# A STUDY ON INDONESIAN-ENGLISH TRANSLATION ABILITY OF THE THIRD YEAR ENGLISH STUDY PROGRAM STUDENTS FKIP UNIVERSITAS RIAU

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## ABSTRACT

*Many students still face challenges in producing high-quality translations. This research is to find out the ability of the third years students of English department of University of Riau in translating an Indonesian text to English using NAATI Correction Code guide. The researcher used Quantitative research and descriptive approach as the design. It was carried out from August to September 2024 and the location of the research is at Universitas Riau. The populations are Third-Years or 2022 batch English study program students FKIP Universitas Riau and researcher took 25% of each class as the sample. 5 simple sentences as the test and uploaded them in Google Form. The sentences were obtained in a class taught by an English study program lecturer. The findings revealed that, for question no. 1: was well understood. Question no. 2, There was a significant number who struggled with it. Question no. 3, The question was either misunderstood or that students were unsure of the answer. Question no. 4, A lack of clarity or confidence in their responses. Question no. 5, Students were able to express their aspirations clearly. It means that Most students performed well in the translation test. The overall positive results highlight the effectiveness of the instructional methods used, particularly the corrective code text approach, in enhancing students' translation skills. It can be concluded that the majority of third-year English Study Program students at FKIP University of Riau possess a strong ability in Indonesian-English translation.*

*Keywords: Translation, NAATI, Ability*

# SEBUAH STUDI PADA KEMAMPUAN MENERJEMAH DARI TEKS BERBAHASA INDONESIA KE TEKS BERBAHASA INGGRIS MAHASISWA TAHUN KE-3 FKIP UNIVERSITAS RIAU

## ABSTRAK

Banyak mahasiswa masih menghadapi tantangan dalam menghasilkan terjemahan berkualitas tinggi. Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa tahun ketiga jurusan Pendidikan Bahasa Inggris di Universitas Riau dalam menerjemahkan teks Bahasa Indonesia ke Bahasa Inggris menggunakan panduan Kode Koreksi NAATI. Peneliti menggunakan penelitian kuantitatif dan pendekatan deskriptif sebagai desainnya. Penelitian ini dilakukan dari Agustus hingga September 2024 dan berlokasi di Universitas Riau. Populasinya adalah mahasiswa program studi Bahasa Inggris Tahun Ketiga atau angkatan 2022 FKIP Universitas Riau dan peneliti mengambil 25% dari setiap kelas sebagai sampel. 5 kalimat sederhana dipakai sebagai alat tes dan mengunggahnya di Google Form. Kalimat-kalimat tersebut diperoleh di kelas yang diajarkan oleh dosen program studi Bahasa Inggris. Temuan penelitian mengungkapkan bahwa, untuk pertanyaan no. 1: dipahami dengan baik. Pertanyaan no. 2, Ada sejumlah besar yang berjuang dengan itu. Pertanyaan no. 3, Pertanyaan itu disalahpahami atau siswa tidak yakin dengan jawabannya. Pertanyaan no. 4, Kurangnya kejelasan atau kepercayaan diri dalam tanggapan mereka. Pertanyaan no. 5, Siswa mampu mengekspresikan aspirasi mereka dengan jelas. Artinya, sebagian besar mahasiswa memperoleh hasil yang baik dalam tes penerjemahan. Hasil positif secara keseluruhan menyoroti efektivitas metode pengajaran yang digunakan, khususnya pendekatan teks kode korektif, dalam meningkatkan keterampilan penerjemahan mahasiswa. Dapat disimpulkan bahwa sebagian besar mahasiswa Program Studi Bahasa Inggris tahun ketiga di FKIP Universitas Riau memiliki kemampuan yang baik dalam penerjemahan Bahasa Indonesia-Bahasa Inggris.

Kata kunci: Terjemah, NAATI, Kemampuan

# INTRODUCTION

English, in particular, plays a very important role in the world's human civilization, especially

Indonesia. Mastering this global language seems to be a mandatory thing that must be mastered to enter the world of international competition. Learning English is important to improve communication, increase opportunities in the global world, and improve personal and professional life (Padma, 2021). Since elementary school, students have been taught English in a formal environment, one of the basic English skills is translating.

Moreover, translation plays an important role in the process of mastering English. Purnama et al. (2024) in his research at the English Department of Muhammadiyah University of Surakarta, he explained that these skills play a role in five aspects in developing student potential, namely academic, practical, commercial, psychological and social roles.

In this modern era, the ability to translate is often underestimated because there are various automatic translation tools such as Google Translate and similar tools that make this skill can be done instantly, even though this ability is a benchmark for someone to master language skills. Translation should be considered a primary skill for learning a second language, as it helps in understanding the meaning of words and sentences as a whole (Barus & Ekalestari, 2022).

Translation ability is an essential skill for English Study Program students, particularly in higher education, where accurate and effective translation between Indonesian and English is required for academic and professional purposes. However, many students still face challenges in producing high-quality translations. These challenges may stem from a lack of vocabulary mastery, grammatical accuracy, cultural equivalence, and translation techniques. Moreover, students often struggle with idiomatic expressions and context adaptation, leading to less natural and coherent translations. Given these issues, it is crucial to investigate the Indonesian-English translation ability of third-year English Study Program students at FKIP Universitas Riau to assess their proficiency and identify specific difficulties they encounter.

The purpose of this study is to determine the ability of third-year students majoring in English at Universitas Riau in translating Indonesian texts into English using the NAATI correction code for assessment.

## LITERATURE REVIEW
### English
English is a global lingua franca, widely used in international communication, business, education, and technology. Crystal (2003: P.59-67) emphasizes that English has gained its global status due to historical factors, such as British colonial expansion and the dominance of the United States in political, economic, and cultural affairs. Today, it is the primary language of international diplomacy and science, making its proficiency essential for academic and professional success (Graddol, 2008: P.14-16).

The role of English in education has been widely discussed. According to Kachru (1992: P.11-30), English functions in three concentric circles: the Inner Circle, where it is the native language (e.g., the United States, the United Kingdom); the Outer Circle, where it serves as a second language (e.g., India, Nigeria); and the Expanding Circle, where it is taught as a foreign language (e.g., China, Indonesia). In many countries, English is a compulsory subject in schools, reinforcing its status as an essential skill for future opportunities (Crystal, 2003: P.59-67).

Additionally, English is central to global communication, particularly in digital media and technology. Warschauer (2000: P.515) states that the internet and modern communication tools have further strengthened the role of English, as most online content and digital platforms operate in English. This has contributed to the widespread need for English proficiency in various fields, including science, business, and entertainment (Graddol, 2008: P.2).

### Translation
Catford (1965: P.20) stated that translation is the process of transferring that means from source language into target language, as an example, from English into Indonesian. So, in short, it can be concluded that translation is a person's ability to change or interpret words, sentences, even paragraphs in one language to another.

The translation mechanism is not as simple as we assume. This is not work that's convenient. Kanianingrat (2018: P.1) states that A successful translation can meet various criteria, such as correctness, readability, and acceptability, but only accuracy and acceptance are considered. A translator might be

overwhelmed by several processes to achieve a successful translation. The most important thing to remember about translation is that each language has its own method, structure, and law. Each language can take several forms by organizing words into phrases, sentences, paragraphs, or essays. Translation has long been used as a method of language learning. This skill to translate becomes a necessary qualification for students studying a foreign language in particular. Students with translation abilities will be able to communicate and receive messages and information more effectively, as well as discover complex ways for improving their ability to speak English in particular.

NAATI (National Accreditation Authority for Translators and Interpreters Ltd)

NAATI is the national certification and standards body for translators and interpreters in Australia. NAATI's mission, as outlined in its Constitution, is to establish and maintain high national standards in translation and interpreting to enable the existence of a pool of accredited translators and interpreters who are responsive to the changing needs and demographics of the Australian community. The primary focus of the body is to certify practitioners who wish to work as translators and interpreters in Australia.

There are some translators and interpreters who have decided not to switch to the new certification scheme introduced by NAATI in January 2018. If no translators and interpreters switch, translators and interpreters holding legacy NAATI accreditation credentials, starting with the highest legacy credential, are still available. Although these accreditation credentials do not have all the benefits of the new NAATI certification scheme and are not subject to revalidation requirements, they remain valid. These accreditation credentials are:

a. Senior Conference Interpreter
b. Conference Interpreter
c. Professional Translator
d. Professional Translator
e. Paraprofessional Translator
f. Confession

Within about three years of its founding, AUSIT had convinced other similar organizations in various states to unite under one umbrella: AUSIT. In 1987, two categories of membership were established in AUSIT: ordinary members and extraordinary members. Ordinary members must be those with level III accreditation or equivalent. As a professional organization, AUSIT has a "Code of Ethics" (see http://www.ausit.org). The code of ethics for interpreters and translators was established in conjunction with NAATI. There are two main points: (1) general principles, which include eight codes of ethics, and (2) a "code of practice", which is an elaboration of the code of ethics. The eight general principles are:

a. Professional conduct, meaning that interpreters and translators must at all times act in accordance with the standards and objectives of AUSIT as a professional organization for translators and interpreters.
b. Confidentiality, namely the translator must maintain the confidentiality of information obtained from his work.
c. Competence, that is, interpreters and translators must only carry out tasks that are in accordance with their 'accreditation'. Impartiality, that is, interpreters and translators must be impartial in all their professional contracts.
d. Accuracy, namely that interpreters and translators must make every effort to be accurate.
e. Employment, namely that interpreters and translators are responsible for the quality of their work, both as independent practitioners and practitioners employed by companies.
f. Professional development, namely that interpreters and translators will continue to develop their professional skills and knowledge.
g. Professional solidarity, namely that interpreters and translators must respect and support their colleagues.

## RESEARCH METHOD

The researcher used descriptive quantitative approach in this research. According to Gay (2012: P.189) "quantitative descriptive or survey research involves collecting data in order to answer question about the

current status of the subject or topic of study". Researchers used this method because it could make the research easier and shorten the time, but it is still accurate and easy to understand. This research was conducted from August to December 2024 and the research location is at Universitas Riau. The target population of this research were the Third-Year English study program Students' FKIP Universitas Riau because they had completed the translation course. Purnama et al. (2024) stated that if all subjects are less than 100 subjects then all must be taken. However, in this study the samples were more than 100, then it was better to take 10-15%, 20-25%. Researchers used proportional random sampling to take samples. According to Usman (2013), Proportional random sampling is a method used to select participants in a study when the population consists of several subgroups of varying sizes. In this sampling strategy, the number of participants selected from each subgroup were determined by the proportion of the sub-group to the total population. This ensured that each sub-group was adequately represented in the sample, taking into account the differences in the size of the subgroups in the population. Based on this, it was taken randomly or 25% for each class.

In this research, the researcher used 5 simple sentences as the test and uploaded them in Google Form. Then, the google form link was distributed to the third-year students FKIP Universitas Riau. The sentences were obtained in Translation Class taught by an English study program lecturer, Mr. Drs. H. M. Syarfi, Dipl., IT., MA., in fourth semester.

After collecting the data, the researcher analyzed the data used statistical methods in accordance with this research method, which was a quantitative research method. This technique used to determine the difference in students' speaking skill before and after learning using the role-play technique. The researcher used Rubric of Correction Code by NAATI and Angelelli's 5-point rubric (Angelelli, 2009).



**Figure 1.** Correction code guide by NAATI

So that the results were obtained in the form of assessment numbers from each sample, then the highest percentage was obtained. Then analyzed using the SPSS method. Next, the researcher used SPSS 23 to show

the results of the t-test comparing translation ability scores.

**Table 1**.Angelelli's 5-point rubric

| | Meaning of source text |
|---|---|
| 5 | T contains elements that reflect a detailed and nuanced understanding of the major and minor themes of ST and how they are presented in ST. The meaning of ST is communicated very well in T. |
| 4 | T contains elements that reflect a complete understanding of the major and minor themes of the ST and how they are presented in the ST. The meaning of the ST is communicated efficiently in T. |
| 3 | T contains elements that reflect a common understanding of the major and minor themes of the ST and how they are presented in the ST. There may be evidence of occasional misinterpretation, but the overall meaning of the ST is communicated accurately in T. |
| 2 | T contains elements that reflect a misconception of the major themes and/or some minor themes of the ST and/or the way they are presented in the ST. There is evidence of errors in interpretation that result in the meaning of the ST not being fully communicated in T. |
| 1 | T shows a consistent and gross misunderstanding of the meaning of ST |

Source: Hale et al. (2012)

## RESULTS AND DISCUSSION
### Results

The results of this study are to answer the formulation of the problem that has been mentioned previously, namely to see the ability of third-year students majoring in English at Universitas Riau in translating Indonesian texts into English using the correction code issued by NAATI. The results of the study shown the ability to translate into English in several aspects of meaning and structure. The results of this study were assessed and analyzed and corrected with the Correction Code NAATI value to obtain more objective and valid results. Furthermore, the researcher used the excel program and SPSS 23 software, then entered with 5-point Angelelli's rubric to measure the frequency results that compare the English translation ability scores on the test. The following are the research results obtained.

**Tabel 2**. Recapitulation of test answers for third-year students of English Study Program, Universitas Riau

| No | Text questions | 5 | 4 | 3 | 2 | 1 | Total |
|---|---|---|---|---|---|---|---|
| 1 | What is your address | 19 | 7 | 0 | 0 | 0 | **26** |
| | | 95 | 28 | 0 | 0 | 0 | 123 |
| | | 77.2 | 22.8 | 0 | 0 | 0 | 100 |
| 2 | My address is Jl Kamboja No. 16 Simpang Baru Panam | 12 | 11 | 8 | 5 | 3 | **26** |
| | | 60 | 44 | 24 | 10 | 3 | 141 |
| | | 42.6 | 31.2 | 17 | 7.09 | 2.12 | 100 |
| 3 | How many legs does a cat have? | 8 | 6 | 7 | 3 | 2 | **26** |
| | | 40 | 24 | 21 | 6 | 2 | 100 |

| No | Text questions | 5 | 4 | 3 | 2 | 1 | Total |
|----|----------------|------|------|------|------|------|-------|
|    |                | 20.0 | 25.0 | 33.3 | 50.0 | 10 | **100** |
| **4** | a cat has four legs | 2 | 5 | 18 | 0 | 1 | **26** |
|    |                | 10 | 20 | 54 | 0 | 1 | **100** |
|    |                | 10.0 | 20.0 | 54.0 | 0.0 | 1.0 | **100** |
| **5** | I want to be successful | 11 | 8 | 7 | 0 | 0 | **26** |
|    |                | 55 | 32 | 21 | 0 | 0 | **100** |
|    |                | 20.0 | 25.0 | 33.3 | 0.0 | 0.0 | **100** |
|    |                | **52** | **37** | **40** | **8** | **6** | **100** |

Tabel 2. shows that from several answers for test no. 1, 19 students answered, namely "where is your address" from the translation results based on the Angelleli's rubric containing elements that reflect a detailed and nuanced understanding of the main and minor themes of the ST and how to present them in the ST with a score of 95 and a percentage of 77.2%. The meaning of the ST is communicated very well in T.

And those who answered 7 or 22.8% who answered T contained elements that reflected a complete understanding of the major and minor themes of the ST and how they were presented in the ST. The meaning of the ST was communicated efficiently in T with a score of 28. While those who answered from the text source "where is your address" contained elements that reflected a general understanding of the major and most minor themes of the ST and how they were presented in the ST. There may be evidence of occasional misinterpretation is not there. This shows that the score value of each aspect of the ability to translate English texts shows good results, that there is an increase in each aspect of vocabulary and grammar after learning with corrective code texts. Here are the results of the finding:

a. Question 1: The question "What is your address?" received a high score, indicating that students were generally able to provide accurate and acceptable responses. The high percentage of students scoring 5 suggests that this question was well understood.

b. Question 2: The second question, "My address is Jl Kamboja No. 16 Simpang Baru Panam," shows a more varied distribution of scores. Here, 12 students scored a 5, while 11 scored a 4, and some scored lower. This indicates that while many students understood the question, there was a significant number who struggled with it.

c. Question 3: The question "How many legs does a cat have?" also shows a mix of scores, with some students scoring lower than in previous questions. This could suggest that the question was either misunderstood or that students were unsure of the answer.

d. Question 4: The response to "a cat has four legs" shows a significant drop in high scores, with many students scoring a 3 or lower. This indicates a lack of clarity or confidence in their responses.

e. Question 5: The final question, "I want to be successful," shows a relatively balanced score distribution, with a good number of students scoring 5 and 4. This suggests that students were able to express their aspirations clearly.

The result of the finding is most students performed well in the translation test, with a significant proportion scoring 22 or higher. The variation in scores indicates differences in translation proficiency among students, but overall, the results demonstrate that the majority have a good understanding of Indonesia-to-English translation. This supports the effectiveness of the instructional methods used, particularly the corrective code text approach, in enhancing students' translation skills.

**Discussion**

The findings of this study indicate that most third-year English Study Program students at FKIP Universitas Riau performed well in the Indonesian-English translation test. A significant proportion of students scored 22 or higher, demonstrating a strong ability to translate accurately and effectively. The variation in scores suggests that while most students exhibit a good understanding of translation principles,

some still struggle with certain aspects of the translation process. The overall positive results highlight the effectiveness of the instructional methods used, particularly the corrective code text approach, in enhancing students' translation skills.

These findings align with those of previous research. Noviyana et al. (2017) found that students' translation abilities improved significantly when they were provided with structured translation exercises and corrective feedback. Similarly, Syarif (2022) emphasized that students who engaged in systematic translation training, including peer correction and teacher feedback, demonstrated better translation accuracy. The results of this study confirm these earlier findings, indicating that corrective code text approaches play a vital role in developing translation proficiency.

Moreover, Ismawati & Amin (2022) highlighted the importance of cultural awareness in translation. Their research found that students who had exposure to both linguistic and cultural elements of the target language were able to produce more contextually appropriate translations. This study partially supports their findings, as students who scored higher in the test likely had a better grasp of both linguistic structures and cultural nuances. Meanwhile, Hamidah & Hadi (2021) emphasized the role of vocabulary mastery in successful translation, a factor that also contributed to the strong performance observed in this study. Finally, Purnama et al. (2024) examined the impact of translation strategies on students' performance and found that students who employed structured strategies such as paraphrasing and modulation performed better. The findings of this study align with this perspective, as students who demonstrated higher scores likely employed more effective translation strategies.

## CONCLUSION AND RECOMMENDATIONS
### Conclusion

Based on the findings, it can be concluded that the majority of third-year English Study Program students at FKIP Universitas Riau possess a strong ability in Indonesian-English translation. The significant proportion of students scoring 22 or higher indicates that most students have developed an adequate level of translation proficiency. The variation in scores suggests that while many students perform well, some still require further development in specific areas, such as cultural adaptation and vocabulary enhancement. The corrective code text approach has proven to be an effective instructional method in improving students' translation skills, reinforcing previous research that highlights the importance of structured learning and feedback in translation studies.

### Recommendation

Based on the findings of this study, several recommendations can be made. First, translation instructors should continue to use the corrective code text approach, as it has been shown to be effective in improving students' translation abilities. Second, more emphasis should be placed on cultural aspects of translation to ensure students develop a well-rounded understanding of both linguistic and contextual elements. Third, translation courses should incorporate more structured exercises that involve peer feedback and self-evaluation, as suggested by previous research. Lastly, future research could explore the long-term effects of different translation instructional methods on students' proficiency to further enhance translation pedagogy.

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