rephrase it to fully grasp the meaning.

The lack of idiomatic fluency makes the translation require more cognitive effort, aligning with Nababan's criteria for a "Less Readable" translation, where "there are certain parts that must be read more than once

to understand the translation". According to the Kamus Besar Bahasa Indonesia (KBBI), the term "kebaikan bersama" exists, but its combination with "secara global" is not a common expression. A more readable translation that flows naturally would have used phrases such as "Menuju Kesejahteraan Global" or "Menuju Kepentingan Global Bersama."

**T.2: FORMS OF EXILE IN JEWISH LITERATURE AND THOUGHT,  
Twentieth-Century Central Europe and Migration to America**

**Student's Translation:** *BENTUK-BENTUK PENGASINGAN DALAM SASTRA DAN PEMIKIRAN YAHUDI Eropa Tengah Abad Kedua Puluh dan Migrasi ke Amerika*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While the student's translation is grammatically sound, the literal, word-for-word rendering of the source text creates a slightly stiff and awkward flow that requires more effort from the reader. The phrase "BENTUK-BENTUK PENGASINGAN" for "FORMS OF EXILE" uses a direct repetition that, in an academic title, is less elegant and fluid than alternatives such as "Ragam Pengasingan" or "Aneka Ragam Pengasingan". The direct translation makes the title feel less like an original Indonesian text and more like a foreign one.

Similarly, the long phrase "Eropa Tengah Abad Kedua Puluh dan Migrasi ke Amerika" is a direct and correct translation, but its length and structure in Indonesian can be cumbersome for a reader to process quickly. According to Nababan's criteria, a translation is "Less Readable" if it is understandable but contains parts that "must be read more than once to understand the translation". The student's translation, while accurate in meaning, requires more cognitive effort to read smoothly, which lowers its overall readability. A more readable translation would have prioritized a more concise and flowing phrasing to match the communicative function of a book title.

**T.3: *Critical Issues in Teacher Education, Interculturally, Critically and Reflexivity in Teacher Education***

**Student's Translation:** *Permasalahan Utama dalam Pendidikan Guru, Lintas Budaya, Kekritisian dan Refleksitas dalam Pendidikan Guru*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While the individual words are understandable, their combination and phrasing are not natural or fluent for a native Indonesian reader. The phrase "Permasalahan Utama" for "Critical Issues" is technically correct but feels a bit stiff. In academic contexts, a more fluid and common term would be "Isu-isu Krusial" or "Isu-isu Penting." The student's choice of "utama" is comprehensible but does not have the same natural flow.

The primary issue affecting readability is the phrase "Kekritisian dan Refleksitas," which is a literal translation of "Critically and Reflexivity." As nouns, these words are correct in Indonesian, but their direct use in this context makes the phrase feel forced and unnatural, as if it were directly translated from English. A fluent Indonesian speaker would likely rephrase this to express the action or quality, for example, "Tinjauan Kritis dan Reflektif" or "Pendekatan Kritis dan Reflektif." The current phrasing requires the reader to mentally re-organize the words to understand the intended meaning, which, according to Nababan's model, places it in the "Less Readable" category because it requires the reader to "re-read some parts" to fully comprehend the message.

**T.4: *Revised Edition, Teaching Reading***

**Student's Translation:** *Revisi Edisi, Mengajar Membaca*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While a native Indonesian speaker can understand the meaning, the phrasing and word order are not natural or conventional. The primary issue is the translation of "Revised Edition" as "Revisi Edisi." In Indonesian, the

standard and correct grammatical structure is to place the noun before the modifier, so the phrase should be "Edisi Revisi." The student's literal, word-for-word translation from English reverses this standard order, which disrupts the natural flow of reading.

Similarly, the phrase "Mengajar Membaca" is a literal translation of "Teaching Reading." While "mengajar" is the correct verb, in a book title, the noun form is more appropriate and professional. The conventional term in Indonesian educational contexts is "Pengajaran Membaca," which refers to the subject or field itself. The student's translation, while understandable, feels like a direct, unpolished translation from a foreign language. This lack of naturalness forces the reader to mentally correct the phrases, requiring more cognitive effort. Therefore, according to Nababan's criteria, a translation that requires re-reading to be fully comprehended is classified as "Less Readable."

**T.5: *Artificial Intelligence and the Future of Teaching and Learning, Insight and Recommendation***

**Student's Translation:** *Kecerdasan Buatan dan Masa depan Pengajaran dan Pembelajaran, Insight and Recommendation*

**Category:** Readable (RA3)

The translation of this book title is categorized as "Readable". The student successfully rendered the title using phrases that are standard, clear, and natural in Indonesian academic contexts, which makes the title immediately comprehensible to the target audience. The phrase "Kecerdasan Buatan" for "Artificial Intelligence" is the official and most common term in Indonesian, as defined by the Kamus Besar Bahasa Indonesia (KBBI), and is easily recognized by readers.

Similarly, the translation of "The Future of Teaching and Learning" as "Masa depan Pengajaran dan Pembelajaran" flows naturally and does not contain any awkward or foreign-sounding structures. The decision to maintain the subtitle "Insight and Recommendation" in its original English

form is also a strategic choice that enhances readability within the academic context. In scholarly and technical fields, it is a common and acceptable practice to retain specific English terms that are widely understood, as this prevents confusion and preserves the professional tone of the text. The entire translation is clear, concise, and requires no cognitive effort from the reader, thereby fully meeting the criteria for a "Readable" translation.

**T.6: *Culture in City Reconstruction and Recovery***

**Student's Translation:** *Budaya Dalam Rekonstruksi dan Pemulihan Kota*

**Category:** Readable (RA3)

The translation of this book title is categorized as "Readable." The student successfully rendered the title into a clear, concise, and natural-sounding phrase that is easily and instantly understood by a native Indonesian speaker. The choice of words, such as "Budaya" for "Culture," and the phrase "Rekonstruksi dan Pemulihan Kota" for "City Reconstruction and Recovery," are standard and idiomatic in Indonesian. According to the Kamus Besar Bahasa Indonesia (KBBI), rekonstruksi and pemulihan are both common terms in official and public discourse, particularly in the context of urban development or disaster recovery.

The structure of the phrase, "Budaya Dalam Rekonstruksi dan Pemulihan Kota," is grammatically correct and flows well, requiring no mental re-ordering or extra cognitive effort from the reader. It feels like a title originally written in Indonesian, which is the primary criterion for high readability. The translation's clarity and naturalness ensure that the reader can grasp the full meaning of the title at a single glance, thereby fully meeting Nababan's criteria for a "Readable" translation.

**T.7: *Advancing Education For Sustainable Development, Key Success Factors For Policy and Practice***

**Student's Translation:** *Memajukan Pendidikan Untuk Pembangunan Berkelanjutan, Faktor Kunci Keberhasilan Untuk Kebijakan dan Praktek*

**Category:** Readable (RA3)

The translation of this book title is categorized as "Readable". The student successfully rendered the title into a clear, concise, and natural-sounding phrase that is easily and instantly understood by a native Indonesian speaker. The phrase "Memajukan Pendidikan" for "Advancing Education" is a standard and appropriate way to express the concept of promoting or progressing education. The term "Pembangunan Berkelanjutan" for "Sustainable Development" is the official and most common term in Indonesian academic and governmental discourse, which is a key factor in making a professional text readable.

Furthermore, the student's translation of "Key Success Factors For Polici and Practice" is also highly readable. The phrase "Faktor Kunci Keberhasilan" is a direct and natural-sounding translation. A notable point of analysis is the student's ability to correct a typo in the source text, "Polici," and accurately translate it to the correct Indonesian term, "Kebijakan," which demonstrates a high level of contextual understanding. The overall structure and choice of professional terminology make the translated title feel as if it were originally written in Indonesian, thereby fully meeting the criteria for a "Readable" translation.

**T.8: *Learning Made Easy, Virtual Event Strategy for Dummies, Develop Effective Virtual Event Strategies, Design and Execute Enganging Virtual Events, Maximize Virtual Event ROI***

**Student's Translation:** *Belajar Tanpa Ribet, Strategi Acara Virtual untuk Pemula, Membangun Strategi Acara Virtual dengan Efektif, Merancang dan Menjalankan Acara Virtual yang Menarik, Memaksimalkan ROI Acara Virtual*

**Category:** Readable (RA3)

The translation of this book title is categorized as "Readable". The student successfully rendered the title and its subtitles into clear, concise, and natural phrases that are easily and instantly understood by a native

Indonesian speaker. The phrase "Belajar Tanpa Ribet" for "Learning Made Easy" is an excellent example of this. The term "tanpa ribet" is a common colloquialism in Indonesian that means "hassle-free" or "without complications," which is an appropriate and natural way to convey the concept of a guide designed to be simple. This stylistic choice, which adapts the original's informal tone, enhances the readability of the title for its intended audience.

Furthermore, the translations of the subtitles are equally readable. The phrase "Strategi Acara Virtual untuk Pemula" for "Virtual Event Strategy for Dummies" and the list of objectives are all direct and standard translations. The student's ability to handle both the informal main title and the formal technical subtitles demonstrates a strong command of various registers, ensuring the entire text is coherent and flows naturally. The translation fully conforms to Indonesian linguistic norms and uses established terminology, thereby meeting the criteria for a "Readable" translation.

***T.9: Understanding and Developing Student Assessment Literacy, Translating Research into Actionable Approach***

**Student's Translation:** *Memahami dan Mengembangkan Literasi Penilaian Siswa, Menerjemahkan Penelitian ke Dalam Pendekatan yang Dapat Ditindaklanjuti*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While the individual words are understandable, the phrasing feels stiff and disrupts the natural reading flow. The primary issue is the translation of "Translating Research into Actionable Approach". The student's rendering of this phrase, "Menerjemahkan Penelitian ke Dalam Pendekatan yang Dapat Ditindaklanjuti," is an overly literal translation that sounds bureaucratic and awkward in Indonesian academic discourse.

The phrase "Pendekatan yang Dapat Ditindaklanjuti" is cumbersome and requires the reader to pause and mentally rephrase it to fully grasp the intended meaning of a practical or applicable approach. A more readable translation would have used a simpler, more common, and idiomatic phrase that flows naturally, such as "Menerjemahkan Penelitian menjadi Pendekatan Aplikatif" or "Menerjemahkan Penelitian menjadi Pendekatan Praktis." This literal phrasing forces the reader to expend more cognitive effort, which, according to Nababan's criteria, classifies the translation as "Less Readable" because it requires "re-reading" to be fully comprehended.

**T.10: *Win Every Argument, The Art of Debating Persuading and Public Speaking***

**Student's Translation:** *Memenangkan Setiap Argument (Terjemahan Tidak Lengkap)*

**Category:** Unreadable (RA1)

The translation of this book title is categorized as "Unreadable" because of a fundamental and critical error: the student's translation is incomplete. The student correctly translates the main title, "Win Every Argument," into "Memenangkan Setiap Argument." However, they completely omit the subtitle, "The Art of Debating Persuading and Public Speaking".

According to Nababan's model, a translation must be "easily read and understood" to be considered readable. In this case, the omission of the subtitle renders the entire translation functionally unreadable because it does not convey the full meaning of the source text. The subtitle provides crucial context, clarifying that the book is not simply a general guide to winning arguments but specifically focuses on the techniques of debating, persuading, and public speaking. Without this information, the reader cannot gain a complete and accurate understanding of the book's content. A translation that leaves out essential information, thereby making the message difficult to comprehend, fails the basic criteria for readability. The

result is a text that is not merely difficult to understand, but, in essence, is missing a significant part of its core message.

**T.11: *Language Teaching, Mediating Innovation through Language Teacher Education***

**Student's Translation:** *Pengajaran Bahasa, Memediasi Inovasi melalui Pendidikan Guru Bahasa*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." The main title, "Pengajaran Bahasa," is a standard and natural term in Indonesian, which is a strength of the translation. However, the core issue that compromises its readability lies in the translation of the subtitle, "Mediating Innovation through Language Teacher Education," as "Memediasi Inovasi melalui Pendidikan Guru Bahasa." The phrase "Memediasi Inovasi" is grammatically and stylistically awkward in Indonesian academic writing. The verb "memediasi" is often used to mean "to act as a go-between" or "to mediate a conflict," and its use in this context, where it is intended to mean "to bring about" or "to develop," is not idiomatic and sounds unnatural to a native speaker.

A more natural and readable translation would use a verb that directly implies the process of developing or promoting something. A more stylistically acceptable translation that maintains the professional tone of the title would be, for example, "Pengembangan Inovasi melalui Pendidikan Guru Bahasa" (Innovation Development through Language Teacher Education). The student's translation, while comprehensible, contains a grammatical and semantic awkwardness that prevents it from fully conforming to the linguistic and stylistic norms of the target language. This lack of naturalness makes the text require more cognitive effort from the reader, thus classifying it as "Less Readable".

**T.12: *Global Citizenship Education, Topics and Learning Objectives***

**Student's Translation:** *Pendidikan Kewarganegaraan Global, Topik dan Tujuan Pembelajaran*

**Category:** Readable (RA3)

The translation of this book title is categorized as "Readable." The student successfully rendered the title into clear, concise, and natural phrases that are easily and instantly understood by a native Indonesian speaker. The phrase "Pendidikan Kewarganegaraan Global" for "Global Citizenship Education" is a prime example of a standard and well-established academic term in Indonesian. According to the Kamus Besar Bahasa Indonesia (KBBI), "kewarganegaraan" refers to the relationship between a person and a country, and when combined with "global," it accurately conveys the intended meaning of a worldwide perspective.

Similarly, the translation of the subtitle, "Topics and Learning Objectives," as "Topik dan Tujuan Pembelajaran" is a direct and accurate rendering of a standard educational term. The translation is clear, concise, and flows naturally, with no awkward or foreign-sounding phrases. It fully conforms to the linguistic norms and conventions of the target language, thereby meeting the criteria for a "Readable" translation.

**T.13: Education for Sustainable Development Goals, Learning Goals**

**Student's Translation:** *Pendidikan untuk Tujuan Pembangunan Berkelanjutan, Tujuan Pembelajaran*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While the individual words are understandable, the phrasing feels stiff and disrupts the natural reading flow. The phrase "Pendidikan untuk Tujuan Pembangunan Berkelanjutan" for "Education for Sustainable Development Goals" and "Tujuan Pembelajaran" for "Learning Goals" are very literal translations that can feel somewhat clunky to a native Indonesian speaker. The structure of the first phrase, in particular, is not an idiomatic expression

in Indonesian, which forces the reader to pause and mentally rephrase it to fully grasp the meaning.

The lack of idiomatic fluency makes the translation require more cognitive effort, aligning with Nababan's criteria for a "Less Readable" translation, where "there are certain parts that must be read more than once to understand the translation". According to the Kamus Besar Bahasa Indonesia (KBBI), the term "pembangunan berkelanjutan" exists, but a more readable translation would have used phrases such as "Pendidikan untuk Mencapai Tujuan Pembangunan Berkelanjutan" or "Pendidikan Berbasis Tujuan Pembangunan Berkelanjutan."

**T.14: *Culture and Public Policy For Sustainable Development, Forum of Ministers of Culture 2019***

**Student's Translation:** *Budaya dan Kebijakan Publik Untuk Pembangunan Berkelanjutan, Forum Menteri Budaya 2019*

**Category:** Less Readable (RA2)

The translation of this book title is categorized as "Less Readable." While the student's translation is understandable, it contains a significant stylistic and terminological issue that makes the text feel unnatural to a native Indonesian speaker. The primary issue is the translation of "Ministers of Culture" as "Menteri Budaya." In a formal and governmental context, the official and more professional term is "Menteri Kebudayaan." According to the Kamus Besar Bahasa Indonesia (KBBI), kebudayaan is the noun that refers to the broader concept of culture in an official or academic sense, whereas budaya is often used more colloquially or in a general sense.

The student's literal translation, by using "Budaya" instead of "Kebudayaan," creates an awkward and unprofessional phrase that deviates from standard Indonesian. This forces the reader to pause and mentally correct the title to its more conventional form, which disrupts the natural flow of reading. As Nababan's model states, a "Less Readable" translation is one that "is still understandable but requires the reader to re-read some

parts" to fully comprehend the intended meaning. This is precisely what happens with this translation, as the reader must reconcile the student's choice of words with the expected professional terminology.

## **B. Discussion**

Based on the research findings, the quality of students' translations of book titles in the Translation for Specific Purposes course was assessed across three main levels: accuracy, acceptability, and readability. This analysis revealed a clear pattern in the students' translation performance. The highest number of translations fell into the "Less Accurate" and "Less Readable" categories, while the "Acceptable" category had the highest number of titles. This demonstrates that while students generally struggle with transferring meaning precisely and ensuring a smooth reading flow, they are relatively more successful in producing translations that are linguistically and culturally appropriate.

A detailed analysis of the findings revealed the following categorization out of 14 titles which is; In terms of accuracy, 7 titles were classified as "Accurate," while 6 were "Less Accurate" and 1 was "Inaccurate". In terms of acceptability, 8 translations were categorized as "Acceptable" and 6 were "Less Acceptable." No translations were classified as "Unacceptable". For readability, 5 translations were rated as "Readable," while a significant number of 8 titles were "Less Readable" and 1 title was categorized as "Unreadable".

This pattern indicates that students have a strong foundation in understanding and using Indonesian grammar and vocabulary, which helps make their translations sound natural (Acceptability). However, they face a greater challenge in the nuances of a holistic translation. The high number of "Less Accurate" translations points to difficulties in capturing the full semantic weight and contextual meaning of the source text, often due to overly literal translations or a lack of deep critical analysis. Similarly, the high number of "Less Readable" translations highlights a struggle with structuring phrases and sentences in a way that is not only correct but also flows smoothly and is

effortless for the target reader to comprehend. This shows that the students still have to work on applying a more holistic and less word-for-word approach to their translation tasks.

The findings of this study can be compared with other relevant research. For instance, a study by Savitri, Suparman, and Yufrizal (2020) focused on the accuracy, readability, and acceptability of informative text translations and found that 64% of the translations were deemed acceptable, aligning with the relatively high acceptability scores in this study. This suggests that students generally have a better grasp of producing translations that conform to the target language's norms. However, the study by Hanivah, Rozi, and Haryanti (2024), which analyzed movie subtitles, found a low average score of 2.2, indicating less accurate, less acceptable, and less readable translations. This contrasts with the current study, which found a higher overall score and a more nuanced distribution across the three categories.

The findings indicate that students still require further knowledge and practice to improve their translation skills, particularly in ensuring accuracy and readability. As noted by Aresta (2018), translation techniques can significantly impact accuracy and acceptability, and overly literal translations often lead to lower scores. The issues found in this study such as distorted meanings, awkward phrasing, and titles that require rereading highlight the need for students to move beyond literal translation and apply more creative and context-sensitive strategies. Therefore, while students possess a foundational ability to translate, their proficiency in applying the full principles of TQA to produce high-quality, professional translations remains a challenge.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and discussion, this study found that the variation quality of students' translations of book titles in the *Translation for Specific Purposes* course. This conclusion is drawn from a critical analysis of students' work against the three core criteria of translation quality: accuracy, acceptability, and readability. It indicates that while students possess a foundational ability to translate, they still face significant challenges in consistently producing high-quality translations that holistically meet these three criteria.

The analysis of each translation quality aspect revealed a mixed performance. In terms of accuracy, a majority of the translations were found to be "Accurate" (7 titles), while a significant number, 6 titles, were found to be "Less Accurate," and 1 title was categorized as "Inaccurate". This suggests that a notable portion of the students' translations contain distortions or omissions of meaning. For acceptability, a majority of translations (8 titles) were classified as "Acceptable," indicating that students are relatively successful at producing texts that sound natural in Indonesian. However, 6 titles were still categorized as "Less Acceptable," highlighting that while students often grasp the linguistic norms, they still make mistakes in word choice or phrasing that do not fully conform to the target culture's expectations. In the area of readability, only 5 translations were classified as "Readable," while a larger number (8 titles) were found to be "Less Readable," and 1 title was categorized as "Unreadable". This finding is particularly important as it shows that a common issue among students is the creation of translations that are difficult to comprehend, requiring readers to reread the text.

In essence, the students have demonstrated an ability to transfer meaning, but the translated texts often adhere too closely to the source language structure, which compromises both naturalness and clarity in the target

language. The challenges observed, including distorted meanings in technical terms, unnatural phrasing, and poor sentence flow, underscore the continued difficulty students have in applying all three principles of translation quality assessment simultaneously. This suggests that students need to develop a more holistic approach to translation, where fidelity to the original meaning is balanced with a strong consideration for the linguistic and cultural nuances of the target audience.

## **B. Suggestion**

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

### **1. Students of English Teaching Departement**

It is suggested that students of the English Department at UIN Mahmud Yunus Batusangkar, particularly those taking translation courses, read this research to gain a deeper understanding of the three criteria for translation quality: accuracy, acceptability, and readability. The findings of this study can help them recognize common errors and improve their ability to produce translations that are not only faithful to the original meaning but also natural and easy for target readers to understand.

### **2. Lecturer**

It is recommended that lecturers use the findings of this study as a reference to enhance teaching strategies in translation-related courses. The research highlights specific areas where students struggle, such as balancing accuracy with naturalness and ensuring the readability of the final text. By emphasizing a holistic approach to translation quality assessment, lecturers can better prepare students to produce effective and high-quality translations of various text types, including book titles.

### **3. Further Researcher**

In light of the findings of this study, it is hoped that this research will serve as a valuable resource for future studies, thereby contributing to the advancement of knowledge in the field of translation. It is also expected that future researchers will continue to investigate other aspects of translation,

perhaps by examining different types of texts, exploring the cognitive processes behind student errors, or developing new pedagogical models based on the challenges identified in this research.

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