

**THE INFLUENCE OF THE ENGLISH TRANSLATION PROCEDURE
ON THE SIXTH SEMESTER WRITING QUALITY AT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment for the Degree of Education
in English Department*

BY

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2024

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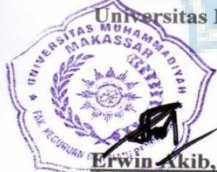
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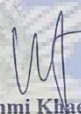
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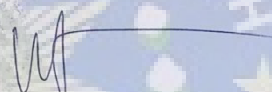
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Yang membuat perjanjian,

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MOTTO

"Love the life you live. Live the life you love."

Bob Marley

DEDICATION

By asking His blessing, I dedicated my thesis for my adored parents, ulam bombat, and my friends for their support and prayers in helping the writer realize her dream.



ABSTRACT

Siti Runi Pelu, 2024. *The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar.* Under the thesis of English Education Departement, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Erwin Akib and Ratu Yulianti Natsir.

This research aimed to determine the influence of the English translation procedures on the quality of student writing. The method used in this research is descriptive qualitative. The data was collected through structured interviews and then analyzed qualitatively. The research subjects were sixth semester students of English Education Department at Universitas Muhammadiyah Makassar, with thirteen students from one class served as the sample in this research.

The findings from the research showed that the majority of student translation processes use Google Translate as a tool for translating the text first, followed by analysis and restructuring at the end. Meanwhile, the second most common translation procedure used by students was the Nababan 1999 procedure. Based on the students' answers, it can be said that the Nababan 1999 translation procedure had not influenced of the student English essays at Muhammadiyah University of Makassar because most students did not follow structured procedures. This conclusion is attributed to the observed inconsistency in adhering to the structured procedures. Despite this, it is essential to note that this does not negate the potential value of these procedures.

Key words: *Translation Procedures, Writing Quality, English text, Sixth-Semester Students.*

ABSTRAK

Siti Runi Pelu, 2024. Pengaruh Prosedur Terjemahan Terhadap Kualitas Tulisan Mahasiswa Semester Enam Universitas Muhammadiyah Makassar. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Ratu Yulianti Natsir.

Penelitian ini bertujuan untuk mengetahui pengaruh prosedur penerjemahan Bahasa Inggris terhadap kualitas penulisan mahasiswa. Penerjemahan merupakan proses penting dalam komunikasi lintas bahasa, dan penelitian ini fokus pada dampaknya terhadap kualitas penulisan akademik. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data dikumpulkan melalui wawancara terstruktur dan kemudian dianalisis secara kualitatif. Subjek penelitian adalah mahasiswa semester enam Jurusan Pendidikan Bahasa Inggris di Universitas Muhammadiyah Makassar yang berjumlah 13 siswa dari satu kelas sebagai sampel dalam penelitian ini.

Temuan penelitian menunjukkan bahwa sebagian besar proses penerjemahan siswa menggunakan Google Translate sebagai alat untuk menerjemahkan teks terlebih dahulu, kemudian dilanjutkan dengan analisis dan restrukturisasi di bagian akhir. Sedangkan prosedur penerjemahan kedua yang paling umum digunakan oleh mahasiswa adalah prosedur Nababan 1999. Berdasarkan jawaban mahasiswa, dapat dikatakan bahwa prosedur penerjemahan Nababan 1999 tidak berpengaruh terhadap esai bahasa Inggris mahasiswa di Universitas Muhammadiyah Makassar karena sebagian besar mahasiswa tidak mengikuti prosedur terstruktur. Kesimpulan ini disebabkan oleh ketidakkonsistenan yang diamati dalam mematuhi prosedur terstruktur. Meskipun demikian, penting untuk dicatat bahwa hal ini tidak meniadakan nilai potensial dari prosedur ini.

Kata Kunci: *Prosedur Penerjemahan, Kualitas Penulisan, Teks Bahasa Inggris, Mahasiswa Semester Enam.*

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Alhamdulillahirobbil 'alamin, praise and great gratitude to Allah Swt, who always gives gracious mercy and tremendous blessings that help the researcher finish this thesis as a requirement in the completion of the S-1 degree in the English Department at Muhammadiyah University Makassar with the title "The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar". Shalawat and Salam always be sent to our prophet Muhammad Saw, the best of mankind that Allah Swt has sent to be a good role model and mercy to the universe.

While writing this thesis, the researcher realized that many people had provided guidance, support, advice, and assistance. Thus, the researcher would like to extend her highest appreciation to:

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3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., as the Head of English Education Department.

4. Dr. Ratu Yulianti Natsir, S.Pd., M.Pd., as the second consultant who has given the writer guidance, advice, suggestions, and motivation to complete this thesis.
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Hopefully, this research thesis can be admitted well, and its result can significantly enhance the English learning process. However, the writer also realizes that this research thesis is still far from being excellent. Therefore, all criticism and suggestions will be appreciated.

Makassar, 28 July 2024



Siti Runi Pelu

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CHAPTER I

INTRODUCTION

A. Background

English has emerged as the dominant international language, playing an important role in global communications and academic institutions. In today's globalized era, students must possess strong English language skills to achieve success in academic, professional, and social fields. At the university level, sixth semester students are at a critical period of intellectual development in which the capacity to properly articulate thoughts and concepts in English becomes increasingly vital. Despite having basic knowledge, challenges arise when translating thoughts from their native language into English or vice versa. At this level, students are considered to have mastered the fundamentals of English, but the translation process remains a crucial step in enhancing their writing skills.

Unfortunately, translating a text is not easy work due to the importance of the message, audience, source language, and target language. The message relates to a deeper understanding of the subject matter being translated. The audience refers to the intended readers and their level of education. Meanwhile, the terms "source language" and "target language" describe the settings in which the translation was done or received. This was reinforced by Munawaroh (2020, p. 02) in her thesis that those who do not speak English as their first language may find it particularly challenging because each language has its own rules and methods for translating texts.

Translation can be broadly defined as a form of mediation in which meaning in one language is reproduced in another to communicate in different contexts (Murtisari, 2021, p. 229). Furthermore, in Natsir et al., (2021, p. 28) research, it is stated that the process of translating is transferring the meaning from the source language to the target language. The English translation process necessitates not only linguistic skills but also a comprehension of the academic context, significantly impacting students' translation process. They may struggle to maintain originality while adapting to English writing rules and style. In Baker's (2018) research, he underlines the complexity of translation and significance of understanding context as a crucial component in assuring translation quality, as translation significantly impacts a student's writing. To translate, students should fulfill a few requirements. They should first have a large vocabulary, be proficient in grammar, and linguistic structure. Second, become proficient in the application of translation techniques. Translating a text from one language to another is a difficult task. When translating, translators should employ multiple affective methods to produce effective translations. As a result, students need to be proficient in using the translation approach to every sentences or paragraphs they write.

According to PACTE Group (2018) research, writing in the target language can be made better by having a deeper understanding of the translation process. However, discord in word choice, sentence structure, or even writing standards can lead to a loss of the original substance of a student's thought. As a result, it is crucial to assess whether the translation procedures used by students

aid or hinder their ability to convey ideas clearly in English. The process of translation is not universally applicable. Students can choose a variety of techniques or procedures for translating, including translating words or meanings. This statement also supported by Chen et al. (2019) stated that how crucial it is to comprehend the variations in translation techniques and how these decisions can impact the precision and lucidity of written.

Furthermore, the translation process not only impacts sentence structure and vocabulary but also influences the flow and cohesion of writing. Wang's (2020) research reveals that translation errors can lead to confusion in meaning, thereby affecting the quality of students' writing. Translation is inextricably linked to the context in which it occurs. Factors such as time constraints and type of assignment may influence the translation procedure selected. This was supported by Lee's (2021) research, which examined how students be compelled to use less-than-ideal translation procedures due to time constraints. Additionally, Larson (2019) emphasizes how crucial the necessity of being aware of time pressure, the sort of assignment, and academic environment in the context of translation. Time constraints can significantly influence translation quality, while assignment type may necessitate varying approaches based on the specific requirements.

However, during initial interviews with students in the class, most of the students translated their work into English without considering the translation procedures. In the process, they frequently translate from Indonesian into English or vice versa using machine translation (Google Translate). Based on the foregoing reasoning, the researcher interested to know the influence of the

translation procedures on the quality of students' writing, specifically focusing on sixth semester students in the English Education Department at Universitas Muhammadiyah Makassar, who have already studied both translation and writing subjects. Therefore, researchers conducted research with the title: “The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar”.

B. Research Question

In light of the introduction and background, the formulation of the problem in this research is: How does the English translation procedure influence students writing quality of the sixth semester students at Muhammadiyah University of Makassar?

C. Objectives of the Research

Based on the problem stated above, the primary goal of this research is to describe how the influence of English translation procedures affects the students' writing quality.

D. Significant of the Research

There are several significant actions that researchers are anticipated to perform. The following is the research significance:

1. For lecturers, the findings of this study can serve as suggestions for English teachers in tertiary institutions to design effective teaching procedures and

strategies to improve the quality of writing and encourage students to develop better translation skills.

2. For students, this research can help students enhance their writing skills in English by understanding the relationship between translation procedures and writing quality.
3. For readers, this research can be cited or used as a source in another research.

E. Scope of the Research

The scope of this research focuses on describing the influence of the English translation procedure adopted from the translation procedure by Nababan 1999 on the quality of writing essays of sixth semester students. The results of the writing may also be influenced by additional variables, such as the writer's characteristics, level of English proficiency, and language background, however, these are not the main focus of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

This section presents earlier discoveries by several researchers. Some of the research has been undertaken to study the influence of translation procedures on the English writing quality of students. First, Nurhaya (2018) in her research stated that various mistakes done by some researchers in writing their abstracts ranging from writing incorrect tenses or missing the good criteria within the abstract. The research used documentation and documents in the form of several theses to collect the data. The researcher found that the most commonly used abstract criteria among 26 samples were purpose with 100% usage. While, the least used criteria were background, with 4%. The correct tenses in background, purpose, method, result, conclusion, keyword, and paragraph criteria were 100%, 62%, 72%, 56%, and 5%, respectively. The highest percentage of correct tenses was background, while the lowest percentage was conclusion. The researcher concluded that the content and tenses of the students' research abstracts were good, with only one criterion and tenses under 50%.

Second, Astria (2017) in her research identifies four translation methods used by students during the translation process, including Free translation, Word-for-word translation, Literal translation, and Communicative translation. These methods are easy to understand and can be applied to any text. Literal translation and Communicative translation focus on the meaning of the text and the develop

ment of sentences from the source language to the target language, without considering the culture of the target language. The research also suggests that lecturers should motivate students to learn about translation methods and strategies, rather than focusing solely on a specific teaching strategy.

Furthermore, Novia (2010) in her research it is noted that the process of changing the source language into the target language uses a transposition procedure that starts by analyzing the SL word, determining the TL word that is equivalent to the SL, and restructuring the verb into the passive verb form in SL. In addition, the authors found that there was modulation data that involved changing phrases or words into words that were acceptable in TL based on SL's point of view.

Fourth, Murtisari (2021) in her research concludes that advanced EFL learners utilize translation as a vital scaffolding tool in their writing processes, despite the common perception that translation is primarily associated with less competent students. The research, involving 29 students from a reputable English language faculty in Indonesia, indicates that creating short chunks in their native language (L1) for subsequent translation into English (L2) is the most prevalent strategy employed. Additionally, all participants reported engaging in varying degrees of mental translation from L1 to L2, highlighting the inevitable reliance on this inter-lingual strategy. However, students expressed mixed feelings regarding the use of translation, suggesting a need for greater awareness of its value as a legitimate language-learning tool. The findings underscore the

importance of teaching translation skills within language education to enhance learners' writing proficiency and overall language development.

The last previous research is Lathifah (2016), who found that out of seven translation procedures proposed by Vinay and Darbelnet, only six were found in students' translations of a short story entitled "The Story of An Hour" by Kate Chopin. The percentage of each translation procedure was borrowing (1.07%), literal translation (45.9%), transposition (5.72%), modulation (46.58%), equivalence (0.47%), and adaptation (0.26%). Based on the total of three procedures (46.97%) which included the direct method, consisting of borrowing, calque, literal translation, and indirect method (53.03%), it can be concluded that sixth-semester students consciously or not choose to use indirect or oblique method due to the different grammatical pattern between SL and TL in this study.

The similarity between their research and mine is that we both focused on translation as our primary subject. While the differences between the previous study and this research is the reference used in data analysis and the media used for collecting the data. Nurhaya and Astria used abstracts, Novia chose novels, Murtisari used a questionnaire, and Lathifah chose short stories, as a media for collecting data, while this research used essays. Besides that, the research used Nababan's theory to analyze the data, whereas Nurhaya picked the theory from Gay, Astria adopted the theory from Miles and Huberman, Novia selected a comparison system, and Murtisari used Microsoft Excel and converted it into percentages for data analysis.

B. Some Pertinent Ideas

1. Definition of Translation

The definition of translation from several sources has similarities, variances, and its fundamental objectives. The word translation is derived from the Latin word *translatio* (*trans-* meaning “across” and *ferre* meaning “to carry” or “to bring”; *-latio* being derived from *latus*, the past participle of *ferre*). Thus, *translatio* is defined as “a carrying across” or “a bringing across”; in this instance, the translation of a text from one language to another. However, the term translation encompasses far more than “transferring,” “carrying across,” and “bringing across.”

Some experts use theory to illustrate their points about translation. The following are some definitions:

In Oxford Learner's Dictionary, translation is the process of changing something that is written or spoken into another language. This definition served as the foundation for the translation. When we talk about translation, that becomes the first presumption we make.

According to Simatupang, as quoted by Rismayani (2017, p. 17) stated that translation is the process of shifting the meaning of a source language to a target language and demonstrating it naturally. It suggests that the translator should focus on shifting the meaning, not the form, so that the reader is unaware that they are reading a translation. Another definition is Astria (2017, p. 8), offers another definition of translation as the transmission of written messages. The

concept focuses on the communication of ideas from the original to the intended language, such as English to Indonesia and vice versa.

The following definition is from Larson, as stated in Carolia and Baihaqi (2019, p. 27): “When translating a text, the translator's goal is an idiomatic translation that makes every effort to communicate the meaning of the SL text into the natural forms of the receptor language or TL.” A similar definition is provided by Catford (1965, p. 20), who claims that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Although it can initially seem imprecise, this definition is broad on purpose. The use of the term 'textual material' emphasizes that it is not the entirety of an SL text which is translated, but rather only portions of SL texts that are translated or replaced by TL equivalents.

It may be concluded that translation is the process of converting one language into another or conveying a message from one language to another without altering the original language's meaning. Additionally, a good translation emphasizes the message or meaning. The most crucial factor is that the translation's outcome has the same meaning and purpose as the original.

2. Process of Translation

The translator should follow a process when translating a text to make sure the translation is correct and appropriate for the source material. The translation process can be thought of as a sequence or phases of activities carried out by translators when translating messages from the source language (SL) to the

target language (TL). This is reinforced by (Gambier & Doorslaer, 2010) that the opinion of the process of translation is a cognitive activity that produces a target text in one language from the source text in another language. It is a systematic set of activities. Thus, when executing a translation activity, care should be taken because mistakes made in one phase can lead to mistakes in subsequent steps. If it takes place, there will be mistakes in the translation.

Based on their understanding, experts classify processes into several categories. Newmark (1988, p. 144), outlines the three stages of the translation process as follows:

- a. Interpretation and analyze source language texts.

In order to correctly determine the text's overall meaning, this activity tries to identify and analyze the text as a whole from the perspectives of language style, text type, syntax, and grammatical construction as a whole.

- b. Select equivalents at the word-to-sentence level in the target text language.

The translator attempts to locate and determine analogous terms connected to the field being translated, as well as cultural counterparts in the target language that are appropriate and appropriate to the terms referred to in the source language, at this stage.

- c. Rearrange the text according to the author's intent and the reader's expectations.

Target language texts and norms are used to re-express what has been done in the previous step, and the translator can re-perform the previous steps if necessary (finds anomalies or errors in the translation).

Whereas, Nida and Taber's figure as cited in Novia (2010, p. 24) illustrates how they described the translation process in the following manner:

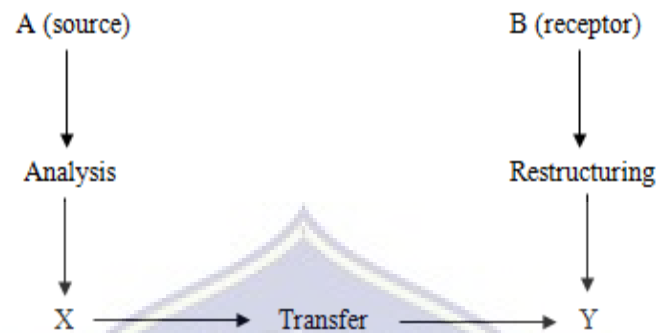


Figure 2.1 Translation Process by Nida and Taber

There are three phases of the translation system:

- 1) Analysis, analyzes the surface structure, grammatical relationships, and word meanings.
- 2) Transfer, transfers the analyzed materials from one language to another, while
- 3) Restructuring, ensures the final message is fully acceptable in the target language.

Meanwhile, Larson (1998, p. 4) provides a straightforward diagram of the translation process, as shown below:

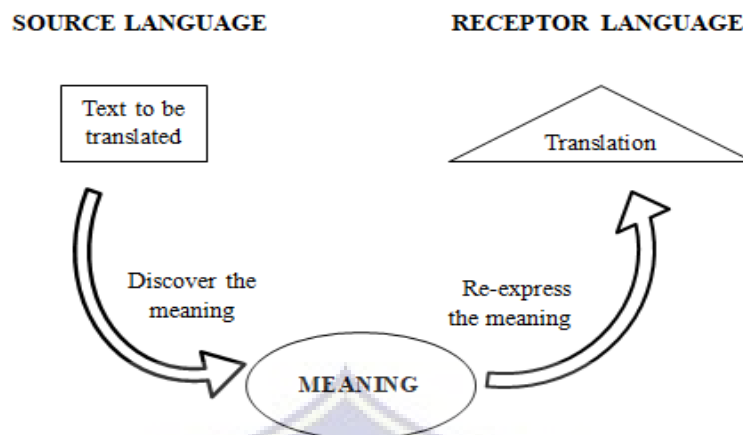


Figure 2.2 Translation Process by Larson

He defines translation as the process of determining a text meaning by studying its lexicon, grammatical structure, communicative context, and cultural background. This information is subsequently rephrased or reconstructed using suitable vocabulary and grammar in the target language and its cultural context.

To achieve a quality translation, translators must comprehend every stage of the process, not simply the result. It is not an easy procedure because accurate and meaningful translations require meticulous and exact translations.

3. Procedures of Translation

In doing a translation, the first step in performing a translation is to figure out the procedures. In this context, the procedure is the act or manner of progressing in any action or process. Oxford defines the procedure as a series of actions conducted in a certain order or manner. On the other hand, the translation procedures can also be said as a way to find the most appropriate meaning of the

result (Febrianti, 2018, p. 10). A translator should understand that procedures in translating are a stage that we should complete when translating a language.

There are some translation procedures that can be utilized. In this research, the researcher adopted the translation procedures from Nababan (1999). He asserts that the translation process involves a series of activities carried out by the translator to transfer messages from the source language to the target language which require careful attention so that errors do not occur at a later stage. These translation procedures are divided into three stages, namely 1) Understanding, 2) Equivalent, and 3) Restructuration, as illustrated in the chart below.

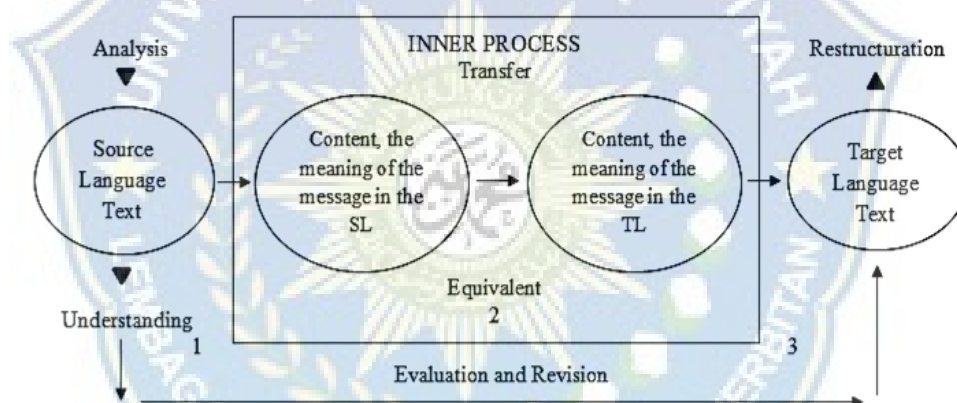


Figure 2.3 Translation Procedures (Suryawinata in Nababan, 1999)

1) Understanding

Translation activities begin with an analysis of the source language text, which is the first step in the translation process. Understanding the text's contents requires understanding the linguistic and extra-linguistic elements present in the text. Linguistic elements are related to linguistics, while extra-linguistic elements are outside language and are related to the sociocultural

context of the source language text. The field of meaning is inseparable from the sociocultural field, and meaning is also part of extra-linguistic.

Language analysis in the source language text touches various levels, such as sentences, clauses, phrases, and words. Understanding these levels is crucial for understanding the content of the text. For instance, complex sentence analysis aims to identify clauses, enabling translators to recognize independent and dependent clauses. This helps in converting complex sentences into simple sentences in translations.

Linguistic analysis is crucial for understanding the content of a text, as it touches on various levels such as sentences, clauses, phrases, and words. Understanding the meaning realized at these levels is essential for translating complex sentences into simple ones. Analyzing complex sentences helps translators recognize independent and dependent clauses, while analyzing phrases identifies main elements (heads) and explanatory elements (modifiers). Proper analysis helps translators determine which part of a phrase should be translated first. Understanding these levels is essential for a successful translation.

2) Equivalent

Translators understand the meaning and structure of the source language, enabling them to understand the message contained within. They then transfer the content, meaning, and message into the target language, finding equivalent words in the target language. This inner process occurs in the translator's mind, and they express these concepts either orally or in

writing. To achieve a better translation, the translation needs to be harmonized, ensuring it aligns with the intended purpose.

3) Restructuration

Alignment involves restructuring the transfer process to suit the target language, reader, or listener. Translators should consider the variety of languages and the intended audience during the alignment stage. Once the translator has completed the stages of understanding the source language text, transferring content, meaning, and message, and aligning, they have produced a successful translation.

To strengthen the explanation above, the following is an example of understanding, equivalent, and restructuration steps.

Source Language (SL):

My experience at Taman Ayun Temple, located in Mengwi Sub-district, Badung, was mesmerizing. **This temple displays an extraordinary beauty with high and majestic pelinggih, as well as the pond that surrounds the temple.** It was built in the 17th century at the time of the Mengwi Kingdom, Taman Ayun Temple is a silent witness to the Kingdom's historical legacy. **As a visitor, I felt connected to the history and majesty of this temple.** After exploring the uniqueness of Taman Ayun Temple, I visited Sangeh which is located about 7 km from Taman Ayun Temple. Sangeh is a natural reserve forest with hundreds of monkeys as its inhabitants. *I saw many monkeys are on a big tree and watched Daisy, the monkey, enters a race with five other participants.* My journey then

continued to Bedugul where I was able to witness the beauty of Ulundanu Temple and Lake Beratan. The beautiful panorama and cool weather were the main attractions of this place, giving me a deep impression. While enjoying a traditional food menu, we will be treated to a beautiful panorama of the hills and beaches around the villa. The last trip will be followed by a visit to Tanah Lot Temple which is located in Tabanan. It stands on the rock in the middle of the sea. The beautiful sunset in this place will be an unforgettable moment. All of this was part of a journey that I experienced in real life, immersed in the natural wonders and rich culture that Bali is known for.

(Aryana and Widanta, 2019)

Target Language (TL):

Pengalaman saya di Pura Taman Ayun, yang terletak di Kecamatan Mengwi, Badung, sangatlah memukau. Pura ini menampilkan keindahan yang luar biasa dengan pelinggih yang tinggi dan megah, serta kolam yang mengelilingi pura. Dibangun pada abad ke-17 pada masa Kerajaan Mengwi, Pura Taman Ayun menjadi saksi bisu dari warisan bersejarah Kerajaan tersebut. Sebagai seorang pengunjung, saya merasa terhubung dengan sejarah dan keagungan pura ini. Setelah mengeksplorasi keunikan Pura Taman Ayun, saya mengunjungi Sangeh yang letaknya sekitar 7 km dari Pura Taman Ayun. Sangeh merupakan hutan cagar alam yang dihuni oleh ratusan kera. Saya melihat banyak kera sedang bergelantungan di sebuah pohon yang besar dan menyaksikan Daisy, si monyet, mengikuti perlombaan bersama lima peserta lainnya. Perjalanan saya kemudian dilanjutkan ke Bedugul di mana saya dapat menyaksikan keindahan

Pura Ulundanu dan Danau Beratan. Panorama indah dan udara sejuk menjadi daya tarik utama tempat ini, memberikan kesan yang mendalam. Sambil menikmati menu makanan tradisional, kita akan disuguhi panorama perbukitan dan pantai yang indah di sekitar vila. Perjalanan terakhir akan dilanjutkan dengan mengunjungi Pura Tanah Lot yang terletak di Tabanan. Pura ini berdiri kokoh di atas batu karang di tengah laut. Keindahan matahari tenggelam di tempat ini akan menjadi sebuah momen yang tak akan terlupakan. Semua ini menjadi bagian dari perjalanan yang saya alami secara nyata, menyatu dengan keajaiban alam dan kekayaan budaya yang menjadi daya tarik Bali.

The text above talks about tourist trips (tours) on the island of Bali and is a type of travel writing text. The underlined sentences in the example above are part of the understanding process. See the following explanation for further details:

- SL : 1. Taman Ayun Temple is located in Mengwi Sub-district, Badung
 2. It was built in the 17th century at the time of the Mengwi Kingdom.
 3. It stands on the rock in the middle of the sea.

- TL : 1. *Pura Taman Ayun yang terletak di Kecamatan Mengwi, Badung.*
 2. *Pura ini dibangun pada abad ke 17 pada masa Kerajaan Mengwi.*
 3. *Pura ini berdiri kokoh di atas batu karang di tengah laut.*

The first and third sentences use prepositions to indicate the place or location of something, while the second sentence uses prepositions to indicate time.

- SL : This temple displays an extraordinary beauty with high and majestic pelinggih, as well as the pond that surrounds the temple.

TL : *Pura ini menampilkan keindahan yang luar biasa dengan pelinggih yang tinggi dan megah, serta kolam yang mengelilingi pura.*

The term "pelinggih" is a culturally specific term, making it challenging to find an equivalent meaning in English (SL), so it is best not to translate it to maintain its meaning in TL.

SL : While enjoying a traditional food menu, we will be treated to a beautiful panorama of the hills and beaches around the villa.

TL : *Sambil menikmati menu makanan tradisional, kita akan disuguhi panorama perbukitan dan pantai yang indah di sekitar vila.*

The statement "While enjoying a traditional food menu, we will be treated to a beautiful panorama of the hills and beaches around the villa" in the SL is an example of a compound sentence, meaning it is impossible to divide it into two apart. There are independent and dependent sentences in this sentence. The sentence "While enjoying a traditional food menu" cannot stand alone. Meanwhile, the independent sentence "We will be treated to a beautiful panorama of the hills and beaches around the villa" can stand alone.

Furthermore, sentences written in italics are part of the equivalent process. The equivalent process involves the translator translating the analyzed materials from one language to another. This is the explanation that follows.

SL : I saw many monkeys are on a big tree.

TL : *Saya melihat banyak kera sedang bergelantungan di sebuah pohon yang besar.*

The words "bergelantungan" are the extra words in the TL. Even though these words have been added to the translation, the meaning of the sentence has not changed.

SL : Watched Daisy, the monkey, enters a race with five other participants.

TL : *Menyaksikan Daisy mengikuti suatu lomba bersama lima peserta lainnya.*

The data indicates that a message transfer process occurs by removing the word "monkey" from the SL, despite a reduction in translation the message or meaning is still communicated.

Moreover, the sentences in bold represent the restructuring process, which will be explained in greater detail below.

In the restructuring process, it is sometimes necessary to modify the amount or type of words to account for differences in language structure or norms between the source and target languages.

SL : This temple displays an extraordinary beauty with high and majestic pelinggih, as well as the pond that surrounds the temple.

TL : *Pura ini menampilkan keindahan yang luar biasa dengan pelinggih yang tinggi dan megah, serta kolam yang mengelilingi pura.*

The phrase "as well as the pond that surrounds the temple" in the SL sentence describes how beautiful the temple is. However, in Indonesian, information regarding the pond that surrounds the temple is already deduced from the preceding context, so that the removal of the phrase will not reduce its meaning.

TL (after restructuring): *Pura ini menampilkan keindahan yang luar biasa dengan pelinggih yang tinggi dan megah.*

Thus, the reduction of the phrase not only complies with the more comprehensible Indonesian language norm but also retains the sentence's meaning and fluency while translation. In addition, in the restructuring stage there is the use of different words or expressions. This can be seen in the following explanation.

SL : As a visitor, I felt connected to the history and majesty of this temple.

TL : *Sebagai seorang pengunjung, saya merasa terhubung dengan sejarah dan keagungan pura ini.*

In the SL sentence, there is the expression "As a visitor," which was changed to "Sebagai seorang pengunjung" in the translation. The utilization of distinct expressions or words is done to ensure that the expressions are align with Indonesian language habits.

TL (after restructuring): *Sebagai seorang pengunjung, saya merasa terhubung dengan sejarah dan keagungan pura ini.*

The changes aim to align with the Indonesian language norms and nuances, ensuring a grammatically correct and natural translation that resonates with Indonesian readers.

Translation procedures are needed to make the reader more understand or easily understand the text, depending on the source language (SL) and target language (TL) condition. Moreover, several procedures can be combined in one translation.

C. The Quality of English Writing

Writing is the most important skill to acquire for EFL learners in Indonesia. Sanu (2016, pp. 36–45) supports the idea by asserting that writing is one of the English abilities that EFL learners should acquire in the university environment to be able to communicate in written forms with various special purposes. Moreover, English writing is a complex skill that is nonlinear, exploratory, and generative (Sokolik in Nunan, 2003). The writing process can also be impacted by factors including the audience type, the L1's influence, and past experiences. For instance, EFL learners are impacted by their L1, which impacts their L2 written output.

Working memory, skill, and knowledge are all important factors in writing ability. Thus, more skilled writers have a greater working memory capacity to devote to the writing process, enabling them to use more sophisticated language. Similarly, a proficient writer is assumed to have the ability to write more complex sentences due to greater working memory capacity or knowledge of syntactic structures.

In an academic context, especially when writing in English, the quality of the writing is crucial. Hyland (2004) asserts that the fluency, structure, grammatical errors, argument clarity, and suitability for academic contexts are all aspects of writing quality. Writing fluency relates to a student's capacity to articulate ideas clearly and fluently. Achieving writing fluency depends on a number of elements, including the use of appropriate words and phrases, effective sentence structure, writing cohesiveness and coherence (Connor, 2002).

Additionally, writing structure describes how ideas are arranged and presented in writing (Swales, 1990). The reader can better understand the flow of ideas and arguments when the structure is clear and logical. Grammar mistakes can degrade the quality of writing and impede reader comprehension. Leki (1991) said that grammatical errors include mistakes with tenses, prepositions, subject-object relationships, and other sentence structures. The student's capacity to present concepts in a clear and structured manner is referred to as argument clarity (Swales and Feak, 2012). In academic writing, the use of sound logic, relevant evidence, and appropriate structure aids in the clarity of arguments. Academic context appropriateness entails utilizing acceptable language patterns and achieving academic writing standards. In order to be appropriate for the academic context, one must follow writing rules, use proper referencing, and refrain from plagiarism.

To summarize, the ability to write is one of the fundamental skills that every student should cultivate and eventually master. In light of this, the quality level of writing in English is inextricably linked to the author's abilities and knowledge regarding content quality, content organization, writing method, and the integrity of relevant and topical skills and information.

D. The Relationship between English Translation Procedures and Writing Quality

Translation and the quality of writing in English are interconnected and have an influence on each other. The correct English translation may improve writing quality by reducing grammatical mistakes, unsuitable sentence patterns, and stylistic issues. This improves the writing's quality. Accurate and exact translation increases the writing's English fluency and intelligibility, thereby helping authors to convey their ideas and arguments more effectively. Nevertheless, erroneous and imprecise translations can lead to writing that is stiff, incoherent, and unsuitable in the academic context, due to its disregard for the subtleties and regulations of the English language. This has the potential to lower the quality of academic writing generated by students. As remarked by Byrnes in Schwieter and Ferreira (2014, p. 277-294) book entitled "*The Development of Translation Competence: Theories and Methodologies from Psycholinguistics and Cognitive Science*", it is critical for students to recognize that competent English translation techniques may make a major contribution to the quality of their writing in the context of thesis writing. Students may generate high-quality writing that satisfies the required academic requirements by using the proper vocabulary, good sentence structure, and accurate translation.

Many writers start the writing process at the prewriting stage by considering the subject they want to write about and then gathering information using a variety of techniques, including free-writing, journal writing, brainstorming, listing, clustering, reading pertinent materials, taking into account

various resources, etc. (Smalley and Ruetten, 1995, p. 6-13). However, by the time writers reach the writing/drafting stage, they typically have gathered enough information about the subject they intend to write about. At this point, they are more focused on getting their ideas down on paper than on organization, style, or mechanism. Similarly to this, after laying the groundwork in the pre-translation stage and deciding which resources and tools are necessary to complete a specific translation assignment, translators start to render the text into the target language while primarily concentrating on the concepts offered in the original text. In this situation, we do not pay much attention to organization, style, language, or mechanism at this point of the translation/drafting process, but we can go over these aspects when revising between drafts and editing the final product.

Most translators review the first draft after the ideas from the original have been translated into the target language, compare it to the original, add or remove some information, and arrange the ideas so that the text is grammatically accurate, acceptable, cohesive, coherent, and sounds natural in the target language (Naif, 2014, p. 06). Although the revision step is supposed to come after the drafting stage in both the writing and translation processes, it also happens within the drafting stage. The translator then prepares a second draft after reading the first draft to reflect the adjustments and revisions made, making note of anything that needs to be added, removed, or modified.

E. Conceptual Frameworks

The conceptual framework of this research is as follows:

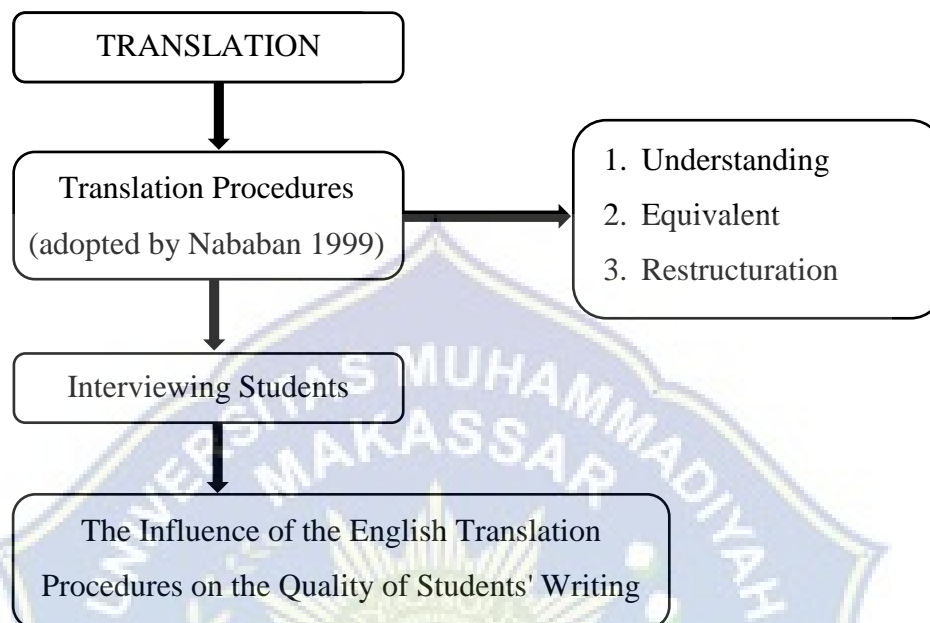


Figure 2.4 Conceptual Framework

Within this conceptual framework, the researcher described the effect of translation procedures on the quality of sixth semester students' writing essays. The research investigated the influence of the English translation procedures on the quality of student writing as well as the potential connections between translation skills and these procedures.

There are many procedures that can be used in translation research, however, for this research, the researcher used Nababan's theory of translation procedures which consists of three stages. To specify, the procedures that the researcher means were understanding, equivalent, and restructuration. This procedure was a medium for researchers.

In collecting the data, the researchers provided practical training in translating an Indonesian essay into English to students using the translation procedure adopted from Nababan 1999. Furthermore, the researcher interviewed five students who have the highest results in practical exercises translating essays to obtain information. From the interview results obtained from students, the researcher analyzed the interview data. Then, the researcher described the effect of the translation procedure on the quality of students' writing.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher provided specifics about the research methods that used in the research, including the research design, subject of the research, research instrument, data collection technique, and data analysis.

A. Research Design

The research design used in this research uses descriptive qualitative research methods by conducting interviews. Grove in Buana (2018, p. 22) stated that descriptive qualitative research is more commonly connected with words, language, and experiences than with measurements, statistics, and numerical data. According to Leavy (2014, p. 02), qualitative research is a way of learning about social reality, exploring, describing, or explaining social phenomena, and building a deeper understanding of social life. Structured interviews were employed as the data-gathering approach in this research. This method was used by the researcher to explain how the translation procedures affect how well students write in English, in this case writing essays.

B. Subject of the Research

The research focused on sixth semester of English Education Department at Universitas Muhammadiyah Makassar, namely BG21B with a total of 13 students. Sixth semester students were chosen because they had already studied

subjects related to translation skill activities. Purposive sampling was used by researchers in the research were conducted to collect samples. According to Etikan et al., (2016, p. 3), purposive sampling is to focus on people with specific qualities who will be better equipped to assist with the relevant research. Purposive sampling involves researchers selecting participants based on the research's needs, ensuring that the selection process is tailored to the purpose of the sample of the research.

C. Research Instrument

The use of research instruments is crucial for obtaining accurate results. It is one of the devices that is utilized to collect data or information (Zuriah, 1995, p. 126-130). The research instrument that was used in this research is an interview. The instrument has been used in research to obtain information about the influence of translation procedures on the quality of students' essay writing.

The interview is a crucial research tool for obtaining detailed information about a topic or subject, providing researchers with a deeper understanding of the meaning and significance of the information. In addition, an interview is a face-to-face interaction between the interviewer and the interviewee. In this research, the researcher used structured interviews with students who have high translation practice scores to ask students for information about the translation procedure used in essay writing, using eight interview questions. Besides that, the researcher used voice recording during the interview process to ensure accuracy, making transcription easier, and conducting a more in-depth analysis of the interview

material, thereby avoiding missing information and ensuring clear and concise information during the interview process.

D. Data Collection Technique

In this research, the researcher collected data from students through interviews. The researcher used various procedures to collect data, such as preparing a practice sheet for translating Indonesian essays and obtaining permission from the lecturer to conduct practice exercises in the class. During the practice activities, the researcher observed and supervised the students' translation practice.

Moreover, after obtaining data from practice exercises for translating essays the researcher conducted interviews, aimed at obtaining more specific and clear information. Before the interview, the researcher prepared a list of questions for the interview and selected five students with the highest essay scores. Subsequently, the researcher gave the students questions and instructed them to comprehend the questions first. After that, the researcher interviewed students in class using a total of eight questions. The researcher called the students one by one and asked several questions that had been prepared in advance to gain a deeper into the information. Furthermore, the researcher recorded the interview to avoid missing information so that the information obtained from the interview became clearer. In addition, the researcher made a transcript of the recorded interview. Then, the researcher analyzed the data from the interview results about the effect of the translation procedure on the quality of students' writing.

E. Data Analysis

The researcher utilized qualitative data as an analyzing technique when collecting the data. The researcher acquired the data, organized the data, and presented the results using this method. Qualitative data analysis is a type of research that does not employ any computation or statistical process. In this research, the researcher used data analysis techniques based on the theory of Miles and Huberman (1994, pp. 10–12) including the following:

1. Data Collection

Data collection is a cyclical and interactive process that involves collecting existing literature or data through four steps. This research involved collecting data from students through interviews to understand the information needed for data analysis. The collected data helps researchers understand the information needed in the research.

2. Data Reduction

Data reduction is a type of qualitative data analysis that clarifies, organizes, directs, eliminates superfluous, and organizes data into categories to make inferences.

3. Data Presentation

Data presentation is a qualitative data analysis technique that involves arranging data to draw conclusions. Techniques for data presentation include organizing, compressing, and assembling information. The formats for qualitative data include various matrices, graphs, charts, or networks. These data presentation formats serve to make information from the data accessible,

condensed, and organized. Data presentation makes it easier for researchers to comprehend the information they have collected. The researcher presented the data in English and Indonesia. After the data has been transcribed, the researcher organizes it into tables and creates a brief explanation that serves as a summary of the collected information. Finally, the researcher classified the data in detail by publishing the findings and discussions.

4. Drawing Conclusions

Drawing conclusions is a qualitative data analysis technique that can be used to act. The researcher analyzed data and verified translation procedures used by students in a translation activity through data verification, establishing conclusions, and confirming conclusions. This step is crucial in answering the problem statements and providing a brief conclusion that answers the research's objectives.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented research findings and discussion on the influence of English translation procedures on the writing quality of sixth semester students at Muhammadiyah University of Makassar, which are related to the research questions in Chapter I.

A. Findings

The researcher has finished the research process by using the instrument of interviews in the classroom with the student. The researchers conducted interviews from July 01 and July 04, 2024. To answer the research questions, the researchers systematically analyzed data from sixth semester students of English Education Department at Muhammadiyah University of Makassar. The participants in the study are listed as follows:

Table 4.1 List of the participants

No	Initial	Gender	Language Use In Interview	Date of Interview
1.	RA	F	Indonesia	Monday, 01 st July 2024
2.	AS	F	Indonesia	Monday, 01 st July 2024
3.	H	F	English and Indonesia	Monday, 01 st July 2024
4.	RAW	F	Indonesia	Thursday, 04 th July 2024
5.	AMA	M	Indonesia	Thursday, 04 th July 2024

According to the interview data, the students had a good understanding of translation procedures, and they use translation procedures in the process of translating texts. It was discovered when students responded to the question “How do you understand the English translation procedures and whether in translation you use the translation procedures or not?” The data presented in the interview transcript is shown on the table as follows:

Table. 4.2 Students' understanding of translation procedures in contrast with the application of Nababan 1999 translation procedures

Students	Response
S1	<i>Jadi, yang saya pahami tentang prosedur terjemahan bahasa itu adalah bagaimana langkah-langkah dalam menerjemahkan teks. Jadi, prosedur penerjemahan ini jarang saya gunakan. Kadang saya gunakan cuman saat menulis karya ilmiah karna dalam karya ilmiah kita memerlukan bahasa Inggris yang baik. Kalau keseharian dalam menerjemahkan teks biasa saja saya tidak menggunakannya.</i>
S2	<i>Menurut saya itu kak, e prosedur terjemahan itu e seperti tahapan atau cara-cara untuk e menerjemahkan sebuah teks dari satu bahasa ke bahasa lain, nah seperti mengetahui konteks yang ingin di terjemahkan. And, e I use the translation procedures from Nababan dan itu mempermudah untuk translation.</i>
S3	Based on my understanding, the procedure translation is the guide for your translate the text and I always use the procedure translation.
S4	<i>Pemahaman saya tentang prosedur penerjemahan bahasa Inggris itu ee melibatkan beberapa langkah seperti analisis teks sumber, transfer makna, dan restrukturisasi teks dalam bahasa target. Kemudian, saya menggunakan prosedur ini untuk memastikan akurasi, konsistensi, dan menjaga nuansa asli teks.</i>

S5	<p>Translation procedures refer to the method or procedure <i>yang digunakan</i> translator <i>untuk menyampaikan makna</i> from the source language to the target language. Translation procedure <i>ini juga dapat digunakan untuk memastikan keakuratan dan ketepatan teks asli sekaligus dapat membuat teks atau mudah dimengerti dan alami dalam target language. Dalam proses menerjemahkan teks itu saya terkadang melibatkan pemahaman dan penyampaian ide dari satu bahasa ke bahasa lain secara real time. Saya menggunakan proses bahasa alami seperti understanding the context dan menemukan padanan kata yang sesuai supaya bisa menghasilkan respon yang sesuai dalam bahasa target. Meskipun saya tidak secara langsung menerapkan prosedur penerjemahan Nababan 1999, namun menurut saya prinsip di baliknya seperti memastikan keakuratan, kejelasan, dan kealamian sangat penting dalam cara saya memproses dan menghasilkan bahasa.</i></p>
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Table 4.2 above shows that all students have a good understanding of translation procedures, so they can describe or explain translation procedures according to their respective views. On the other hand, regarding the use of translation procedures, most students still use translation procedures when translating texts as evidenced by the responses of S1 to S4 students. Meanwhile, the response from the fifth student (S5) was that even though he did not use the translation procedure directly, he still maintained the principles of the Nababan 1999 translation procedure.

In addition, data obtained from interviews showed that students sometimes did and did not follow the same translation procedures and they also face various obstacles when performing translation activities. This was evident in

their responses to the question “Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure?” The researcher formulated the response in the table below:

Table. 4.3 Students often face difficulties and rarely use translation procedures.

Students	Response
S1	<i>Jadi, untuk selalu mengikuti prosedur terjemahan yang sama itu, selama ini tidak. Kadang saya ganti-ganti prosedur. Dalam menerjemahkan esai yang pertama itu saya menerjemahkan di Google translate dulu setelah itu saya analisis kata atau kalimatnya. Kalau untuk kendalanya, tidak ada.</i>
S2	<i>Dalam proses terjemahkan teks, e saya mencoba menjaga konsisten dalam e pendekatan penerjemahan saya, e terus itu tergantung lagi pada jenis teks yang saya saya terjemahkan. Nah, misalnya teks esai yang saya translate, itu memerlukan pendekatan penerjemahan yang lebih literal, nah sedangkan teks sastra mungkin e itu perlu adaptasi pendekatan penerjemahan yang lebih efektif. Lalu, e dalam proses translation juga ee saya tidak secara berurutan mengikuti prosedur penerjemahan dari Nababan itu. Nah, karena yang pertama itu saya e translate teksnya dari Google translate, trus setelah itu apakah kata yang saya terjemahkan ini sudah sesuai apa tidak dan juga mencocokkan kalimat yang ada di paragraf pertama sampainya terakhir. Nah, sedangkan permasalahan yang sering saya hadapi ketika menerjemahkan seperti kadang saya sulit menemukan kata yang cocok.</i>
S3	Usually, I always use procedure namely word to word translation and the challenging I get is when I translate the long text I have more to read the long text. Maybe if I get unfamiliar words for me and the idiom in the text.

S4	Yes kak, Memang saya mengikuti prosedur penerjemahan dari Nababan 1999, tapi tidak berurutan dan tidak selalu sama untuk setiap teks yang saya terjemahkan. Terkadang, kompleksitas atau ambiguitas teks sumber itu mengharuskan saya untuk menyesuaikan pendekatan saya. Kemudian, kendala yang saya temui itu kak ketika teks berisi ekspresi idiomatik yang sulit untuk saya terjemahkan secara akurat dan jaringan karena saya memanfaatkan teknologi dalam mentraslate.
S5	Kalau mengikuti secara struktur, tidak kak. Karena biasanya saya menjerjemahkan di Google dulu dan setelah itu saya menyesuaikan kata atau kalimat yang cocok itu seperti apa. Kalau untuk kendalanya, biasanya pada saat menerjemahkan terkadang saya menemukan unfamiliar words/idioms, kesulitan dalam menemukan kesetaraan yang tepat antara frasa atau kata-kata dari bahasa sumber ke bahasa target dan juga proses adaptasi dalam budaya atau Bahasa target.

Table 4.3 shows that most students follow the translation procedure from Nababan 1999, but unstructured or sequential. It is indicated by the statements in S2, S4, and S5. The Nababan 1999 procedure that they applied was unstructured because most of them were translated using Google Translate as a tool for translating text first, then analyzed and restructured. Furthermore, the response from the first student (S1) was slightly different because she rarely used the same procedure. A different statement also came from the third student (S3), who said that she used word to word translation. In addition, when translating texts, students experience various obstacles such as difficulty finding suitable words,

unfamiliar words and idioms, difficulty adapting the source culture to the target language, and poor internet connection.

Moreover, the results of the interviews indicated that there was an impact of the translation procedures of Nababan 1999 on the quality of student writing. This is shown in students' answers to the question "How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information?" The following is how the researcher displayed the data in the table:

Table. 4.4 Description of the influence of translation procedures on student writing

Students	Response
S1	<i>Dengan menerapkan prosedur penerjemahan Nababan, saya merasa ada peningkatan yang nyata dalam kemampuan saya untuk menyampaikan informasi secara akurat dalam bahasa Inggris dan juga lebih koheren tulisan saya.</i>
S2	<i>Prosedur translation Nababan 1999 membantu saya untuk mengembangkan kemampuan dalam menjaga kualitas kejelasan, keterpaduan, dan akurat informasi dalam tulisan bahasa Inggris. Dan saya juga merasa lebih percaya diri dalam menyampaikan ee pesan yang tepat dan menghindari kesalahpahaman yang mungkin timbul dari ee interpretasi yang salah. Terus saya juga mempraktikkan metode evaluasi terhadap setiap kata atau frasa untuk memastikan informasi yang disampaikan tetap akurat dalam bahasa Inggris.</i>
S3	<i>I think e my experience used Nababan procedure sangat membantu karena di dalamnya itu kan ada tiga tahapan yang dimana itu menciptakan suatu terjemahan yang berkualitas ketika saya mengtranslate suatu teks.</i>

S4	<i>Mm prosedur terjemahan Nababan 1999 itu sangat mempengaruhi kualitas tulisan bahasa Inggris saya, dengan mengikuti prosedur ini tuh mm kejelasan meningkat karena makna diterjemahkan dengan tepat.</i>
S5	<i>Walaupun saya, tidak secara langsung mengikuti prosedur Nababan secara spesifik, tetapi prinsip yang mendasari pendekatannya itu dapat dilihat dalam cara respons saya yang dihasilkan dalam hal kejelasan, koherensi, dan keakuratan informasi teks. Menurut saya, kejelasan informasi bisa didapatkan melalui teknik pemrosesan bahasa alami yang mengutamakan bahasa yang mudah dipahami dan ringkas. Sedangkan untuk menghasilkan teks yang koheren saya menganalisis konteks yang diberikan dalam teks dan menyusun respon saya terhadap teks tersebut secara logis. Kalau untuk keakuratan informasi, Saya mencapai hal ini dengan memanfaatkan kumpulan data informasi yang lebih luas dan menghasilkan terjemahan berdasarkan konteks.</i>

The researchers may infer from table 4.4 above that there were four students (S1 to S4) who said that the translation procedure of Nababan 1999 had a significant impact on the quality of their English writing. Moreover, different statements were made by S5 that he did not use the Nababan procedure 1999 directly but that the principles existed that the procedure was applied in the translation process so that the writing quality was good.

Furthermore, the data obtained from the interview also suggests that students did not feel that the Nababan 1999 translation procedure limited their creativity when translating texts. This statement can be seen from the student's responses to the question "Have you ever felt that the translation procedure you

use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason!” The researchers presented the data in the following table:

Table. 4.5 Description of translation procedures for student creativity

Students	Response
S1	<i>Menurut saya, saya tidak merasa bahwa prosedur penerjemahan menghambat kreativitas saya karena saya melihatnya sebagai pedoman, bukan sebagai sebuah aturan yang ketat. Justru prosedur tersebut memberikan landasan untuk menghasilkan terjemahan yang akurat, namun saya mengandalkan keterampilan linguistik dan pemahaman saya terhadap kedua bahasa tersebut untuk mempertahankan esensi dari proses penerjemahan teks asli sambil mengadaptasinya dengan tepat.</i>
S2	<i>Menurut saya pribadi itu e tidak merasa bahwa prosedur terjemahan membatasi kreativitas saya secara signifikan. Nah, justru dengan mengikuti prosedur secara terstruktur sebenarnya membantu saya memastikan bahwa saya tetap mempertahankan e makna asli dari teks sambil menemukan cara yang tepat untuk mengungkapkan dalam bahasa target. Dan tentu ee ini lebih kepada bagaimana mengadaptasi teknik untuk meningkatkan bukan membatasi ekspresi e kreatif mahasiswa.</i>
S3	<i>In my experience, I think no because there are three kinds of procedure and then seperti untuk transfernya saya menggunakan word to word dimana itu word to word kan setiap kata itu mempunyai makna yang berbeda tapi dia tidak ubah konteks dari kalimat tersebut, jadi, menurut saya, tidak. Maksud saya, ketika saya menggunakan prosedur Nababan itu saya menjadi lebih kreatif.</i>
S4	<i>Never, prosedur terjemahan Nababan 1999 itu justru membantu menjaga makna dan konteks asli karena sambil memastikan</i>

	<i>terjemahan tetap jelas dan akurat, kreativitasnya itu masih bisa diekspresikan dalam pemilihan kata dan struktur kalimat</i>
S5	<i>Never, because selama menerjemahkan teks menggunakan prosedur dari Nababan ini saya merasa tidak mengalami keterbatasan kreativitas. Saya bisa dengan bebas mengekspresikan ide atau menyampaikan makna sebuah teks.</i>

Table 4.5 showed that overall, students did not feel that the Nababan 1999 translation procedure limits their creativity when translating texts in class. When translating texts, they were to freely express their ideas and views using the Nababan 1999 procedure. S1 through S5 all indicated in similar statements that using the Nababan 1999 translation procedure did not hinder their creativity.

Additionally, the interview transcript indicated that there were some special strategies that students have when translating texts using the Nababan 1999 translation procedure. This statement was reinforced by the student's response to the question "Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?" To illustrate my point, let's look at the table below.

Table. 4.6 Strategies for using the Nababan 1999 translation procedure

Students	Response
S1	<i>Jadi untuk strategi khusus itu saya terjemahkan langsung dulu di Google translate yang ada di Google kemudian saya memperbaiki grammar atau tata bahasa yang menurut saya kurang pas. Saya melakukan hal itu dengan memperhatikan lebih detail lagi pokok bahasan menggunakan kamus Oxford yang ada di Google, dan</i>

	<i>menemukan padanan yang tepat untuk menjaga nuansa bahasa sumber.</i>
S2	<i>Ee iya ada, dan yang pertama itu menggunakan Google translate untuk menerjemahkan teks, trus ee saya melihat kembali kecocokan kata atau kalimat dengan bahasa target sesuai apa tidak. Dan kemudian, saya merevisi kembali dan mengedit e translate e saya beberapa kali untuk menyempurnakan bahasanya dan memastikan hasil akhir.</i>
S3	<i>I think no, because in Nababan procedure I think is enough for translate the text.</i>
S4	<i>Yes, ada beberapa strategi khusus seperti ee memahami konteks budaya teks asli, kemudian ee padanan kata yang tepat, kemudian memperhatikan secara menyeluruh pokok bahasan, dan juga menggunakan kamus khusus Oxford yang ada di Google. Menurutku strategi ini tuh membantu meningkatkan kejelasan, keterpaduan, dan kualitas tulisan.</i>
S5	<i>Dalam proses menerjemahkan teks menggunakan prosedur dari nababan ini saya tidak ada strategi yang bagaimana, namun saya memulai menerjemahkan dengan memahami dulu isi atau konteks kalimatnya seperti apa, kemudian proses adaptasi bahasa sumber ke bahasa target biar terlihat alamiah, menggunakan padanan kata yang sesuai dengan situasi, dan kondisi sebuah teks dalam hal ini kan penulisan esai jadi saya menyesuaikan dengan cara penulisan formal.</i>

Based on table 4.6 above, it showed that various strategies were used by students in translating texts using the Nababan 1999 translation procedure as proposed by S1, S2, and S4. In contrast to the three students' statements, S3 and

S5 said that they felt that the Nababan 1999 translation procedure was sufficient so that they did not need other specific strategies.

Besides, in accordance with the interview, students adapted the Nababan 1999 translation procedure to English-language text through several stages, as seen by their responses to the question “How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?” The researcher provided the data in a table, as follows:

Table. 4.7 Description of the adaptation of the Nababan 1999 translation procedure

Students	Response
S1	<i>Kalau untuk proses adaptasinya saya memanfaatkan teknologi penerjemahan seperti Google Translate untuk menerjemahkan teks, setelah itu saya analisis teksnya dengan cara perbaiki kata atau struktur kalimat yang menurut saya kurang pas dan juga saya memperhatikan aturan penulisan akademis dan penggunaan bahasa ilmiah yang sesuai untuk memastikan esai yang diterjemahkan memenuhi standar ilmiah.</i>
S2	<i>Ee untuk mencapai hasil translation yang baik, saya menyatukan prosedur Nababan ee pada kejelasan ke dalam proses translation yang dimana saya menggunakan bahasa yang sederhana e jika memungkinkan, kemudian mengartikan e istilah-istilah rumit dengan jelas, dan memastikan bahwa esai yang diterjemahkan tetap e menjaga ketelitian dan keterbacaan akademis.</i>
S3	I think the first is I analyze the text and after that I get the context of the text, I transferring the <i>bahasa target</i> to <i>bahasa sasaran</i> use word to word translation and then after that I restructuring the text and finally, I finish translate the text.
S4	<i>Jadi, untuk menyesuaikan prosedur Nababan 1999 terhadap teks</i>

	<i>bahasa Inggris saya itu fokus pada analisis mendalam teks sumber kemudian menyusun kembali teks itu agar sesuai dengan gaya dan struktur esai dalam bahasa Inggris dan kemudian melakukan revisi kembali.</i>
S5	<i>Sesuai dengan pengalaman saya, yang pertama itu saya memahami teks sumber dulu dalam hal ini teks esai asli secara menyeluruh. Yang kedua, analisis kontekstual dari esai, kemudian menyesuaikan gaya bahasa yang tepat, dan melakukan revisi kembali untuk memastikan hasil terjemahan saya.</i>

Table 4.7 above provided information on the process of adapting the Nababan 1999 translation procedure to produce good translation results. In order to adapt the Nababan 1999 translation procedure to English-language text, students focus on analyzing the source text, rearranging the text to fit the style and structure of the essay, and performing revisions to ensure good translations, as stated by S1, S3, S4, and S5 in the table above.

Further, the data obtained from the interview revealed that students should understand context and intent when translating English texts in academic writing to produce quality writing, as revealed by their responses to the question “How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?” The researchers presented this data in table form as follows:

Table. 4.8 Description of context and intent in translating English texts

Students	Response
S1	<i>Menurut saya, penting untuk memahami konteks dan maksud ketika menerjemahkan teks bahasa Inggris dalam hal ini penulisan</i>

	<p><i>akademik karena teks akademis itu sering kali berisi istilah-istilah khusus dan konsep khusus disiplin ilmu yang memang memerlukan terjemahan yang tepat untuk menjaga keakuratan informasi. Sehingga kalau kita abaikan pemahaman konteks dalam menerjemahkan teks akademik itu dapat menyebabkan salah tafsir atau hilangnya informasi penting.</i></p>
S2	<p><i>I think, it is important for paham terhadap konteks dari bahasa yang akan kita terjemahkan. Dan menurut saya ee memahami konteks itu seperti menguraikan pesan yang mendasari teks. Dalam e penulisan akademis, e tidak hanya mengutamakan ketepatan dan kejelasan, e tapi memahami tidak hanya apa yang dikatakan tetapi juga mengapa hal itu dikatakan. Nah, e pemahaman ini membantu saya dalam menghasilkan penerjemahan yang sesuai dengan maksud keaslian sekaligus mudah dipahami dalam bahasa target.</i></p>
S3	<p><i>I think it is important because when you translate some text you have to understand what the meaning of this text until then you have to done your translate the text and then if you know the context or information about the text, you get a new knowledge while you don't know.</i></p>
S4	<p><i>Memahami konteks dan tujuan komunikatif sangat penting dalam menerjemahkan teks akademik karena menurut saya pemahaman kontekstual ini bisa membantu menyesuaikan maksud penulis dalam wacana ilmiah dan juga untuk memastikan bahwa terjemahan tidak hanya akurat tetapi juga berkontribusi untuk memajukan pengetahuan.</i></p>
S5	<p><i>In my opinion, sangat penting untuk understanding the context and intent dalam menerjemahkan teks bahasa Inggris untuk tujuan akademis. Hal ini untuk memastikan akurasi, menjaga integritas ilmiah, dan secara efektif dapat mengkomunikasikan argumen yang berbeda dalam bahasa target. Pemahaman ini tidak hanya</i></p>

<i>meningkatkan kualitas terjemahan akademis namun juga memfasilitasi pertukaran ilmiah yang bermakna.</i>
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All participants in table 4.8 emphasized the importance of understanding context and communication when translating English-language texts into academic context. Translating a text necessitates understanding not only the meaning but also the text's context. This knowledge helps in delivering accurate translations in the target language. This statement is in accordance with what was said by the five respondents in table 4.8.

Also, the results of student responses found by researchers were that there were several aspects that needed to be emphasized to sixth semester students, one of which was in-depth text analysis. This was indicated by the students' answers to the question "In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester students to improve the quality of their writing?".

Table. 4.9 Description student opinion of aspects to improve the quality of writing

Students	Response
S1	<i>Yang perlu saya tekankan lebih lanjut itu adalah ee apa yah sering melatih diri kita untuk pandai-pandai dalam menganalisis suatu teks agar dalam teks itu tidak ada kesalahan dalam pemelihan struktur kata atau grammarnya dan juga kita harus pandai-pandai e memilih kata yang tepat. Jadi disini juga kita memerlukan critical thinking.</i>
S2	<i>Menurut saya, e hal yang perlu ditekankan yaitu mahasiswa harus memiliki keterampilan critical thinking supaya memudahkan</i>

	<i>mereka untuk menganalisis teks sumber secara kritis sebelum menerjemahkan serta meninjau kembali hasil terjemahan dan melakukan umpan balik dengan teman supaya mempermudah mencari bagian-bagian yang mungkin perlu untuk diperbaiki lagi.</i>
S3	I think yes, because I think many students translate texts carelessly. In my opinion, the basic things that need to be emphasized to students are understanding proper linguistics such as grammar, word choice, idioms, and also understanding the context of the situation that is relevant to the text being translated. I think that's it.
S4	<i>I think yes, jadi aspek yang perlu ditekankan lebih lanjut adalah analisis mendalam teks sumber. Menurutku ini membantu mahasiswa memahami makna teks, kontekstual, dan memastikan kejelasan serta keakuratan dalam tulisannya mereka.</i>
S5	<i>Kalau saya sih sebetulnya semua aspek dalam prosedur Nababan 1999 sangat penting, tapi kalau hal yang perlu ditekankan menurut saya itu pemahaman konteks, nuansa, dan budaya yang ada pada teks sumber dan menemukan padanan yang sesuai dalam bahasa Inggris karena ketika kita tidak mengetahui konteks kalimatnya seperti apa maka bisa asal-asalan dalam menerjemahkan, kemudian perlu dibiasakan untuk menanamkan praktik mereview dan merevisi teks terjemahan dengan cermat.</i>

Based on table 4.9 above, researchers can conclude that most students think that source language text analysis is one of the aspects that should be emphasized to sixth-semester English students to improve their English writing (S1 to S4). Conversely, S5 said that the aspects that need to be emphasized to sixth-semester English students are understanding the context, nuances, and

culture of the source text as well as finding appropriate equivalent words in English.

B. Discussion

In this sub-chapter, the researcher discussed the research findings related to the research's scope, which aims to determine how the influence of English translation procedures affects the students' writing quality. Nababan 1999 classifies translation procedures into three categories. They were understanding, equivalence, and restructuring. The research about the influence of translation procedures on the quality of student writing came up with one research question. The question was answered during the interview. While the study aimed to assess the influence of these procedures on writing quality, the results reveal a complex picture.

Based on the researcher's findings, a key finding is the divergence between theoretical knowledge and the practical implementation of translation procedures. Although students demonstrated a solid understanding of Nababan's 1999 procedure, their actual translation processes often deviated from the structured sequence of analysis, transfer, and restructuring. It was evident from their responses to the interview questions. The researcher found that students most frequently translate by jumping to transfer first, then analyzing, and finally restructuring. This indicated that they did not follow Nababan's 1999 translation procedure in a structured manner in the process of translating essays.

Interview data unequivocally demonstrated that students possess a robust grasp of translation procedures, effectively utilizing them in their translation endeavors. It was evident in their ability to articulate and apply these procedures, albeit not always in a strictly sequential manner. While most students adhere to Nababan's 1999 procedure, some exhibit a more flexible approach, incorporating tools like Google Translate, followed by understanding and restructuring.

A good translator should be able to translate the source language into the target language without leaving the intended message. In addition, the translator should also master theory of translation, culture, and knowledge of the text being translated. However, in reality, a translator still faces obstacles, one of those is that they are unable to put translation theories or concepts into practice (Suciati, 2010, p. 7).

The translation process is not without its hurdles. Students grapple with finding appropriate word choices, navigating unfamiliar terminology and idioms, bridging cultural gaps between source and target languages, and even contending with technical issues like poor internet connectivity. These challenges underscore the dynamic nature of translation and the need for adaptability.

A significant revelation is the positive impact of Nababan's (1999) translation procedures on students' English writing quality. Students report enhanced clarity, coherence, and accuracy in their writing when employing these procedures. Interestingly, even those who don't strictly adhere to the sequential steps acknowledge the underlying principles' influence on their translation outcomes. Contrary to potential concerns, students overwhelmingly do not

perceive Nababan's (1999) procedures as stifling their creativity. They maintain freedom of expression and view these procedures as tools that facilitate, rather than hinder, their translation endeavors.

Students employ diverse strategies to optimize their translation process within Nababan's (1999) procedure. These include in-depth text analysis, restructuring to align with essay conventions, and meticulous revisions. Notably, some students find the existing procedures sufficient and do not feel the need for additional strategies. In addition, the findings of this research also underscore the critical importance of comprehending context and intent when translating English texts, particularly in academic writing. Students unanimously emphasize that grasping the broader context is fundamental to accurate and effective translation.

While students exhibit proficiency in translation, the research identifies an area for further emphasis in future instruction: in-depth source text analysis. Students themselves recognize the need for greater attention to this aspect to elevate their English writing skills.

Thus, it can be said that the research findings indicated that the Nababan 1999 translation procedure had not influenced of the student English essays at Muhammadiyah University of Makassar because most students did not follow structured procedures. This conclusion is attributed to the observed inconsistency in adhering to the structured procedures. Despite this, it is essential to note that this does not negate the potential value of these procedures.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of research findings and discussions in the previous chapter, the researcher concluded that translation procedures, particularly those from Nababan 1999, unimpacted the writing quality of sixth-semester English Department students. Additionally, student translation procedures in translating texts carried out by sixth semester English students at Muhammadiyah University of Makassar, namely; firstly transfer, secondly analyzing, and finally restructuring. Students used Google Translate as a tool for translating their text during the process of translating text. This can be seen from the data from the interviews that have been conducted.

B. Suggestion

Translating a text is an uneasy job because it is not only changing words from the source language to the target language but also transferring the meaning and atmosphere from the source language (SL) to the target language (TL). As a result, the researcher provides some suggestions for translators, for other researchers, and for all English students as well, as follows:

1. For the lecturer, should provide excellent English translation procedures to the students, providing them with more practice to ensure they understand the correct process of translating text.

2. For further researchers who want to conduct the same research, it is suggested to expand the scope of the research by conducting a deeper analysis of various texts, identifying patterns not identified in the current study, to enhance their understanding of translating activities and potentially provide new insights for future research.
3. For other students, it is recommended that they recognize the significance of learning translation procedures and strive to overcome difficulties through practice, asking the teachers, and engaging in discussions with their friends to improve their translation skills.



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APPENDIX I
THE INSTRUMENT OF INTERVIEW

Date :
Duration :
Interviewee :
Interviewer :

No	Interview Question List
1.	<p>How do you understand the English translation procedures and whether in translation you use the translation procedures or not? <i>(Bagaimana pemahaman Anda tentang prosedur penerjemahan bahasa Inggris dan apakah dalam menerjemahkan Anda menggunakan prosedur penerjemahan atau tidak?)</i></p>
2.	<p>Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure? <i>(Apakah Anda selalu mengikuti prosedur terjemahan yang sama dan apakah ada kendala yang Anda alami dalam mengikuti prosedur tersebut?)</i></p>
3.	<p>How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information? <i>(Menurut anda, sejauh mana pengaruh dari prosedur terjemahan Nababan 1999 terhadap kualitas tulisan bahasa Inggris Anda, baik dari segi kejelasan, keterpaduan, dan keakuratan informasi?)</i></p>
4.	<p>Have you ever felt that the translation procedure you use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason! <i>(Pernahkah Anda merasa bahwa prosedur penerjemahan dari Nababan 1999 membatasi kreativitas Anda dalam menerjemahkan dan membuat Anda kehilangan makna teks asli bahasa Inggris? Kalau pernah atau tidak pernah, berikan alasannya!)</i></p>

5.	<p>Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?</p> <p><i>(Apakah ada strategi khusus pada saat Anda menggunakan prosedur terjemahan dari Nababan 1999 untuk meningkatkan kualitas terjemahan, terutama dalam konteks tulisan bahasa Inggris?)</i></p>
6.	<p>How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?</p> <p><i>(Bagaimana Anda menyesuaikan prosedur terjemahan dari Nababan 1999 terhadap teks esai untuk mencapai hasil terbaik dalam bahasa Inggris?)</i></p>
7.	<p>How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?</p> <p><i>(Bagaimana Anda menilai pentingnya memahami konteks dan tujuan komunikatif saat menerjemahkan teks bahasa Inggris dalam konteks penulisan akademik?)</i></p>
8.	<p>In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester students to improve the quality of their writing?</p> <p><i>(Dalam pandangan Anda, apakah terdapat aspek tertentu dari prosedur penerjemahan dari Nababan 1999 yang perlu ditekankan lebih lanjut kepada mahasiswa semester enam untuk meningkatkan kualitas tulisan mereka?)</i></p>

Adopted and modify from Breedveld (2002)

*The Journal of Across Languages and Cultures: Writing and Revising Processes
in Professional Translation*

APPENDIX II

RESULT OF INTERVIEW

Students 1

Date : Monday, July 01st, 2024
Duration : 09.32 minutes
Interviewee : Riska Azizah
Interviewer : Siti Runi Pelu

R : How do you understand the English translation procedures and whether in translation you use the translation procedures or not?

S1 : *Jadi, yang saya pahami tentang prosedur terjemahan bahasa itu adalah bagaimana langkah-langkah dalam menerjemahkan teks. Jadi, prosedur penerjemahan ini jarang saya gunakan. Kadang saya gunakan cuman saat menulis karya ilmiah karna dalam karya ilmiah kita memerlukan bahasa Inggris yang baik. Kalau keseharian dalam menerjemahkan teks biasa saja saya tidak menggunakannya.*

R : Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure?

S1 : *Jadi, untuk selalu mengikuti prosedur terjemahan yang sama itu, selama ini tidak. Kadang saya ganti-ganti prosedur. Dalam menerjemahkan esai yang pertama itu saya menerjemahkan di Google translate dulu setelah itu saya analisis kata atau kalimatnya. Kalau untuk kendalanya, tidak ada.*

R : How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information?

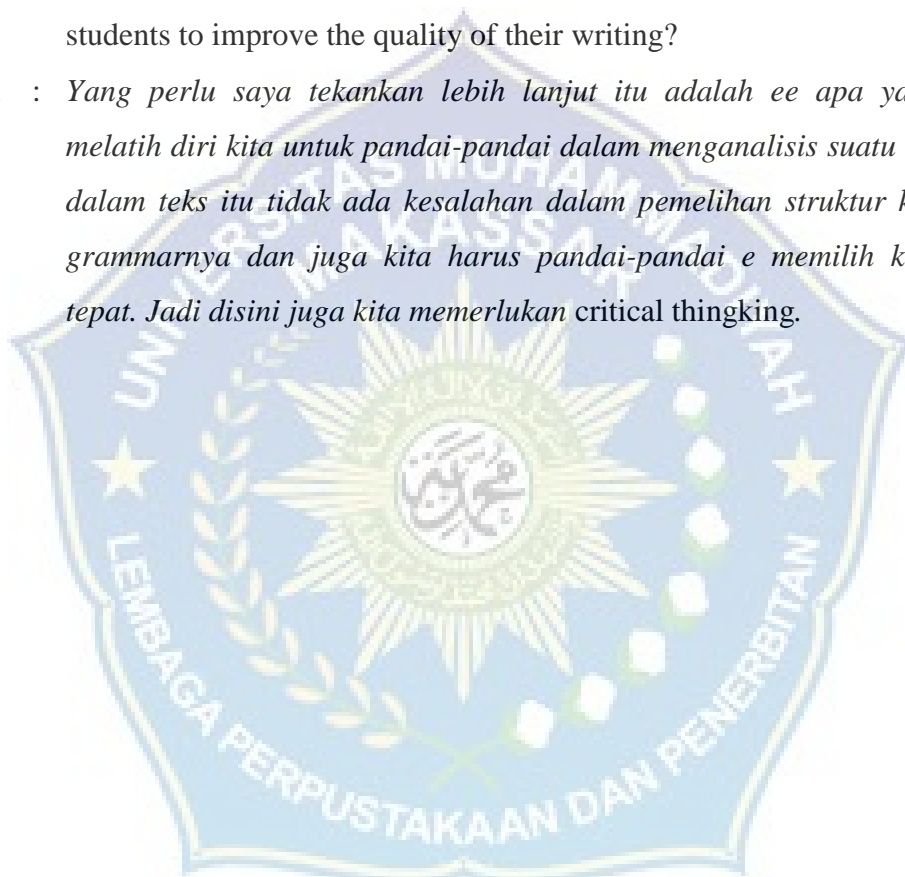
S1 : *Dengan menerapkan prosedur penerjemahan Nababan, saya merasa ada peningkatan yang nyata dalam kemampuan saya untuk menyampaikan informasi secara akurat dalam bahasa Inggris dan juga lebih koheren tulisan saya.*

- R : Have you ever felt that the translation procedure you use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason!
- S1 : *Menurut saya, saya tidak merasa bahwa prosedur penerjemahan menghambat kreativitas saya karena saya melihatnya sebagai pedoman, bukan sebagai sebuah aturan yang ketat. Justru prosedur tersebut memberikan landasan untuk menghasilkan terjemahan yang akurat, namun saya mengandalkan keterampilan linguistik dan pemahaman saya terhadap kedua bahasa tersebut untuk mempertahankan esensi dari proses penerjemahan teks asli sambil mengadaptasinya dengan tepat.*
- R : Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?
- S1 : *Jadi untuk strategi khusus itu saya terjemahkan langsung dulu di Google translate yang ada di Google kemudian saya memperbaiki grammar atau tata bahasa yang menurut saya kurang pas. Saya melakukan hal itu dengan memperhatikan lebih detail lagi pokok bahasan menggunakan kamus Oxford yang ada di Google, dan menemukan padanan yang tepat untuk menjaga nuansa bahasa sumber.*
- R : How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?
- S1 : *Kalau untuk proses adaptasinya saya memanfaatkan teknologi penerjemahan seperti Google Translate untuk menerjemahkan teks, setelah itu saya analisis teksnya dengan cara perbaiki kata atau struktur kalimat yang menurut saya kurang pas dan juga saya memperhatikan aturan penulisan akademis dan penggunaan bahasa ilmiah yang sesuai untuk memastikan esai yang diterjemahkan memenuhi standar ilmiah.*
- R : How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?
- S1 : *Menurut saya, penting untuk memahami konteks dan maksud ketika menerjemahkan teks bahasa Inggris dalam hal ini penulisan akademik*

karena teks akademis itu sering kali berisi istilah-istilah khusus dan konsep khusus disiplin ilmu yang memang memerlukan terjemahan yang tepat untuk menjaga keakuratan informasi. Sehingga kalau kita abaikan pemahaman konteks dalam menerjemahkan teks akademik itu dapat menyebabkan salah tafsir atau hilangnya informasi penting.

R : In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester students to improve the quality of their writing?

S1 : *Yang perlu saya tekankan lebih lanjut itu adalah ee apa yah sering melatih diri kita untuk pandai-pandai dalam menganalisis suatu teks agar dalam teks itu tidak ada kesalahan dalam pemelihan struktur kata atau grammarnya dan juga kita harus pandai-pandai e memilih kata yang tepat. Jadi disini juga kita memerlukan critical thingking.*



Students 2

Date : Monday, July 01st, 2024

Duration : 10.37 minutes

Interviewee : Alda Sanjani

Interviewer : Siti Runi Pelu

R : How do you understand the English translation procedures and whether in translation you use the translation procedures or not?

S2 : *Menurut saya itu kak, e prosedur terjemahan itu e seperti tahapan atau cara-cara untuk e menerjemahkan sebuah teks dari satu bahasa ke bahasa lain, nah seperti mengetahui konteks yang ingin di terjemahkan. And, e I use the translation procedures from Nababan dan itu mempermudah untuk translation.*

R : Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure?

S2 : *Dalam proses terjemahkan teks, e saya mencoba menjaga konsisten dalam e pendekatan penerjemahan saya, e terus itu tergantung lagi pada jenis teks yang saya saya terjemahkan. Nah, misalnya teks esai yang saya translate, itu memerlukan pendekatan penerjemahan yang lebih literal, nah sedangkan teks sastra mungkin e itu perlu adaptasi pendekatan penerjemahan yang lebih efektif. Lalu, e dalam proses translation juga ee saya tidak secara berurutan mengikuti prosedur penerjemahan dari Nababan itu. Nah, karena yang pertama itu saya e translate teksnya dari Google translate, trus setelah itu apakah kata yang saya terjemahkan ini sudah sesuai apa tidak dan juga mencocokkan kalimat yang ada di paragraf pertama sampainya terakhir. Nah, sedangkan permasalahan yang sering saya hadapi ketika menerjemahkan seperti kadang saya sulit menemukan kata yang cocok.*

R : How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information?

- S2 : *Prosedur translation Nababan 1999 membantu saya untuk mengembangkan kemampuan dalam menjaga kualitas kejelasan, keterpaduan, dan akurat informasi dalam tulisan bahasa Inggris. Dan saya juga merasa lebih percaya diri dalam menyampaikan ee pesan yang tepat dan menghindari kesalahpahaman yang mungkin timbul dari ee interpretasi yang salah. Terus saya juga mempraktikkan metode evaluasi terhadap setiap kata atau frasa untuk memastikan informasi yang disampaikan tetap akurat dalam bahasa Inggris.*
- R : Have you ever felt that the translation procedure you use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason!
- S2 : *Menurut saya pribadi itu e tidak merasa bahwa prosedur terjemahan membatasi kreativitas saya secara signifikan. Nah, justru dengan mengikuti prosedur secara terstruktur sebenarnya membantu saya memastikan bahwa saya tetap mempertahankan e makna asli dari teks sambil menemukan cara yang tepat untuk mengungkapkan dalam bahasa target. Dan tentu ee ini lebih kepada bagaimana mengadaptasi teknik untuk meningkatkan bukan membatasi ekspresi e kreatif mahasiswa.*
- R : Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?
- S2 : *Ee iya ada, dan yang pertama itu menggunakan Google translate untuk menerjemahkan teks, trus ee saya melihat kembali kecocokan kata atau kalimat dengan bahasa target sesuai apa tidak. Dan kemudian, saya merevisi kembali dan mengedit e translate e saya beberapa kali untuk menyempurnakan bahasanya dan memastikan hasil akhir.*
- R : How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?
- S2 : *Ee untuk mencapai hasil translation yang baik, saya menyatukan prosedur Nababan ee pada kejelasan ke dalam proses translation yang dimana saya menggunakan bahasa yang sederhana e jika memungkinkan,*

kemudian mengartikan e istilah-istilah rumit dengan jelas, dan memastikan bahwa esai yang diterjemahkan tetap e menjaga ketelitian dan keterbacaan akademis.

R : How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?

S2 : *I think, it is important for paham terhadap konteks dari bahasa yang akan kita terjemahkan. Dan menurut saya ee memahami konteks itu seperti menguraikan pesan yang mendasari teks. Dalam e penulisan akademis, e tidak hanya mengutamakan ketepatan dan kejelasan, e tapi memahami tidak hanya apa yang dikatakan tetapi juga mengapa hal itu dikatakan. Nah, e pemahaman ini membantu saya dalam menghasilkan penerjemahan yang sesuai dengan maksud keaslian sekaligus mudah dipahami dalam bahasa target.*

R : In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester students to improve the quality of their writing?

S2 : *Menurut saya, e hal yang perlu ditekankan yaitu mahasiswa harus memiliki keterampilan critical thinking supaya memudahkan mereka untuk menganalisis teks sumber secara kritis sebelum menerjemahkan serta meninjau kembali hasil terjemahan dan melakukan umpan balik dengan teman supaya mempermudah mencari bagian-bagian yang mungkin perlu untuk diperbaiki lagi.*

Students 3

Date : Monday, July 01st, 2024

Duration : 06.52 minutes

Interviewee : Haerani

Interviewer : Siti Runi Pelu

R : How do you understand the English translation procedures and whether in translation you use the translation procedures or not?

S3 : Based on my understanding, the procedure translation is the guide for your translate the text and I always use the procedure translation.

R : Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure?

S3 : Usually, I always use procedure namely word to word translation and the challenging I get is when I translate the long text I have more to read the long text. Maybe if I get unfamiliar words for me and the idiom in the text.

R : How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information?

S3 : I think e my experience used Nababan procedure *sangat membantu karena di dalamnya itu kan ada tiga tahapan yang dimana itu menciptakan suatu terjemahan yang berkualitas ketika saya mengtranslate suatu teks.*

R : Have you ever felt that the translation procedure you use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason!

S3 : In my experience, I think no because there are three kinds of procedure and then *seperti untuk transferynya saya menggunakan word to word dimana itu word to word kan setiap kata itu mempunyai makna yang berbeda tapi dia tidak ubah konteks dari kalimat tersebut, jadi, menurut saya, tidak. Maksud saya, ketik saya menggunakan prosedur Nababan itu*

saya menjadi lebih kreatif.

- R : Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?
- S3 : I think no, because in Nababan procedure I think is enough for translate the text.
- R : How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?
- S3 : I think the first is I analyze the text and after that I get the context of the text, I transferring the *bahasa* target to *bahasa sasaran* use word to word translation and then after that I restructuring the text and finally, I finish translate the text.
- R : How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?
- S3 : I think it is important because when you translate some text you have to understand what the meaning of this text until then you have to done your translate the text and then if you know the context or information about the text, you get a new knowledge while you don't know.
- R : In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester students to improve the quality of their writing?
- S3 : I think yes, because I think many students translate texts carelessly. In my opinion, the basic things that need to be emphasized to students are understanding proper linguistics such as grammar, word choice, idioms, and also understanding the context of the situation that is relevant to the text being translated. I think that's it.

Students 4

Date : Thursday, 04th July 2024

Duration : 07.47 minutes

Interviewee : Rezki Awalia

Interviewer : Siti Runi Pelu

R : How do you understand the English translation procedures and whether in translation you use the translation procedures or not?

S4 : *Menurut saya, prosedur penerjemahan bahasa Inggris adalah prosedur yang membantu mencapai terjemahan yang akurat dan efektif. Saya menggunakan prosedur ini dalam menerjemahkan teks. Saya mengandalkan prosedur ini untuk memastikan bahwa saya memahami nuansa teks sumber dan menyampaikannya dengan tepat dalam bahasa Inggris.*

R : Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure?

S4 : *Yes kak, Memang saya mengikuti prosedur penerjemahan dari Nababan 1999, tapi tidak berurutan dan tidak selalu sama untuk setiap teks yang saya terjemahkan. Terkadang, kompleksitas atau ambiguitas teks sumber itu mengharuskan saya untuk menyesuaikan pendekatan saya. Kemudian, kendala yang saya temui itu kak ketika teks berisi ekspresi idiomatik yang sulit untuk saya terjemahkan secara akurat dan jaringang karena saya memanfaatkan teknologi dalam mentraslate.*

R : How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information?

S4 : *Mm menurut saya, prosedur terjemahan yang dikemukakan oleh Nababan pada tahun 1999 ini memberikan fondasi yang kuat untuk saya dalam hal memahami pentingnya kejelasan dalam terjemahan. Saya belajar bahwa mengikuti langkah-langkah yang sistematis itu bisa membantu memastikan bahwa pesan yang saya terjemahkan tetap jelas dan dapat*

dipahami oleh pembaca.

- R : Have you ever felt that the translation procedure you use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason!
- S4 : Never, *prosedur terjemahan Nababan 1999 itu justru membantu menjaga makna dan konteks asli karena sambil memastikan terjemahan tetap jelas dan akurat, kreativitasnya itu masih bisa diekspresikan dalam pemilihan kata dan struktur kalimat.*
- R : Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?
- S4 : Yes, *ada beberapa strategi khusus seperti ee memahami konteks budaya teks asli, kemudian ee padanan kata yang tepat, kemudian memperhatikan secara menyeluruh pokok bahasan, dan juga menggunakan kamus khusus Oxford yang ada di Google. Menurutku strategi ini tuh membantu meningkatkan kejelasan, keterpaduan, dan kualitas tulisan.*
- R : How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?
- S4 : *Jadi, untuk menyesuaikan prosedur Nababan 1999 terhadap teks bahasa Inggris saya itu fokus pada analisis mendalam teks sumber kemudian menyusun kembali teks itu agar sesuai dengan gaya dan struktur esai dalam bahasa Inggris dan kemudian melakukan revisi kembali.*
- R : How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?
- S4 : *Memahami konteks dan tujuan komunikatif sangat penting dalam menerjemahkan teks akademik karena menurut saya pemahaman kontekstual ini bisa membantu menyesuaikan maksud penulis dalam wacana ilmiah dan juga untuk memastikan bahwa terjemahan tidak hanya akurat tetapi juga berkontribusi untuk memajukan pengetahuan.*
- R : In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester

students to improve the quality of their writing?

S4 : *I think yes, jadi aspek yang perlu ditekankan lebih lanjut adalah analisis mendalam teks sumber. Menurutku ini membantu mahasiswa memahami makna teks, kontekstual, dan memastikan kejelasan serta keakuratan dalam tulisannya mereka.*



Students 5

Date : Thursday, 04th July 2024

Duration : 08.34 minutes

Interviewee : Ahmad Muliadi Asri

Interviewer : Siti Runi Pelu

R : How do you understand the English translation procedures and whether in translation you use the translation procedures or not?

S5 : Translation procedures refer to the teknik atau metode yang digunakan penerjemah untuk menyampaikan makna dari bahasa sumber ke bahasa sasaran. Translation procedure ini juga dapat digunakan untuk memastikan keakuratan dan ketepatan teks asli sekaligus dapat membuat teks atau mudah dimengerti dan alami dalam bahasa target. Dalam proses menerjemahkan teks itu saya terkadang melibatkan pemahaman dan penyampaian ide dari satu bahasa ke bahasa lain secara real time. Saya menggunakan proses bahasa alami seperti understanding the context dan menemukan padanan kata yang sesuai supaya bisa menghasilkan respons yang sesuai dalam bahasa target. Meskipun saya tidak secara langsung menerapkan prosedur penerjemahan Nababan 1999, namun menurut saya prinsip di baliknya seperti memastikan keakuratan, kejelasan, dan kealamian sangat penting dalam cara saya memproses dan menghasilkan Bahasa.

R : Do you always follow the same translation procedure and are there any obstacles you experienced in following the procedure?

S5 : Kalau mengikuti secara struktur, tidak kak. Karena biasanya saya menjerjemahkan di Google dulu dan setelah itu saya menyesuaikan kata atau kalimat yang cocok itu seperti apa. Kalau untuk kendalanya, biasanya pada saat menerjemahkan terkadang saya menemukan unfamiliar words or idioms, kesulitan dalam menemukan kesetaraan yang tepat antara frasa atau kata-kata dari bahasa sumber ke bahasa target dan juga proses adaptasi dalam budaya atau Bahasa target.

- R : How far has the translation procedure of Nababan 1999 influenced the quality of your English writing, both in terms of clarity, coherence, and accuracy of information?
- S5 : *Walaupun saya, tidak secara langsung mengikuti prosedur Nababan secara spesifik, tetapi prinsip yang mendasari pendekatannya itu dapat dilihat dalam cara respons saya yang dihasilkan dalam hal kejelasan, koherensi, dan keakuratan informasi teks. Menurut saya, kejelasan informasi bisa didapatkan melalui teknik pemrosesan bahasa alami yang mengutamakan bahasa yang mudah dipahami dan ringkas. Sedangkan untuk menghasilkan teks yang koheren saya menganalisis konteks yang diberikan dalam teks dan menyusun respon saya terhadap teks tersebut secara logis. Kalau untuk keakuratan informasi, saya mencapai hal ini dengan memanfaatkan kumpulan data informasi yang lebih luas dan menghasilkan terjemahan berdasarkan konteks.*
- R : Have you ever felt that the translation procedure you use limits your creativity in translating and makes you lose the meaning of the original English text? If you have ever or never, give me the reason!
- S5 : *Never, because selama menerjemahkan teks menggunakan prosedur dari Nababan ini saya merasa tidak mengalami keterbatasan kreativitas. Saya bisa dengan bebas mengekspresikan ide atau menyampaikan makna sebuah teks.*
- R : Is there any specific strategy at the time you use the translation procedure of Nababan 1999 to improve the quality of translation, especially in the context of English writing?
- S5 : *Dalam proses menerjemahkan teks menggunakan prosedur dari nababan ini saya tidak ada strategi yang bagaimana, namun saya memulai menerjemahkan dengan memahami dulu isi atau konteks kalimatnya seperti apa, kemudian proses adaptasi bahasa sumber ke bahasa target biar terlihat alaminya, menggunakan padanan kata yang sesuai dengan situasi dan kondisi sebuah teks dalam hal ini kan penulisan esai jadi saya menyesuaikan dengan cara penulisan formal.*

- R : How would you adapt the translation procedure of Nababan 1999 to the essay text to the best results in English?
- S5 : *Sesuai dengan pengalaman saya, yang pertama itu saya memahami teks sumber dulu dalam hal ini teks esai asli secara menyeluruh. Yang kedua, analisis kontekstual dari esai, kemudian menyesuaikan gaya bahasa yang tepat, dan melakukan revisi kembali untuk memastikan hasil terjemahan saya.*
- R : How do you assess the importance of comprehending context and intent when translating English texts in the context of academic writing?
- S5 : *In my opinion, sangat penting untuk understanding the context and intent dalam menerjemahkan teks bahasa Inggris untuk tujuan akademis. Hal ini untuk memastikan akurasi, menjaga integritas ilmiah, dan secara efektif dapat mengkomunikasikan argumen yang berbeda dalam bahasa target. Pemahaman ini tidak hanya meningkatkan kualitas terjemahan akademis namun juga memfasilitasi pertukaran ilmiah yang bermakna.*
- R : In your view, is there any aspects of the English translation procedure of Nababan 1999 that needs to be emphasized further to sixth-semester students to improve the quality of their writing?
- S5 : *Kalau saya sih sebetulnya semua aspek dalam prosedur Nababan 1999 sangat penting, tapi kalau hal yang perlu ditekankan menurut saya itu pemahaman konteks, nuansa, dan budaya yang ada pada teks sumber dan menemukan padanan yang sesuai dalam bahasa Inggris karena ketika kita tidak mengetahui konteks kalimatnya seperti apa maka bisa asal-asalan dalam menerjemahkan, kemudian perlu dibiasakan untuk menanamkan praktik mereview dan merevisi teks terjemahan dengan cermat.*

APPENDIX III
DOCUMENTATION



Picture 1

An interview with the student about the influence of the English translation procedure on their writing quality

APPENDIX IV
SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat Kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Siti Runi Pelu
Nim : 105351100119
Program Studi : Pendidikan Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
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Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 07 Agustus 2024
Mengetahui,
Kepala UPT- Perpustakaan dan Penerbitan,



Nursyaifa Humam LP
NBM. 964 501

Jl. Sultan Alauddin no 259 makassar 90222
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APPENDIX V
SURAT PENGANTAR LP3M DARI FAKULTAS



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
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Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 16359/FKIP/A.4-II/V/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Siti Runi Pelu
Stambuk : 105351100119
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Hitulama /06-10-1997
Pondok Satria No.48 Jln. Sultan Alauddin lorong 2D
Alamat : Kel. Mangasa Kec. Tamalate Kota Makassar Prov. Sulawesi Selatan

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
18 Mei 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX VI
SURAT IZIN MENELITI DARI LP3M

	MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR <small>LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT</small> <small>Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id</small>
Nomor : 4317/05/C.4-VIII/V/1445/2024	20 May 2024 M
Lamp : 1 (satu) Rangkap Proposal	12 Dzulqa'dah 1445
Hal : Permohonan Izin Penelitian	
Kepada Yth, Dekan FKIP Universitas Muhamamdiyah Makassar di - Makassar	
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ	
Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16359/FKIP/A.4-II/V/1445/2024 tanggal 18 Mei 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :	
Nama : SITI RUNI PELU	
No. Stambuk : 10535 1100119	
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan	
Jurusan : Pendidikan Bahasa Inggris	
Pekerjaan : Mahasiswa	
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :	
"THE INFLUENCE OF THE ENGLISH TRANSLATION PROCEDURE ON THE SIXTH SEMESTER WRITING QUALITY AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR"	
Yang akan dilaksanakan dari tanggal 24 Mei 2024 s/d 24 Juli 2024.	
Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.	
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran	
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ	
	Ketua LP3M,  Dr. Muhsin Arief Muhsin, M.Pd. NBM 1127761

05-24

APPENDIX VII
KARTU KONTROL PENELITIAN

MAJELIS DIKILITBANG P.P. MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Siti Rumi Pelu
NIM : 105351100119
Judul Penelitian : *The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar*
Tanggal Ujian Proposal : 20 Maret 2024
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen /terkait
1	Senin, 01 Juli 2024	Wawancara	Dr. Ratu Yulianti Natsir, S.Pd., M.Pd	
2	Kamis, 04 Juli 2024	Wawancara	Dr. Ratu Yulianti Natsir, S.Pd., M.Pd	
3				
4				

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Pangkajene, Makassar
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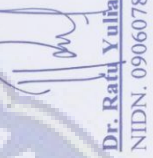
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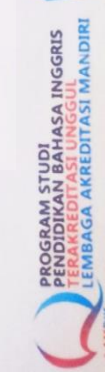
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dosen,
FKIP Unismuh Makassar


Dr. Rafi Yuhanti Natsir, S.Pd., M.Pd
NIDN. 0906078502



APPENDIX VIII
SURAT TELAH SELESAI MENELITI

**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**
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SURAT KETERANGAN PENELITIAN
Nomor : 0278/FKIP/05/A.5-VI/VIII/1446/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Siti Runi Pelu
NIM : 10535 11001 19
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 01 Juli 2024 s.d 04 Juli 2024, dalam rangka penyusunan Skripsi dengan judul:

"The Influence of the English Translation Prosedurw on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

27 Muharram 1446 H
Makassar, -----
2 Agustus 2024 M

Dekan
Universitas Muhammadiyah Makassar,

Eryni Akib, M.Pd. Ph.D.
BM: 860 934



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APPENDIX IX
BERITA ACARA PERUBAHAN JUDUL



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
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BERITA ACARA
Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh,

Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.

Pada hari ini, tanggal 24 bulan Maret, tahun 2024 kami selaku pembimbing tugas akhir mahasiswa (Proposal), dengan identitas:

Pembimbing 1 : Erwin Akib, S.Pd., M.Pd., Ph. D.

NIDN : 0901107602.

Pembimbing 2 : Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.

NIDN : 0906078502.

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:



Nama Mahasiswa : Siti Runi Pelu

Nomor Induk Mahasiswa : 105351100119

Judul lama:

The Influence of the English Translation Procedure on the Fourth Semester Writing Quality at Universitas Muhammadiyah Makassar.

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (<i>theoretical/practical</i>)	Paraf
	The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar.	Ada beberapa hal yang mendasari saya untuk mengganti judul: 1. Melalui diskusi dan arahan dari Dosen Pembimbing, judul penelitian disempurnakan untuk meningkatkan ketepatan dan kesesuaian dengan desain penelitian. 2. Berdasarkan hasil telaah dan pertimbangan, subjek penelitian pada judul awal (mahasiswa semester 4) belum memenuhi kriteria ideal. Hal ini dikarenakan mereka belum mempelajari mata kuliah terkait penerjemahan (Translation), yaitu Indonesia-English Translation dan English-Indonesia Translation.	Pembimbing 1:  Pembimbing 2: 



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		<p>3. Mengubah fokus penelitian ke mahasiswa semester 6 menjadi lebih relevan dengan topik penelitian, yaitu pengaruh prosedur terjemahan terhadap kualitas tulisan. Pada semester 6, mahasiswa telah mempelajari mata kuliah penerjemahan sehingga penelitian dapat menghasilkan analisis yang lebih mendalam dan komprehensif terkait pengaruh prosedur terjemahan pada kemampuan menulis mereka.</p>	
--	--	---	--

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

**Coret yang tidak sesuai*



APPENDIX X
LOA (Letter of Acceptance)



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE
0914/BG-FKIP/LOA/B/VII/1446/2024

Dear SITI RUNI PELU

It is our pleasure to inform you that, after review your paper:

THE ROLE OF TRANSLATION PROCEDURES IN ENHANCING STUDENT ENGLISH WRITING

The manuscript ID: 1576

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing template	√	
The article processing charge (APC) has been submitted by the author	√	

has been **ACCEPTED** to publish with **Journal of Translation Studies**, ISSN (paper) 2988-1692 ISSN (online) 2988-4837. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jots@bg.unismuhmakassar.ac.id

Makassar, 23 August 2024 M
19 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



CURICULUM VITAE



Siti Runi Pelu was born in Hitulama on October 06 1997. She was the third child in her family of the couple Alim Pelu and Salama Pelu. She has two brothers and two sisters. She started her education at SDN 1 Leihitu and graduated in 2009 then continued her study at SMPN 3 Leihitu and graduated in 2012. After that, she continued her study at SMKN 1 Leihitu and graduated in 2015. At the same time, she registered herself at Universitas Muhammadiyah Makassar, and took English Education Major. At the end of this studies, she was able to complete his thesis entitled “The Influence of the English Translation Procedure on the Sixth Semester Writing Quality at Muhammadiyah University of Makassar”