

**THE TRANSLATION QUALITY ASSURANCE (TQA) ON THE  
STUDENTS' ACADEMIC TEXT TRANSLATION: A CASE STUDY OF  
EFL LEARNERS**

**SKRIPSI**

*Submitted in a Partial Fulfillment as the Requirement  
For the Degree of Sarjana Pendidikan (S. Pd)  
English Education Program*

**By :**

**INDAH RAHMANDARI**  
**NPM. 1702050013**



**UMSU**  
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### **BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Nama Lengkap : Indah Rahmandari  
NPM : 1702050013  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Translation Quality Assurance (TQA) On The Students' Academic Text Translation: A Case Study Of EFL Learners

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S. Pd).

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(  ) Tidak Lulus

#### **PANITIA PELAKSANA**

Ketua

Dra. Hj. Syamsuurnita, M. Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, M. Hum

#### **ANGGOTA PENGUJI :**

1. Dr. Mandra Saragih, M. Hum.

1.

2. Pirman Ginting, S. Pd., M. Pd.

2.

3. Yusriati, S. S., M. Hum.

3.



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Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
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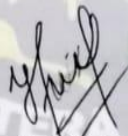
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
Medan, 09 Mei 2023


Disetujui oleh:  
Dosen Pembimbing


  
Yusriati, S.S., M. Hum

Diketahui Oleh:

Dekan

Ketua Prodi Studi 

  
Dra. Hj. Syamsuyunita, M.Pd

  
Pirman Ginting., S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : [ww.fkip.umsu.ac.id](http://ww.fkip.umsu.ac.id) E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

#### PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama Lengkap : Indah Rahmandari  
NPM : 1702050013  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Translation Quality Assurance (TQA) on the Students'  
Academic Text Translation: A Case Study of EFL Learners

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Translation Quality Assurance (TQA) on the Students' Academic Text Translation: A Case Study of EFL Learners"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



INDAH RAHMANDARI

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## ABSTRACT

**Indah Rahmandari. NPM 1702050013. *The Translation Quality Assurance (TQA) on the Students' Academic Text Translation: A Case Study of EFL Learners*, Skripsi. English Education Department. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2023.**

This study dealt with translation quality assurance on students' academic text translation without using translation applications. The objectives of the study were to measure the translation quality of students and also to define the difficulties experienced by students in translating an academic text without using a translation application. The data in this research were obtained from the result of students' translations and the students' answers of the questionnaire on a Google form. This research applied a mixed method. In doing this research, the quantitative data were analyzed based on descriptive statistics using IBM SPSS Statistics 24, and the qualitative data were informed of the student's results of translation analyzed by the scale of the assessed quality aspects on accuracy, acceptability, and readability. The data source in this study was an academic text entitled "4 Reasons Why You Should Use Social Media in Education" and a web-based questionnaire. The data focused on measuring students' translation quality assurance from academic text and the difficulties of students in translating the academic text. From the data obtained, students got less accurate, acceptable, and readable categories in translating the sentences in academic text and there were some difficulties experienced by the students in translating the text.

*Keywords: Translation, Translation Quality Assurance, Difficulties in Translation.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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This research entitled: **The Translation Quality Assurance (TQA) on the Students' Academic Text Translation: A Case Study of EFL Learners** to fulfill one of the requirements to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara. The researcher encountered numerous challenges and obstacles while producing this research, but this did not deter her from striving to create a better one, which is impossible to do without the assistance of others.

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Those who read the study and are interested in the topic will hopefully find the research findings useful. She sincerely hopes that this is not the final research but the start of a new generation of researchers. Finally, the researcher understood that this research was far from flawless, even though she had given everything. As a result, constructive criticism, comments, and recommendation are encouraged to enhance this study.

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Medan, 24 Juni 2023

The researcher,



**Indah Rahmandari**



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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Translation is the system of transferring messages from the source language to the target language. Translation is paramount in the development of national languages by enlarging their capacities as a medium of communication, it can be in vocabulary, and organisation of ideas (Murtisari, 2015, p. 4). As an act of mediated interlingual communication, however, translation is far beyond “a pure linguistic transfer”. With language manifested itself with social, political, and cultural values, translation is often positioned at the very frontier in constant negotiation with the other. Interpreting the source of a text in different target languages must be accurate, acceptable, and readable.

The process of translating the source language text to the target language text is not just transferring the language, but several aspects must be considered, such as diction, grammatical structure, communication settings, and the cultural context of the source language text, as well as considered in translated the meaning into the target language text. The translator must be ensured that the meaning in the source language text was equivalent and acceptable to the meaning in the target language text.

It was undeniable that translation has to do with language. Every language has its own system that was different from other languages. This fact affected the translation process in finding the right terms in the target language text. Meaning



equality and acceptability were challenged by different language systems. An example of this different system was the translation process involving English and Indonesian language.

According to Vilceanu (2017, p.145), translation quality assurance and assessment seems to be a still underexplored field in spite of the fact that translation as a profession and translation studies has grown considerably. In his research, he saw that translation quality as a transactional process-user-oriented approach to translation quality assurance assimilated to the client's satisfaction as resulting from the (perfect) match between expectations and product, although the translator as a service provider exclusively undertook the responsibility of safeguarding the translation overall functionality and quality. According to Sun (2017, p. 107), translation quality assurance (TQA) is a haunting issue in translation that can be analyzed from multiple perspectives.

According to Putrawan (2019, p. 222), translation refers to EFL learners' feeling that translation helps them learn English in terms of English skills such as reading, writing, listening, and speaking; and language aspects such as vocabulary, grammar, idioms, phrases, and expressions. Their beliefs about the positive effects of the use of translation as a learning strategy to help them learn EFL, the beliefs about positive effects made a more significant impact on their use of translation. The findings in his study had important implications for EFL teaching and learning.

Many things happened when many students translated a text using a translation application. It was not a problem, but the problem was that many students copy and paste what was produced through the translation applications. Students do not pay

attention to the results. Whether the translation is equivalent, suitable, and acceptable. This happened because of the vocabulary or sentences they do not know the meaning of; so students relied on dictionaries or used translation applications as a very easy way. Therefore, it was necessary for students must pay attention to these aspects to get the appropriate results.

One of the cases that happened was when the students translated an academic text in which the academic text used standard language, good and correct scientific language, and the choice of words that were not widely known. According to Hussen (2015, p. 19), in order to write quality paragraphs (or essays), students' lexical knowledge or vocabulary is also vitally important. Hussen also stated that more problems occur because of their lack of familiarity with the conventions and expectations of academic writing in English. Academic text was an important idea of writing, and you needed to focus on college, and there were many names for academic texts as articles, papers, research papers, etc. According to Wirantaka (2016, p. 34), they are developed in specific standards and refer to certain formats of writing. Although these names had the same main objectives. Of course, this would be quite difficult for some students because they found unfamiliar words.

Therefore, here the researcher measured students' accuracy, acceptability, and readability in translating academic texts without using translation applications. The researcher conducted this research to maintain the literacy culture, but by not ruling out and utilizing existing technology as a tool or reference.

Based on the description above, the researcher interested in this research is to asked students to translated an academic text used the dictionary and without translation applications.

### **B. The Identification of the Problem**

The identification of the problem can be formulated as the below:

1. Most of the students got difficulties in translating an academic text.
2. Most of the students used translation applications in translating without paid attention to the results.

### **C. Scope and Limitation**

1. Scope of the Study

This research studied the translation of academic text made by UMSU students.

2. Limitation of the Study

The limitation of this study about translation focused on translation quality assurance in translating an academic text from the English language as a source language to the Indonesia Language as a target language without using a translation application for UMSU students academic year 2018 that had completed the translation course. The researcher only took 10 students as the subject of this study.

### **D. The Formulation of the Problem**

The formulation of the study was formulated as the following questions :

1. How was the translation quality of students' translating of academic text without using a translation application?

2. What were the difficulties faced by UMSU students in translating an academic text without using a translation application?

#### **E. The Objectives of the Study**

The objectives of the study were :

1. To examined the translation quality of UMSU students academic year 2018 in translating an academic text.
2. To investigated the difficulties space by the students got in translating an academic text.

#### **F. The Signification of the Study**

The results of this study were expected to be useful theoretically and practically for teachers, students, and other researchers.

1. Theoretically

This study could be one of the references to teachers in improving the quality of students' translation used a dictionary against an academic text or other written and can developed the ability of translation theory.

2. Practically

- a. For teachers

This study provided references to teachers in assessed the quality of translation. The results of this study were also expected to be evaluation material related to translation.

b. For students

Students can be paid attention to the translation results produced when used translation applications and students can be added or enriched new vocabulary that they had never known before.

c. For other researchers

The results of this study were also useful for researchers who want to conducted research in this field. This means that this research can be prior research for researchers who want to conducted research related to the used of dictionaries or the quality of translation in learning English.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### 1. Translation

##### a. Definition of Translation

Translation is the process of changing a source language to the desired language or target language without changing the actual meaning. This translation was needed when someone was learning a new language, and of course, this translation helped the process. Murtisari (2015, p. 4) proposed that translation is paramount in the development of national languages by enlarging their capacities as a medium of communication, it can be in vocabulary and organization of ideas. As an act of mediated interlingual communication, however, translation is far beyond “a pure linguistic transfer”. With language manifested itself with social, political, and cultural values, translation is often positioned at the very frontier in constant negotiation with the other.

Furthermore, Paul St-Pierre (in Murtisari, 2015, p. 4) argued that translation is central in shaping national identity: Translations plays an essential role in determining how a nation establishes its identity in terms of others, be this through foreign influences, through assimilation or “naturalization” of the foreign whereby differences are erased to as great a degree as possible, or through imitation of another, usually dominant culture. There are all exceptional strategies of translation, turning into

chances at distinct moments in history and underlining the more than a few kinds of relations between international locations which can exist. Siregar (2017, p. 4) stated the analysis of influence of translation ideology focuses on translation quality. As one of the translation products, a translated text is influenced by the target language of the translator, where the source text is textualized by the target text norms and conventions.

#### b. Process of Translation

People communicate to convey information about themselves to others. In this mode, translation helped him communicate while speaking in multiple languages. As a two-way event, in a way, it is the result of this process. Where the result was the translated text. In general, according to Siregar (2017, p. 5), communication involves several elements :

##### 1. Text

A speaker or writer (an author) produces sentences called 'text' and addresses it to the listener, reader, or receptor, who understands the purport of the text and reacts to it.

##### 2. Translator

The translation situation doubles the elements of communication. In this case, the receptor of the original text in turn becomes a 'translator' who makes the translated text or target text intended for the receptor speaking another language.

##### 3. Source Text and Target Text

The 'source text' is the text to be translated. The 'target text' is the end-product, the translated text. For the translation to be adequate and effective, the target text should

be equivalent to the source text. The form of the target text is new, but the purport and the content are very close to the original. Paradoxically, the better a translator's work, the less his/her work is observed. The translated text is attributed to the author speaking another language, and this text is used everywhere as if it were the original.

c. Method of Translation

According to Newmark cited by Siregar (2017, p. 47), proposed the following methods of translation :

- 1) *Word-for-word translation*: where SL word order is preserved, and the words are translated singly by their most common meanings, out of context.
- 2) *Literal translation*: where the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- 3) *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- 4) *Semantic translation*: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.
- 5) *Adaptation*: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, and plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- 6) *Free translation*: it produces the TL text without the style, form, or content of the original.



- 7) *Idiomatic translation*: it reproduces the ‘messages’ of the original, but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- 8) *Communicative translation*: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

#### d. The Challenge of Translation

According to Worthy (2020), there are some common challenges that translators encounter and how they can be overcome:

##### 1) Language Structure

Various aspects vary across languages. For instance, in English, verbs come after subjects and before subjects. These aspects are not as straightforward as that in other languages, such as Arabic, which has different structural and semantic rules.

The only way of overcoming language structure challenges is by having a genuine grasp of the grammatical differences between both languages. With such knowledge, you can alter and rearrange words and phrases to capture the intended meaning in the target language.

##### 2) Homonyms and Homophones

English and the Romance languages had many words with multiple meanings. Homonyms are words that are spelled and pronounced the same way but mean different things, depending on the context. For instance, the word “date” could mean a particular day, a fruit, or a meeting with someone you love.

There are also homophones, which are words that are pronounced the same but had different spellings and meanings. Examples of homophones include “bye/by/buy” or “show/shore”.

Most languages had multiple words with different meanings, as well as heteronyms. Knowing when to use the correct homonyms when translating content can be a challenge. To overcome this problem, the translator must be well-versed in the vocabulary of both languages. This may require the translator to commit to learning the two languages extensively.

### 3) Semantic Problems

In translation, semantics are tough to grapple with. Semantics relates to terminologies, meanings, contextual synonyms, and antonyms. Get the semantics wrong, and your entire message can be messed up.

To solve translation semantic problems, you can consult language experts or various language dictionaries.

### 4) Idioms and Cultural Differences

Every language has idioms and other linguistic expressions tied explicitly to its people’s culture. These expressions are essential but also challenging to translate if there are cultural differences between the source and target languages.

Moreover, some expressions had different literal and actual meanings. For instance, the phrase “beat around the bush” cannot be taken literally, as it won’t make much sense.

As a translator, you have to understand the correct meanings behind expressions found in the source language, and then look for their alternatives in the target language.

## 5) Terms with No Alternatives in the Target Language

Another challenge that translators encounter is the lack of corresponding words in the target language.

Every language has words that were exceptionally difficult to translate. Some of the reasons for this were they may not have equivalents in other languages, they had multiple meanings, or they describe minute thoughts and sensations.

In English, some of the words that tend to challenge translators include procrastinating, multitasking, and jinxing. Some Semitic languages, such as Arabic, are even more complex and rich in homonyms that translate into a nightmare.

### e. The Positivity Effect on Translation

According to Putrawan (2019, p. 228), the EFL learners in his study believe that translation can help them understand textbook readings, memorize English vocabulary, write English compositions, speak English, understand spoken English, understand teachers' instructions, learn English idioms and phrases, and interact with their classmates to complete assignments. Putrawan also believes about positive effects of translation are only statistically significant in predicting the use of translation as a learning strategy to (1) enhance English skills such as reading, writing, listening, and speaking, (2) learn English forms and structures such as vocabulary, idioms, phrases, and grammar, and (3) interact with other people in the English classroom to complete assignments, and (4) help learners learn EFL through learning aids such as bilingual dictionaries, electronic machine translation, and note-taking.

## 2. Translation Quality Assurance (TQA)

Quality assurance is a process used to assist, produce, and maintain quality. In this study, the researcher conducted a quality assurance analysis of the translation to meet the requirements. Quality assessment and quality control also contribute to quality assurance. Translation quality involves measurement and not judgment. The term “evaluation” is an also activity related to quality testing, while the term “ quality assessment” is a translation process that involves calculating and also classifying errors in translation. Different views on the translations certainly produced different translation qualities to produce different values.

According to Siregar (2017, p. 36), there are three important terms that need to consider a translation, namely (1) equivalent which points out to the source language messages; (2) natural which points toward the target language; and (3) closest that combines both the source and the target language based on meaning closeness. Translation quality refers to the accuracy with which the information in the source language text is transferred to the target language and the readability of the translated text for excellent readers. While according to Nababan, Nuraeni & Sumardiono (2012, p. 44-45), there are 3 aspects of parameters translation quality :

### 1) Aspect of Accuracy

Accuracy is a term used to evaluate translation and refers to whether the source language is. The text and the target language text are equivalent or it is not. The concept of equivalence leads to the same content or message. If the text has the same meaning or information as other text without any changes, the text can be called a translation.

The aspect of accuracy is divided into three categories, they are accurate, less accurate, and inaccurate.

<b>Categories</b>	<b>Scale</b>	<b>Description</b>
Accurate	3	The meaning of words, technical terms, phrases, clauses, sentences, or source language in a text is transferred accurately into the target language; there is absolutely no distortion of meaning.
Less Accurate	2	The technical terms, clauses, sentences, and phrases in a text have been accurately transposed into the target language. But there is a double meaning in the translation or find the meaning omitted. It's disturbing the integrity of the message in a text.
Inaccurate	1	The words meaning, the technical terms, clauses, phrases, and sentences in a texts are transferred inaccurately into the target language.

Table 1. The Scale of Translation Accuracy (Adapted from Nababan, Nuraeni & Sumardiono (2012, p. 50-52)).

## 2) Aspect of Acceptability

The second aspect of high quality translation is related to acceptability issues. The term acceptability refers to whether the translation has been disclosed as required. The norms and culture apply to the destination language or not. The concept of acceptance is very important because although the translation is accurate in terms of its content or message. The translation was rejected by the target reader in the form of disclosure that runs counter to the purpose of language norms and culture.

The aspect of acceptability is divided into three categories, they are acceptable, less acceptable, and unacceptable.

<b>Categories</b>	<b>Scale</b>	<b>Description</b>
Acceptable	3	Translation with natural, the technical terms are commonly familiar to readers, the clauses, phrases, and sentences that used are in conformity with Indonesian patterns.

Less Acceptable	2	Translation with natural, but there are a few problems with technical terms or there are a few mistakes in grammatical.
Unacceptable	1	Unnatural translation, the technical terms are not commonly familiar to readers, the clauses, the phrases, and the sentences don't confirm the Indonesian patterns.

Table 2. The Scale of Translation Acceptability (Adapted from Nababan, Nuraeni & Sumardiono (2012, p. 50-52)).

### 3) Aspect of Readability

In the context of translation, the term readability is basically not just about the readability of the source language text and the readability of the target language text. This is according to the nature of each translation process which always involves two languages at one time. If the entire text is free of spelling and punctuation errors, the text can be said to be readable.

Aspect of readability is divided into three categories, they are readable, less readable, and unreadable.

<b>Categories</b>	<b>Scale</b>	<b>Description</b>
Readable	3	Technical terms, phrases, clauses, sentence can be easily understood by the reader.
Less Readable	2	Translation can understand by the reader, but there are parts that must be read more than once to understand the meaning.
Unreadable	1	Translation is hard to understand the meaning.

Table 3. The Scale of Translation Readability (Adapted from Nababan, Nuraeni & Sumardiono (2012, p. 50-52)).

And from the three aspects above, each of the three aspects has a different weight value, they are :

No.	Assessed Quality Aspects	Scale
1.	Accuracy	3
2.	Acceptability	2
3.	Readability	1

Table 4. Scale of the Assessed Quality Aspects (Adapted from Nababan, Nuraeni & Sumardiono (2012, p. 52))

The aspect of accuracy has the highest weight, namely 3. This is adjusted to the basic concept of the translation process as the process of transferring messages (accuracy) from the source text to the target language. The acceptability aspect of translation ranks second, namely 2. This provision is based on the fact that the acceptability aspect is directly related to the suitability of the translation with the rules, norms, and culture in the target language. In some cases, the acceptance aspect influences the accuracy aspect. In other words, in some cases, an inadequate or unacceptable translation is also inadequate or incorrect. The readability aspect has the lowest weight, namely 1. The low weight given to the readability aspect is related to the idea that translation problems are not directly related to the problem of whether the target readers understand the translation or not. However, because the target readers usually do not have access to the source language text, they hope that the translation they read will be easy for them to understand.

When viewed from the two theories above, the two theories do not have differences, but it complements each other. It can be concluded that we need appropriate translation as long as words, phrases, and sentences in the academic text as long as the term can still be translated and there is an appropriate term in Indonesia. With quality translation results are not only accurate but also understandable and natural, which makes it easier for students.

The translator also studied about lexicon, grammatical structure, communication situations, and cultural context of the source language text. After studying, there is a process for analyzing the source text to find its meaning.

The translation is to give the meaning of the text to another language in the manner in which the author intends to text, and the translated text must have the same meaning as the original text. The main purpose of the translation is to reproduce the message, so the interpreter must do nothing other than reproduce the meaning. In order to replicate the meaning, the interpreter must give priority to parity in the form of a speech.

There is a similarity in the meaning of some of the descriptions mentioned above, i.e. translation related to their equivalent language text and text in the language that is intended for translation. Translations relate not only to the same sense in a language version to another; but also to a functional relationship. The view emphasizes conversion rather than proper translation because it gives priority to a functional view of the normal standard of fairness. The translation is therefore viewed from the point of view of whether the target text works in the context of translation.

Among the definitions mentioned above, it is concluded that has three aspects of translation quality, there are accuracy, readability, and acceptable in translating a text it must establish the nearest meaning and language method according to their natural and functional structure. In the right sense, the original message of the target students and readers can be understood.

## **B. Previously Relevant of Study**

There are several studies related to this present study, the first studies were conducted by Basariya Pasaribu, Herman, and David Togi Hutahean entitled



*“Students’ Difficulties in Translating Narrative Text From English into Indonesia at Grade VIII of SMP Negeri 9 Pematangsiantar”*. This research explained about students’ difficulties in translating narrative text from English into Indonesian. The researcher used a qualitative design method. There were used 31 students from the eighth grade as the sample. The researcher collected the data using a recorded video from a mobile phone. The result of this research are the highest number of students’ difficulty is tense (32%), the second most difficulties faced by student is a sentence (25,4%), the third difficulty is a phrase (16,6%), the fourth is clause (15,4%), the fifth difficulty is attributed (8,2%), and the last is an indefinite article (2,4%). It can be concluded that students had some difficulties in translating narrative text from English into Indonesian in tense, not sentence, phrase, clause, attribute, and indefinite article. The difference between the studies and the research was the students had trouble with tenses. The similarities between the studies and the research are both used qualitative methods. In this research, the researcher used this method only to look at the students’ difficulties in translating text from English to Indonesian.

The second studies by Arono and Nadrah were entitled *“Students’ Difficulties in Translating English Text”*. This research focused to identified types of errors in translation, students’ difficulties in translating text, and factors that influence students’ errors in translating in the English department of the State Institute for Islamic Studies Bengkulu. This research used a descriptive quantitative method. The results of this research showed that students’ difficulties in translating English text were elliptical errors (67,29%), idioms (87,5%), and textual meaning (73,54%). The difficulties of students in translating were lack of vocabulary (87,50%), difficulty translating Islamic

texts (75,00%), literary works (66,66%), and grammatical issues (62,50%). The factors of students' errors in translating were ignorance of ellipsis; unable to identify ellipsis, idiom, and lexical meanings; lack of strategy in translating ellipsis, idiom, and lexical meaning; translating words by words; most students lack a strong background on the content of the text. The conclusion is that the researcher finds three types of errors in translation, four points of difficulty in translation, and six factors that influence the students' errors in translation. The differences between this study and the research were the students had some difficulties in translating, they were lack of vocabulary, difficulty translating English text, difficulty translating words by words, and most of the students lack a strong background in the content of the text. The similarity of both researcher was used quantitative methods.

The third studies by Muhammad Awaluddin Kamil was entitled "*An Analysis of English-Indonesian: Translation Quality on Twitter Web Pages (A Case Study)*". This study is to find out the readers' responses regarding the quality of the translation on Twitter pages. The researcher used a qualitative case study in this study. The data used in this research were some words or phrases on the Twitter pages. And the data were gained through the analysis of translation procedures of the sample texts, phrases, or clauses from Twitter Web pages as well as through an interview with selected English students majoring in translating to explore what pages which are often visited by students and their responses towards the quality of the translation. The result that was found by the researchers is from 170 phrases found in the Indonesian translated version of Twitter Webpages, there was 162 phrases or 95,3% of the translation are considered qualified translations, and 8 phrases or 4,7% of the translation are considered

unqualified translation since it has not fulfilled the criteria of a good translation. The similarities of the studies and this research are both types of research discussed about a case study of translation quality from English to Indonesian, and both of the research used qualitative method.

The fourth studies was conducted by Wan Hu entitled "*Revisiting Translation Quality Assurance: A Comparative Analysis of Evaluation Principles between Student Translators and the Professional Trans-editor*". This research explained about ways to examine the student translators and the professional trans-editor, two important stakeholders in the learning process, to evaluate the work of translation. This research also explains about compared students' pitfalls encountered during the translation process, and provides students with invaluable resources to reflect on their own translation and then improve their translation quality. The researcher used qualitative methods and descriptive data on translation evaluation criteria. This research viewed of the comparison of the student translators and the professional trans-editor, the translation evaluation criteria differ in the following aspects : (1) different purpose and stance for evaluation. The professional trans-editor evaluated the work of translation from the perspective of target readers' needs and reading habits as well as newspaper writing conventions, while student translators place greater emphasis on a loyal rendering of the original news article; (2) different types of evaluation. The trans-editor tended to highlight key elements in a news story. Student translators concentrated on details in translating process such as lexical mismatches; (3) different effects after evaluation. The trans-editor is more sensitive to the different linguistic conventions between the English and Chinese languages, and the revised translations read more

like original news reports without altering the original meaning. Student translators, on the other hand, are more easily affected by the writing style and manner of the source text, and their realized works of translation can still be recognized as translations. So, the conclusion of this research is the knowledge and the expertise of one university can also be transferred to other institutions. This research has examined the different evaluation principles between student translators and the professional trans-editor in a Chinese context. The similarities between this studies and the research are both of the research discussed about translation quality assurance, and the method used qualitative method. The differences between the studies and this research are this research uses the comparison of translator translation and students translation.

The fifth studies was conducted by Ria Aresta, M. R Nababan, and Djatmika entitled "*The Influence of Translation Techniques on the Accuracy and Acceptability of Translated Utterances that Flout the Maxim of Quality*". This research explained about how translation techniques may affect the quality of translation and the correlation between translation techniques and translation quality in terms of accuracy and acceptability. The researcher used various translation techniques to convey the meaning of the source text in the most appropriate and acceptable form in the target text. The method that is used in this research is descriptive qualitative research studies. The majority of the data was classified as accurate and acceptable while the rest was considered less accurate and inaccurate. Based on the result of the research that has been observed, there are 139 utterances that flout the maxim of Jojo Moyes' *Me Before You*. According to the assessment attained from the raters, it can be concluded that the final score of translation quality in terms of accuracy is 2.82 while the score of

translation acceptability is 2.93 (on a scale of 1 to 3). It means that the translation of the utterances that flout the maxim of quality in *Me Before You* can be categorized as a fair translation. The similarities of the studies and this research are both discussed about translation quality in terms of accuracy and acceptability, and both used qualitative methods.

### C. Conceptual Framework

One way to understand what is being said by other people who use foreign languages, is by translating the sentences or words. This activity is called translation. In this study, the researcher conducted research related to translation. The researcher measured the quality of students' translations in translating an academic text. The researcher used a questionnaire as an instrument to collect the data and information. Then the researcher measured the translation to find out whether the translation was accurate, acceptable, and readable.

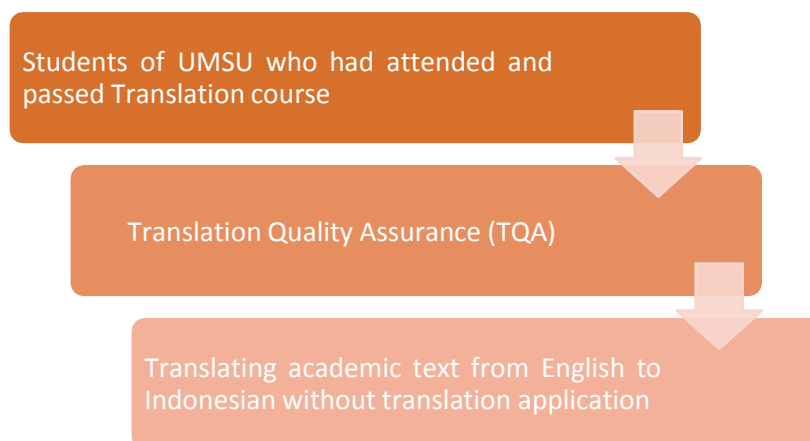


Figure 1. Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This research used a mixed method. According to Creswell (2014, p. 565), a mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The researcher choose this method because quantitative data and qualitative data are mixed to corroborate the findings. In this study, the mixed method design was used to coordinated the aspirations of the English students of the English Education of UMSU by doing a case study and survey research, the researcher used quantitative then the next data used qualitative method.

##### 1. Quantitative Method

###### a) Data Collection

In this research, the researcher used an academic text to get the data related to the research problem. To get the results, the researcher use Microsoft Excel to determine the results of the translation were accurate, acceptable, and readable or not. There are some terms that can do translating the academic text, they are :

1. Students in Universitas Muhammadiyah Sumatera Utara.
2. 8<sup>th</sup> semester student majoring in English education.
3. Students that had taken the Translation course.

## b) Data Analysis

For the analysis of the data from the test, the researcher used the formula from Nababan, Nuraeni & Sumardiono (2012, p. 53). After the students did the test, the researcher made a statistical calculations to determine the mean of each datum with a formula.

<b>Name of Students</b>	<b>Accurate</b>	<b>Acceptable</b>	<b>Readable</b>	<b>Total</b>	<b>Mean</b>
A	Score	Score	Score	Total	$\frac{\text{total score}}{\text{total rater}}$
B	Score	Score	Score	Total	$\frac{\text{total score}}{\text{total rater}}$

Table 5. Statistical Calculation of Mean.

To find the weight value of the three aspects, we can use this formula :

<b>Accurate</b>	<b>Acceptable</b>	<b>Readable</b>	<b>Total</b>	<b>Average</b>
Total mean * 3	Total mean * 2	Total mean * 1	Total	$\frac{\text{total}}{6}$

Table 6. Statistical Calculation of Average.

To find the classification of the translation was accurate, acceptable, and readable or not we can used this formula :

$$\frac{\text{total score}}{\text{total rater} * \text{total data}}$$

When the statistical calculation was completed, the data were classified into three groups, as can be seen below :

1. Classification A : Accurate, Acceptable, and Readable, include the data with a score mean 2.50-3.00.

2. Classification B : Less Accurate, Less Acceptable, Less Readable, include the data with score mean 1.50-2.49.

3. Classification C : Inaccurate, Unacceptable, Unreadable, include the data with a score mean 1.00-1.49.

## 2. Qualitative Method

### a) Data Collection

In this research, the researcher used a questionnaire to get the information associated with the research problem. There are some statements in the questionnaires that was filled out by the students. According to Creswell (2014, p. 408), a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The researcher used web-based surveys or questionnaires and use a Likert scale. According to Creswell (2014, p. 409), a web-based questionnaire is a survey instrument for collecting data that is available on the computer. According to Jamieson (2017), likert scale, rating system, used in questionnaires, that is designed to measure people's attitudes, opinions, or perceptions.

The questionnaires were given to the respondents through some procedure from the prepare with the result that analyzes, the holistic was clearly in steps below :

1. The researcher prepared the questionnaire.
2. The researcher gives the questionnaires to the respondents through Google Forms.
3. The researcher collected the responses.
4. The researcher analyzes the data obtained using IBM SPSS Statistics 24 to calculate the result.



5. The researcher gets the result of the questionnaires.

b) Data Analysis

To analyze the data from the questionnaires, the researcher made the student's responses questionnaires assessment scores below:

Description	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Table 7. Range Score of Statements

The researcher use computer software for statistical analysis, which uses IBM SPSS Statistics 24 to calculate the result in the form of a mean and mode.

## B. Source of the Data

The researcher used purposive sampling in determining the data. The data analysis focused on the translation quality and the difficulties experienced by the students in translating a text. The first data source was an academic text about Education that translated by students from the English language as a source language to the Indonesian language as a target language. The second data source was from numerical based on the questionnaire that the researcher had spread to the students.

## C. The Techniques of Collecting Data

To get the result of this study, the researcher conducted some procedures.

1. The researcher prepared an academic text to be used as research material.
2. The researcher prepared a web-based questionnaire as an instrument in collected data.

3. The researcher is looking for 10 female students in the eighth semester who has attended and passed the Translation course at Universitas Muhammadiyah Sumatera Utara.
4. After the test and questionnaire were given to students and filled in, the researcher can took the data to got the final result.
5. The researcher described the analysis used a mixed methodology.

#### **D. The Technique of Analyzing Data**

The data on translation was collected by the researcher to find out the quality of the translation. The academic text was retyped and put in the questionnaires and tests. Then, the analysis technique will be done by organizing the data where that will obtain from the researcher scoring and the evaluator validation.

To analyze the data, the researcher used qualitative way. Data were analyzed by using Miles and Huberman's (2014, p.8-10) model. Those activities were data reduction, data display, and conclusion drawing/verification.

##### **a. Data Reduction**

Data reduction is the process of selecting, identifying, classifying, and coding the important data. Therefore, the researcher must have data that can produce important information for this study.

##### **b. Data Display**

Data display is the process of displaying data in the form of sentences, narratives, or tables. Miles & Huberman (2014, p.8) stated that the most frequent form of display for qualitative data in the past has been *extended text*. Therefore, the researcher will

arrange the narrative text well and neatly, so that other researchers can understand it easily.

c. Conclusion Drawing/Verification

In the conclusion drawing or verification, the researcher made the temporary data in making the conclusion. It can be changed if the researcher doesn't discover strong in collecting data. The conclusion can be proven by acceptability, equivalence, and readability when the researcher returns to the field.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Data Presentation

For the first data, the researcher took from the student's test. The test contains an academic text entitled "4 Reasons Why You Should Use Social Media in Education" by Rohia Munavar (2015), which is still related to education. The academic text was translated by 10 students of the 8<sup>th</sup> semester Universitas Muhammadiyah Sumatera Utara from the English language as the source language to the Indonesian language as the target language without using a translation application. The academic text has been translated by a sworn translator named Mr. Soesilo and he has a translation service named Mega Translation. The result of the text was measured based on accuracy, acceptable, and readable, and of course, adjusted by the translation from a trusted translator as a reference or guideline.

The second data, the researcher took from the students' questionnaire. There are 20 questions in the questionnaire divided into 2 types, they are 18 questions using a Likert scale for numbers 1-18, and 2 questions of multiple choices for number 19-20. Question number one is to find out the importance of using a dictionary. Question number two and eighteen to find out the importance of using a translation application. Question number three, seven, twelve, fifteen, and sixteen to find out students' ability to translate academic text. Question number four, eight, nine, ten, thirteen, fourteen, and seventeen are to find out the difficulties students experience

in translating academic texts. Question number five, six, and eleven regarding students' views of academic texts. Question number nineteen is about applications that students often use to translate. Question number twenty is about the techniques used by students for the translation results produced by translation applications.

## **B. Research Findings and Discussion**

In this study, the researcher analyzed 2 questions and the first question discussed Translation Quality Assurance (TQA). This TQA was based on 3 indicators, namely accurate which has the highest weighted value of 3, acceptable which has a weighted value of 2, and readable which has the smallest weighted value of 1. To measure translation quality assurance, the researcher used English academic text which was translated by 10 UMSU students into the Indonesian language, and the translation results were compared with the translation result of the trusted expert.

On the second question, the researcher discussed the difficulties experienced by students when translating academic texts. To see the difficulties experienced by students, the researcher gave 20 questions in the form of a questionnaire on Google form and used a Likert scale to get the results. These questions consisted of several indicators, namely the importance of using dictionaries, the importance of translation applications, students' views on translating academic texts, difficulties experienced by students, application techniques to the results of translation applications, and translation applications that are often used by students in their daily lives.

### a. Translation Quality Assurance (TQA)

The data presented consists of translation results from the English language to the Indonesian language, accuracy translation, acceptability translation, and readability translation, which of the three indicators produced a central tendency (mode and mean).

#### 1. Accuracy

Accuracy was divided into three categories, there are accuracy, less accuracy, and inaccurate. Accurate is the meaning of words, sentences, or source language in a text that is transferred accurately into the target language. Less accurate is the technical terms and sentences in a text had been accurate but there was a double meaning in the translation. Inaccurate is the word meaning, the technical terms, and sentences in a text are transferred inaccurately.

The first step was to tabulated the students' translation results from English to Indonesian. The result of the accuracy of students' academic text translation was shown below:

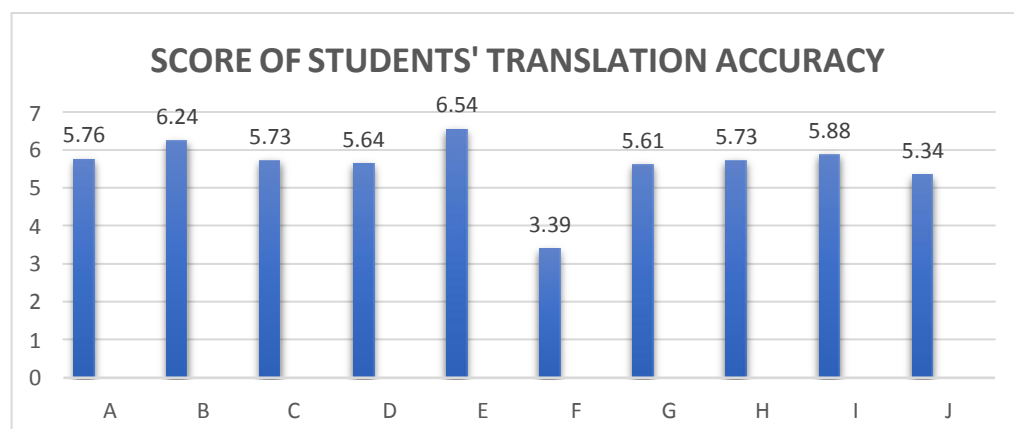


Figure 2. Score of Students' Translation Accuracy

There were 9 students with the category of less accurate and 1 student with the category of inaccurate in translating the academic text. This was happened because students got some difficulties when translating. The following were examples of comparative sentences from translator translation and students' translation from the three accuracy categories.

No.	Academic Text Sentence	Translator Translation	Students Translation	Category
1.	Knowledge	Pengetahuan	Pengetahuan	Accurate
2.	Students feel more comfortable in asking questions online than in a classroom crowded with many other students.	Siswa cenderung merasa lebih nyaman dalam mengajukan pertanyaan secara <i>online</i> daripada di kelas yang cenderung ramai dengan banyaknya siswa lain.	Siswa merasa lebih nyaman dalam mengajukan pertanyaan secara online dari pada dikelas yang ramai dengan banyak siswa lain.	Less Accurate
3.	Social media gives them a way to express themselves and learn more through this system.	Media sosial memberi mereka cara untuk mengekspresikan diri sehingga mereka dapat belajar lebih banyak melalui sistem ini.	Media sosial memberikan mereka jalan untuk mengekspresikan diri mereka dan belajar lagi melalui sistem ini.	Less Accurate
4.	Social media allows student to get academic help from their friends online and thus reduces your efforts as an educator.	Media sosial memungkinkan siswa untuk mendapatkan bantuan akademis dari teman-teman mereka secara <i>online</i> dan dengan demikian, media sosial dapat mengurangi upaya Anda sebagai pendidik.	Media sosial mengikuti murid untuk mendapatkan pertolongan akademik dari teman online mereka dan dengan demikian mengurangi usaha guru sebagai seorang pendidik.	Inaccurate
5.	As educators, all you have to do is	Sebagai pendidik, Anda hanya perlu	Sebagai pendidik, yang kamu harus	Inaccurate

	monitor their learning activities online.	memantau kegiatan belajar mereka secara <i>online</i> .	lakukan adalah memperhatikan kegiatan pembelajaran online mereka.	
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Table 8. Examples of Accuracy Category Sentences

It can be seen that translation number one, it gets the “accurate” category because the students’ translation results and the translator’s translation results are the same. In translation number three, it can be seen that there were several words produced by the student that was “less accurate” with the result of the translator’s translation. For example, in the word “learn more”, translators translate it to “belajar lebih”, while students translate it to “belajar lagi”. In translation number four, many words were “inaccurate” when compared to the translator’s translation results. For example, in the word “allows student to get academic help”, students translate it to “mengikuti murid untuk mendapatkan pertolongan akademik”, while translators translate it to “memungkinkan siswa untuk mendapatkan bantuan akademis”.

## 2. Acceptability

Acceptability was divided into three categories, there are acceptable, less acceptable, and unacceptable. Acceptable is the translation with natural, the technical terms are commonly familiar to readers. Less acceptable is the translation with natural, but there are some problems and mistakes in technical terms. Unacceptable is an unnatural translation and is not commonly familiar to readers.

The result of the acceptability of students’ academic text translation was shown below:



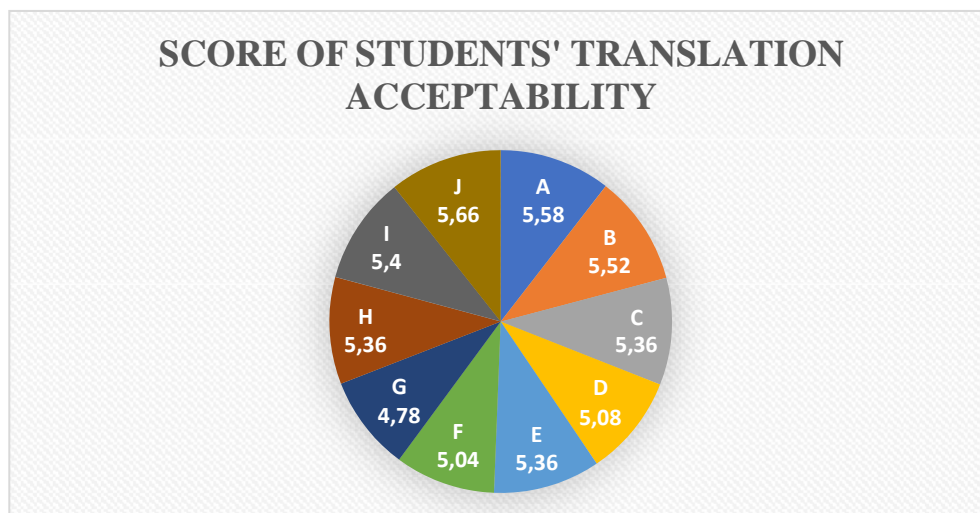


Figure 3. Score of Students' Translation Acceptability

There were 9 students in the category of acceptable and 1 student in the category of less acceptable in translated the academic text. It was because the students' translation was acceptable and familiar to readers. The following were some examples of comparative sentences from translator translation and students' translation from the three categories of acceptability.

No.	Academic Text Sentences	Translator Translation	Students Translation	Category
1.	Improves communication.	Meningkatkan komunikasi	Meningkatkan komunikasi	Acceptable
2.	These social media tools make education more interesting and fun for students as well as teachers.	Alat media sosial yang satu ini dapat membuat pendidikan menjadi lebih menarik dan menyenangkan bagi siswa dan juga guru.	Alat media sosial ini membuat pendidikan lebih menarik dan menyenangkan bagi siswa dan juga guru.	Acceptable
3.	There have been many debates and discussions on the stage of	Terdapat banyak perdebatan dan diskusi mengenai penggunaan media sosial	Ada banyak perdebatan dan diskusi di panggung media	Less Acceptable

	social media in education.	dalam dunia pendidikan.	sosial dalam pendidikan.	
4.	Social media networks are usually designed for communication purposes but there are also few social media which are designed specifically for education market.	Jaringan media sosial biasanya dirancang untuk tujuan komunikasi namun ada juga beberapa media sosial yang dirancang khusus untuk tujuan pendidikan.	Jaringan media sosial biasanya dirancang untuk tujuan komunikasi tetapi ada juga beberapa media sosial yang dirancang khusus untuk pasar pendidikan.	Less Acceptable
5.	So teachers, if you are wondering whether or not to incorporate social media into your classrooms, here are 4 reasons why you should totally start using it today!	Oleh karenanya, jika anda bertanya-tanya mengenai apakah anda perlu memasukkan media sosial ke dalam kelas anda, berikut ini adalah 4 alasan mengapa anda harus benar-benar mulai menggunakan media sosial hari ini!	Para guru, jika ingin atau tidak untuk berkontribusi untuk sosial media sebagai ruang belajar, ini ada 4 alasan kenapa kamu harus mulai dari sekarang!	Unacceptable

Table 9. Examples of Acceptability Category Sentences

It can be seen that translation number one and number two had the same translation results as the translators' translation, so they get the "acceptable" category. For translation number three, some translation words had "less acceptable". For example, the words "there have been many debates" and "at the stage of education". And in translation number five, some words were "unacceptable" in the words "so teachers" and "here are 4 reasons why you should totally start using it today!". Students translated it to "para guru" and "ini ada 4

alasan kenapa kamu harus mulai dari sekarang!”, while the translator translated it to “oleh karenanya” and “berikut ini adalah 4 alasan mengapa anda harus menggunakan media sosial ini hari ini!”.

### 3. Readability

Readability was divided into three categories, there are readable, less readable, and unreadable. Readable is the technical terms and sentences of the text that can be easily understood by readers. Less readable is the translation can be understood by the reader, but some meanings must be read more than once to understand. Unreadable is the translation hard to understand for the readers.

The result of the readability of students’ academic text translation was shown below:

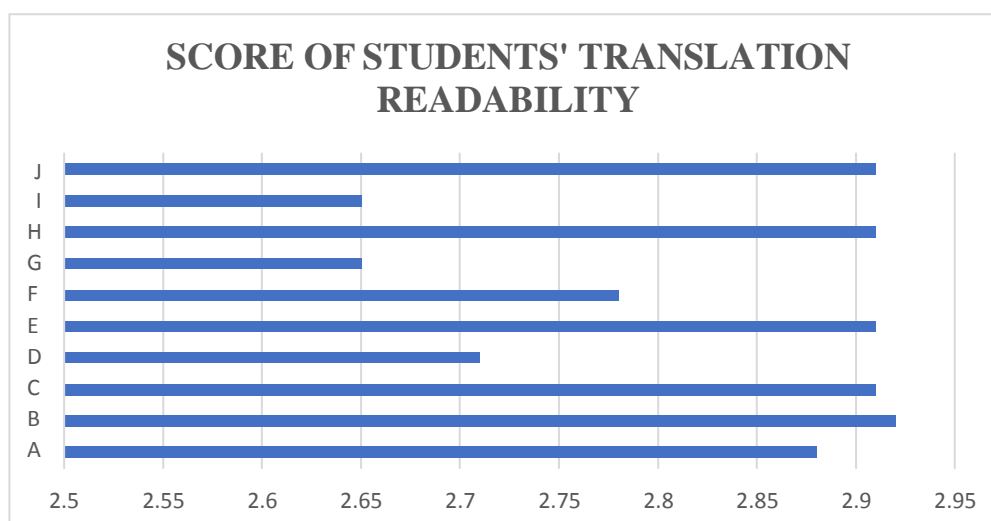


Figure 4. Score of Students’ Translation Readability

The translation of all of the students got the category of readable. It was because all of the students’ translation was easily understood by the readers. The following

were some examples of comparative sentences from translator translation and students' translation from the three categories of readability.

No.	Academic Text Sentence	Translator Translation	Students Translation	Category
1.	More engaging features.	Lebih banyak fitur menarik.	Fitur lebih menarik.	Readable
2.	The ability to get essential information in a moment is one of the most influential reasons why social media should be used in education.	Kemampuan untuk mendapatkan informasi yang penting dalam sekejap merupakan salah satu alasan paling berpengaruh mengapa media sosial harus digunakan dalam dunia pendidikan.	Kemampuan untuk mendapatkan informasi penting dalam sekejap adalah salah satu alasan paling berpengaruh mengapa media sosial harus digunakan dalam pendidikan.	Readable
3.	Students can get updates on latest events and happenings just by spending few minutes on social media.	Siswa bisa mendapat <i>update</i> tentang peristiwa terbaru hanya dengan menghabiskan beberapa menit di sosial media.	Siswa bisa mendapatkan update tentang peristiwa terbaru dan terjadi hanya dengan menghabiskan beberapa menit di media sosial.	Readable
4.	One of the most used tools these days is '#' Hastag, it keeps you closer to the specific information you are looking for.	Salah satu alat yang paling banyak digunakan saat ini adalah '#' atau <i>Hastag</i> , <i>Hastag</i> dapat membuat anda lebih dekat dengan informasi spesifik yang Anda cari.	Salah satu alat yang paling banyak digunakan saat ini adalah '#' Hastag, ini membuat anda lebih dekat dengan informasi yang spesifik yang anda cari.	Readable

5.	4 reasons why you should use social media in education.	4 alasan mengapa anda harus menggunakan media sosial dalam dunia pendidikan.	4 alasan mengapa anda harus menggunakan media sosial dalam pendidikan.	Readable
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Table 10. Examples of Readability Category Sentences

It can be seen that all of the translations of the readability category got the “readable” category. It was because all of the translation words that was produced by the students can be read and the students’ translation result was doesn’t much different from the translation results produced by the translator.

The academic text used by the researcher consisted of 23 English sentences and was translated into Indonesian with the same number of sentences. From the 10 female students who has taken the test and translated the academic text, there are 6 students who translated into Indonesian less than or more than 23 sentences or from the number of sentences that had been translated by the translator. After the researcher analyzed the results of the translation translated by female students, this was due to one of the reasons that some sentences or words were passed by students to be translated.

The second step was to tabulate the average results of the three aspects. The result was shown below:

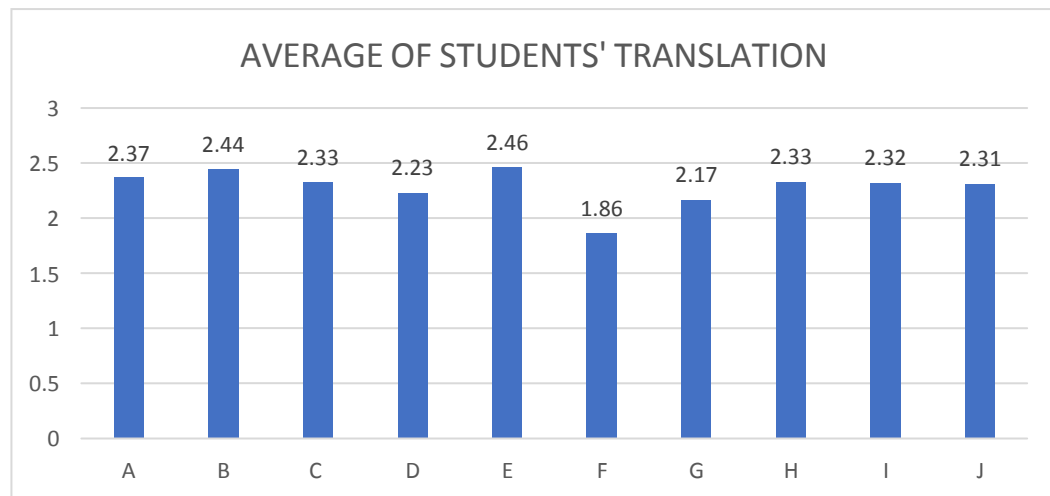


Figure 5. Average of Students' Translation

It can be seen that each student can translated the academic text and got average results in the less accurate, less acceptable, and less readable categories.

The third step was to determine the specification whether the sentences being translated are accuracy, acceptable, and readable not.

#### 1. Accuracy

The mean of all data in the accuracy level of students' translation was **1,87 (B / Less Accurate)**.

#### 2. Acceptability

The mean of all data in the acceptability level of students' translation was **2,67 (A / Acceptable)**.

#### 3. Readability

The mean of all data in the readability level of students' translation was **2,83 (A / Readable)**.

b. Students' Difficulties in Translated Academic Text.

To define the students' difficulties in translating an academic text, the researcher used a questionnaire in Google form and uses a Likert scale. The researcher also used IBM SPSS Statistics 24 to calculate the result. There were many difficulties experienced by the students. It can be concluded from 10 students that students doubt whether they can translate English text using a dictionary or not, students strongly agree that translation applications can help the process of translating English texts, students disagree that they can translate the academic text provided properly and easily, students doubt that they had difficulties translating the academic text provided, students agree if the English word is very standard, students doubt if the English word is very familiar, students doubt that they know the meaning of the vocabulary contained in the academic text, students doubt that it is difficult to translate word for word in translating academic texts, students doubt that it is difficult to combine between sentences so that they become understandable texts, students are doubtful that they had difficulty in terms of tenses, students agree to get know new vocabulary that it is unknown what is contained in the translated academic text, students doubted that they could understand the translation process properly, students doubted that they had difficulty due to limited vocabulary they had, students doubted that they experience difficulties that the translation that has been written is difficult to understand, students doubted that they could translate academic texts given without using a dictionary, students strongly disagreed that students could translate academic text given without using a translation application, students disagree had difficulty in determining grammar, students doubt that they

were hesitant to translated text using a translation application in their daily activities, students agree they used the help of the translation application “Google Translate” in translating text in daily life, and most of students change or edit the translation results and some of students take and use the translation results rawly.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher has researched 10 female students in the 8<sup>th</sup> semester who has taken the Translation course. And it can be seen from the results of the research that some students can translate English texts, especially academic texts which were given into Indonesian using a dictionary and without the help of translation applications.

And it can also be seen that there were some similarities from researchers with research conducted by previous researchers. The difficulties experienced by the students when translating a text without using the help of a translation application can also be experienced by other students. An example was the limited vocabulary that students had, students experienced difficulties in terms of tenses and grammar, and students had difficulty understanding the contents of the text, both the text from the source language text or the target language text.

#### B. Suggestion

After doing this research, the researcher would like to give some recommendations or suggestions to the students, the translator, and the readers to improve their translation skills. Besides that, it was recommended that students and

translators when translating a text, not only relied on translation applications; but also balance in using a dictionary book.

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## APPENDICES

No.	Statement	Scale					Total	Mean
		SA	A	N	D	SD		
		5	4	3	2	1		
1.	Menurut saya, menerjemahkan sebuah teks bahasa Inggris harus menggunakan bantuan kamus.	2	1	4	3	0	32	3,20
	Mode :	3 (Neutral)						
2.	Menurut saya, menerjemahkan sebuah teks bahasa Inggris menggunakan aplikasi terjemahan dapat membantu proses penerjemahan.	7	2	1	0	0	46	4,60
	Mode :	5 (Strongly Agree)						
3.	Saya dapat menerjemahkan academic text yang diberikan dengan baik dan mudah.	1	3	2	3	1	30	3,00
	Mode :	2 (Disagree)						
4.	Saya mendapatkan kesulitan dalam menerjemahkan academic text yang diberikan.	3	2	4	1	0	37	3,70
	Mode :	3 (Neutral)						
5.	Menurut saya, bahasa Inggris yang digunakan sangat baku.	3	3	3	1	0	38	3,80
	Mode :	3 (Neutral)						
6.	Menurut saya, bahasa Inggris yang digunakan sangat familiar.	0	4	3	2	1	30	3,00
	Mode :	4 (Agree)						

7.	Saya mengetahui arti dari kosakata yang terdapat dalam academic text.	1	3	6	0	0	35	3,50
	Mode :	3 (Neutral)						
8.	Saya sulit menerjemahkan kata per kata dalam menerjemahkan academic text.	0	1	6	3	0	28	2,80
	Mode :	3 (Neutral)						
9.	Saya sulit menggabungkan antar kalimat agar menjadi sebuah teks yang dapat dipahami.	4	0	5	1	0	37	3,70
	Mode :	3 (Neutral)						
10.	Saya mengalami kesulitan dalam hal tenses.	3	2	3	2	0	36	3,60
	Mode :	3 (Neutral)						
11.	Saya mendapatkan kosakata baru yang sebelumnya tidak ketahui.	5	5	0	0	0	45	4,50
	Mode :	4 (Agree)						
12.	Saya dapat memahami proses penerjemahan dengan baik.	1	4	4	1	0	35	3,50
	Mode :	3 (Neutral)						
13.	Saya mengalami kesulitan terbatasnya kosakata yang dimiliki.	3	1	4	2	0	35	3,80
	Mode :	3 (Neutral)						
14.	Saya mengalami kesulitan terjemahan yang sudah ditulis sulit untuk dimengerti.	1	4	4	1	0	35	3,50
	Mode :	3 (Neutral)						
15.	Saya dapat menerjemahkan academic text yang diberikan tanpa menggunakan kamus.	0	1	7	1	1	28	2,80
	Mode :	3 (Neutral)						
16.	Saya dapat menerjemahkan academic text yang diberikan tanpa menggunakan aplikasi terjemahan.	0	2	2	2	4	22	2,20
	Mode :	3 (Neutral)						

	Mode :	1 (Strongly Disagree)						
17.	Saya mengalami kesulitan untuk menentukan grammar.	3	2	2	3	0	35	3,50
	Mode :	2 (Disagree)						
18.	Pada kegiatan sehari-hari, saya menerjemahkan sebuah teks menggunakan aplikasi terjemahan.	4	1	5	0	0	39	3,90
	Mode :	3 (Neutral)						

Appendix 1. Result of Scale Likert Questionnaire

No.	Name of Students	Questions				
19.		Aplikasi apa yang sering kamu gunakan dalam menerjemahkan sebuah teks?				
		Google Translate	Microsoft Translate	TopTap Studio	Photo Translator (Evolly. app)	Yandex. Translation
	1. A	√				
	2. B	√				
	3. C	√				
	4. D	√				
	5. E	√				
	6. F	√				
	7. G	√				
	8. H	√				
	9. I	√				
	10. J	√	√			
20.	Name of Students	Bagaimana teknik yang kamu lakukan dalam menerjemahkan sebuah teks ?				
		Mengambil terjemahan secara mentah-mentah	Mengedit atau mengubah hasil terjemahan yang dihasilkan	Yang lain :		

1. A			√ Merangkai arti menjadi sebuah kalimat.
2. B	√		
3. C		√	
4. D		√	
5. E		√	
6. F		√	
7. G		√	
8. H		√	
9. I	√		
10. J	√		

Appendix 2. Result of Multiple Choice Questionnaire.

Note :

SA = Strongly Agree

A = Agree

N = Neutral

D =Disagree

SD = Strongly Disagree



**Statistics**

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18
N Valid	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3,20	4,60	3,00	3,70	3,80	3,00	3,50	2,80	3,70	3,60	4,50	3,50	3,80	3,50	2,80	2,20	3,50	3,90
Median	3,00	5,00	3,00	3,50	4,00	3,00	3,00	3,00	3,00	3,50	4,50	3,50	3,50	3,50	3,00	2,00	3,50	3,50
Mode	3	5	2 <sup>a</sup>	3	3 <sup>a</sup>	4	3	3	3	3 <sup>a</sup>	4 <sup>a</sup>	3 <sup>a</sup>	3 <sup>a</sup>	3 <sup>a</sup>	3	1	2 <sup>a</sup>	3
Range	3	2	4	3	3	3	2	2	3	3	1	3	3	3	3	3	3	2
Minimum	2	3	1	2	2	1	3	2	2	2	4	2	2	2	1	1	2	3
Maximum	5	5	5	5	5	4	5	4	5	5	5	5	5	5	4	4	5	5
Sum	32	46	30	37	38	30	35	28	37	36	45	35	38	35	28	22	35	39

a. Multiple modes exist. The smallest value is shown

Appendix 3. Result Statistics of Questionnaire.

**Question No. 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	30,0	30,0	30,0
	Netral	4	40,0	40,0	70,0
	Agree	1	10,0	10,0	80,0
	Strongly Agree	2	20,0	20,0	100,0
	Total	10	100,0	100,0	

Appendix 4. Result of Question No. 1

**Question No. 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	1	10,0	10,0	10,0
	Agree	2	20,0	20,0	30,0
	Strongly Agree	7	70,0	70,0	100,0
	Total	10	100,0	100,0	

Appendix 5. Result of Question No. 2

**Question No. 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10,0	10,0	10,0
	Disagree	3	30,0	30,0	40,0
	Netral	2	20,0	20,0	60,0
	Agree	3	30,0	30,0	90,0
	Strongly Agree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	

Appendix 6. Result of Question No. 3

**Question No. 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10,0	10,0	10,0
	Netral	4	40,0	40,0	50,0
	Agree	2	20,0	20,0	70,0
	Strongly Agree	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

Appendix 7. Result of Question No. 4

**Question No. 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10,0	10,0	10,0
	Netral	3	30,0	30,0	40,0
	Agree	3	30,0	30,0	70,0
	Strongly Agree	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

Appendix 8. Result of Question No. 5

**Question No. 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10,0	10,0	10,0
	Disagree	2	20,0	20,0	30,0
	Netral	3	30,0	30,0	60,0
	Agree	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

Appendix 9. Result of Question No. 6

**Question No. 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	6	60,0	60,0	60,0
	Agree	3	30,0	30,0	90,0
	Strongly Agree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	

Appendix 10. Result of Question No. 7

**Question No. 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	30,0	30,0	30,0
	Netral	6	60,0	60,0	90,0
	Agree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	

Appendix 11. Result of Question No. 8

**Question No. 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10,0	10,0	10,0
	Netral	5	50,0	50,0	60,0
	Strongly Agree	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

Appendix 12. Result of Question No. 9

**Question No. 10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	20,0	20,0	20,0
	Netral	3	30,0	30,0	50,0
	Agree	2	20,0	20,0	70,0
	Strongly Agree	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

Appendix 13. Result of Question No. 10

**Question No. 11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	50,0	50,0	50,0
	Strongly Agree	5	50,0	50,0	100,0
	Total	10	100,0	100,0	

Appendix 14. Result of Question No. 11

**Question No. 12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10,0	10,0	10,0
	Netral	4	40,0	40,0	50,0
	Agree	4	40,0	40,0	90,0
	Strongly Agree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	

Appendix 15. Result of Question No. 12

**Question No. 13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10,0	10,0	10,0
	Netral	4	40,0	40,0	50,0
	Agree	1	10,0	10,0	60,0
	Strongly Agree	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

Appendix 16. Result of Question No. 13

**Question No.14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10,0	10,0	10,0
	Netral	4	40,0	40,0	50,0
	Agree	4	40,0	40,0	90,0
	Strongly Agree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	

Appendix 17. Result of Question No. 14

**Question No. 15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	10,0	10,0	10,0
	Disagree	1	10,0	10,0	20,0
	Netral	7	70,0	70,0	90,0
	Agree	1	10,0	10,0	100,0
	Total	10	100,0	100,0	

Appendix 18. Result of Question No. 15

**Question No. 16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	40,0	40,0	40,0
	Disagree	2	20,0	20,0	60,0
	Netral	2	20,0	20,0	80,0
	Agree	2	20,0	20,0	100,0
	Total	10	100,0	100,0	

Appendix 19. Result of Question No. 16

### Question No. 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	30,0	30,0	30,0
	Netral	2	20,0	20,0	50,0
	Agree	2	20,0	20,0	70,0
	Strongly Agree	3	30,0	30,0	100,0
	Total	10	100,0	100,0	

Appendix 20. Result of Question No. 17

### Question NO. 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	5	50,0	50,0	50,0
	Agree	1	10,0	10,0	60,0
	Strongly Agree	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

Appendix 21. Result of Question No. 18

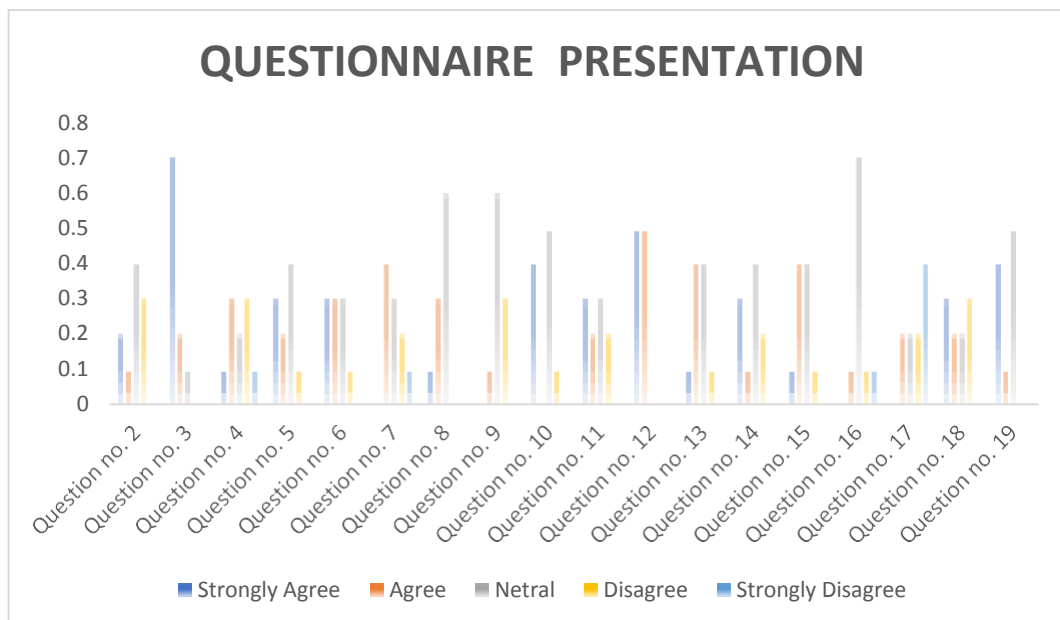


Figure 6. Result of Questionnaire Presentation

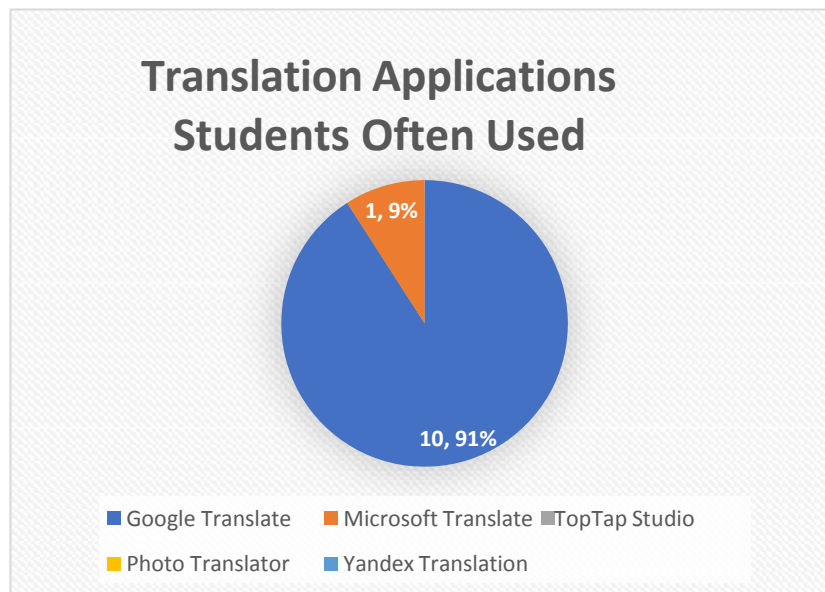


Figure 7. Translation Applications Students Often Used

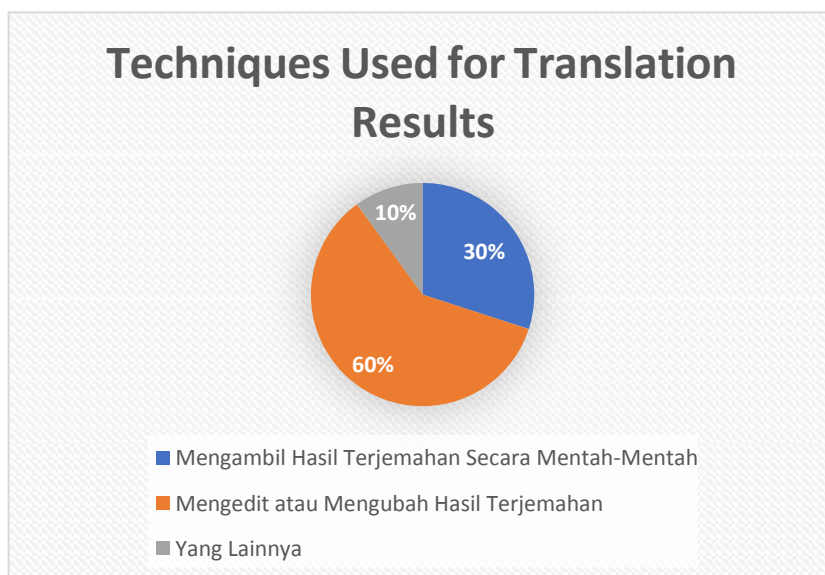


Figure 8. Techniques Used for Translation Result

#### 4 Reasons Why You Should Use Social Media in Education

There have been many debates and discussions on the stage of social media in education. However, it is no secret that social media has become a part of the lives of the youth.

So teachers, if you are wondering whether or not to incorporate social media into your classrooms, here are 4 reasons why you should totally start using it today!

##### 1. Improves Communication

Social media networks are usually designed for communication purposes but there are also few social media which are designed specifically for education market. These social media apps also promote communication among the students and also between the educators and the students.

Students feel more comfortable in asking questions online than in a classroom crowded with many other students. Social media gives them a way to express themselves and learn more through this system.

##### 2. Less Efforts For Educators

Social media allows students to get academic help from their friends online and thus reduces your efforts as an educator. Students also can form study groups which encourages interaction among students. As educators, all you have to do is monitor their learning activities online. You can either do it offline or real-time.

##### 3. Knowledge

Students can get updates on latest events and happening just by spending few minutes on social media. They can search for relevant information online and enhance their learning. The ability to get essential information in a moment is one of the most influential reasons why social media should be used in education.

##### 4. More Engaging Features

Different social media have different variety of tools to help their users. These tools help your student find relevant topics easily. One of the most used tools these days is ‘#’ Hashtag, it keeps you closer to the specific information you are looking for. These social media tools make education more interesting and fun for students as well as teachers.

Source:<http://theteachersdigest.com/4-reasons-why-you-should-use-social-media-in-education/>



#### 4 Alasan Mengapa Anda Harus Menggunakan Media Sosial dalam Dunia Pendidikan

Terdapat banyak perdebatan dan diskusi mengenai penggunaan media sosial dalam dunia pendidikan. Namun, bukan rahasia lagi bahwa media sosial telah menjadi bagian dari kehidupan anak muda.

Oleh karenanya, jika Anda bertanya-tanya mengenai apakah Anda perlu memasukkan media sosial ke dalam kelas Anda atau tidak, berikut ini adalah 4 alasan mengapa Anda harus benar-benar mulai menggunakan media sosial hari ini!

##### 1. Meningkatkan Komunikasi

Jaringan media sosial biasanya dirancang untuk tujuan komunikasi namun ada juga beberapa media sosial yang dirancang khusus untuk tujuan pendidikan. Aplikasi-aplikasi media sosial seperti ini mempromosikan komunikasi di antara siswa dan juga antara pendidik dan siswa.

Siswa cenderung merasa lebih nyaman dalam mengajukan pertanyaan secara *online* daripada di kelas yang cenderung ramai dengan banyaknya siswa lain. Media sosial memberi mereka cara untuk mengekspresikan diri sehingga mereka dapat belajar lebih banyak melalui sistem ini.

##### 2. Minimnya Upaya yang dilakukan oleh Pendidik

Media sosial memungkinkan siswa untuk mendapatkan bantuan akademis dari teman-teman mereka secara *online* dan dengan demikian, media sosial dapat mengurangi upaya Anda sebagai pendidik. Siswa juga dapat membentuk kelompok belajar yang dapat mendorong interaksi antar siswa. Sebagai pendidik, Anda hanya perlu memantau kegiatan belajar mereka secara *online*. Anda dapat melakukannya secara *offline* atau langsung.



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### 3. Pengetahuan

Siswa bisa mendapatkan *update* tentang peristiwa terbaru hanya dengan menghabiskan beberapa menit di media sosial. Mereka dapat mencari informasi yang relevan secara *online* dan meningkatkan pembelajaran mereka. Kemampuan untuk mendapatkan informasi yang penting dalam sekejap merupakan salah satu alasan paling berpengaruh mengapa media sosial harus digunakan dalam dunia pendidikan.

### 4. Lebih Banyak Fitur Menarik

Media sosial memiliki berbagai alat yang berbeda untuk membantu penggunaannya. Alat ini dapat membantu siswa Anda untuk menemukan topik yang relevan dengan mudah. Salah satu alat yang paling banyak digunakan saat ini adalah '#' atau *Hastag*, *Hastag* dapat membuat Anda lebih dekat dengan informasi spesifik yang Anda cari. Alat media sosial yang satu ini dapat membuat pendidikan menjadi lebih menarik dan menyenangkan bagi siswa dan juga guru.

#### SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini menyatakan bahwa  
Dokumen tersebut adalah telah saya terjemahkan dengan benar dan akurat  
Dan saya memiliki kompetensi untuk bahasa bahasa tersebut

SUBILO  
BK Gubernur DKI Jakarta Per 527/1995

#### 4 Alasan mengapa kamu harus menggunakan media sosial dalam pendidikan.

Disana terdapat banyak perdebatan dan pembahasan pada media sosial dalam pendidikan. Bagaimanapun, itu bukanlah rahasia bahwa media sosial sudah menjadi bagian dari kehidupan anak muda.

Jadi para guru, jika kamu khawatir apakah atau tidak untuk memunculkan media sosial ke dalam kelas kamu, berikut ada 4 alasan mengapa kamu harus mulai menggunakan media sosial hari ini!

##### 1. Meningkatkan Komunikasi

Jaringan media sosial sering dirangkai untuk tujuan komunikasi tetapi ada juga beberapa media sosial dimana dirangkai khusus untuk pasar pendidikan. Aplikasi media sosial ini juga mempromosikan komunikasi diantara murid-murid dan juga antara para pendidik dan para murid-murid.

Murid-murid merasa lebih nyaman dalam menanyakan pertanyaan secara online daripada di kelas yang ramai oleh banyak murid lainnya. Media sosial memberikan mereka cara untuk mengekspresikan diri mereka sendiri dan lebih mempelajari melalui sistem ini.

##### 2. Sedikitnya wabah untuk para pendidik.

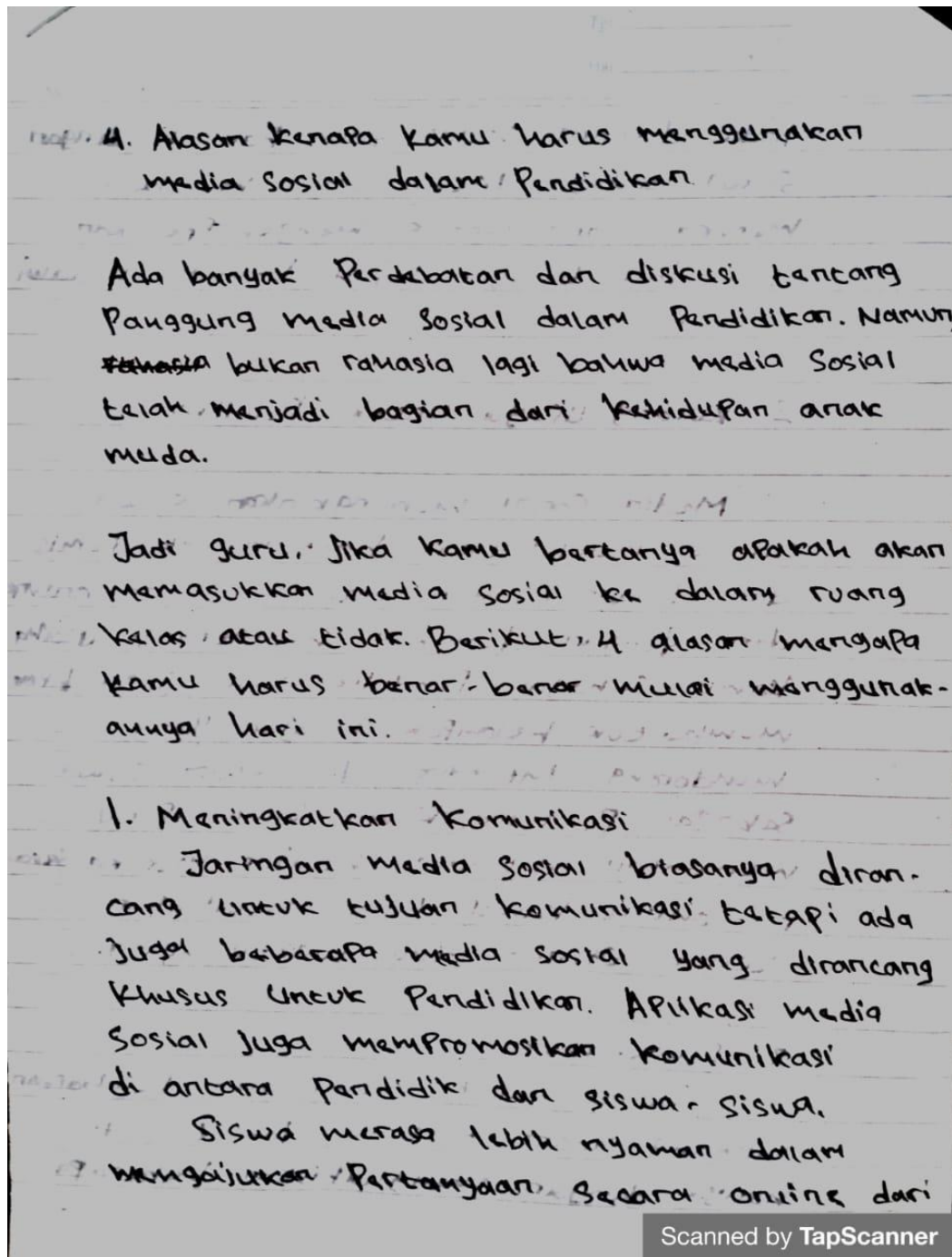
Media sosial mengikuti murid untuk mendapatkan pertolongan akademik dari teman online mereka dan dengan demikian mengurangi usaha guru sebagai seorang pendidik. Para murid juga bisa melengkapi kelompok belajar dimana memberanikan interaksi dengan siswa. Sebagai pendidik, yang kamu harus lakukan adalah memperhatikan kegiatan pembelajaran online mereka. Kamu bisa melakukannya secara tatap muka atau secara langsung.

##### 3. Pengetahuan.

Murid bisa mendapatkan peningkatan pada kegiatan terakhir dan terjadi hanya dengan menghabiskan beberapa menit pada media sosial. Mereka bisa mencari untuk informasi online terkait dan menambah pembelajaran mereka. Kemampuan untuk menambah informasi pokok pada suatu kejadian adalah satu dari banyaknya alasan berpengaruh mengapa media sosial harus digunakan dalam pendidikan.

##### 4. Banyaknya fitur menarik.

Berbeda media sosial memiliki berbeda varian alat untuk membantu pengguna mereka. Alat ini membantu murid kamu menemukan topik tertentu dengan mudah. Salah satu dari banyaknya alat pada hari ini adalah ' \* ' Hashtag. Hashtag membuat kamu lebih dekat untuk spesifik informasi yang kamu cari. Alat media sosial ini membuat pendidikan lebih menarik dan menyenangkan untuk murid dan baik juga untuk guru.



Appendix 25. Translation Result of Student B

Pada diruang kelas yang banyak dengan siswa lainnya. Media Sosial memberi mereka cara untuk mengekspresikan diri dan belajar lebih banyak melalui sistem.

## 2. Kurang upaya untuk Pendidik

Media Sosial memungkinkan siswa untuk mendapatkan bantuan akademis dari teman-teman mereka secara online dan dengan demikian mengurangi usaha kamu sebagai Pendidik. Siswa juga dapat membentuk kelompok belajar yang mendorong interaksi di antara siswa. Sebagai Pendidik, kamu hanya perlu memantau aktivitas belajar mereka secara online. kamu dapat melakukannya secara offline atau waktu nyata.

## 3. Pengistahuan

Siswa dapat memperoleh pembaruan tentang acara terbaru dan terjadi hanya dengan menghabiskan beberapa

marik di media sosial. Mereka dapat mencari informasi yang relevan secara online dan meningkatkan pembelajaran mereka. Kemampuan untuk mendapatkan informasi penting dalam sekejap salah satu alasan penting berpengaruh mengapa media sosial harus digunakan dalam pendidikan.

#### 4. Fitur lebih menarik

Media sosial yang berbeda memiliki berbagai alat yang berbeda untuk membantu penggunaannya. Alat ini membantu siswa menemukan topik yang relevan dengan mudah. Salah satu alat penting banyak digunakan saat ini 'H' Hashtag. Lebih dekat dengan informasi spesifik yang di cari. Alat media sosial ini membuat pendidikan yang lebih menarik dan menyenangkan bagi siswa maupun guru.

4 hal kenapa kamu harus menggunakan media sosial di dalam pendidikan.

Sudah ada banyak perdebatan dan diskusi di tingkat media sosial dalam pendidikan. Bagaimanapun, bukan sebuah rahasia jika media sosial telah menjadi bagian hidup pemuda.

Jadi guru-guru, jika kamu bertanya-tanya untuk menggabungkannya atau tidak media sosial ke dalam kelasmu, disini ada 4 alasan kenapa kamu harus mulai menggunakan itu hari ini !

#### 1. Meningkatkan komunikasi

Jaringan media sosial biasanya di pola untuk tujuan komunikasi tetapi ada juga beberapa media sosial yang mana di pola dengan baik untuk pasar pendidikan. Aplikasi media sosial ini juga dimajukan diantara murid-murid dan juga antara pendidik dan murid-murid.

Murid-murid akan merasa nyaman dalam menanyakan pertanyaan-pertanyaan secara online daripada di dalam keramaian kelas dengan banyak murid lainnya. Media sosial memberikan mereka jalan untuk mengekspresikan diri mereka dan belajar lagi melalui sistem ini.

#### 2. Lebih sedikit upaya dari pendidik

Media sosial mengizinkan murid-murid untuk mendapatkan bantuan akademik dari teman-teman mereka secara online dan mengurangi usahamu sebagai seorang pendidik. Sebagai pendidik, semua yang kamu lakukan adalah mengawasi aktifitas pembelajaran mereka secara online. Kamu juga bisa melakukan itu secara offline atau di waktu sebenarnya.

#### 3. Pengetahuan

Murid-murid bisa mendapatkan pembaruan tentang peristiwa terbaru dan yang terjadi hanya dengan mengeluarkan beberapa menit di media sosial. Mereka bisa mencari informasi yang bersangkutan secara online dan menambah pembelajaran mereka. Kemampuan untuk mendapatkan informasi yang diperlukan dalam sekejap adalah salah satu alasan yang paling relevan kenapa media sosial harus digunakan dalam pendidikan.

#### 4. Fitur yang lebih menarik

Media sosial yang berbeda memiliki perbedaan alat yang beragam untuk membantu pengguna mereka. Alat-alat ini membantu murid-murid kamu menemukan topik terbaru yang relevan. Salah satu alat yang paling digunakan saat ini "📌" Tanda pagar, itu membuatmu tetap dekat dengan informasi yang kamu cari. Alat media sosial ini membuat pendidikan lebih menarik dan menyenangkan untuk murid-murid begitu juga dengan guru.

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Date: \_\_\_\_\_

<input type="checkbox"/>	4 Alasan mengapa kamu harus menggunakan media sosial di dalam pendidikan.
<input type="checkbox"/>	
<input type="checkbox"/>	Ada banyak perdebatan dan diskusi pada tahap dari media sosial di dalam pendidikan. Bagaimanapun, itu bukanlah rahasia bahwa media sosial menjadi bagian dari kehidupan remaja.
<input type="checkbox"/>	Jadi Guru, jika kamu bertanya-tanya apakah akan memasukkan media sosial ke dalam kelas & kamu atau tidak, disini ada 4 alasan mengapa kamu harus benar-benar menggunakannya hari ini!
<input type="checkbox"/>	1. Memperbaiki Komunikasi
<input type="checkbox"/>	Jaringan sosial media biasanya dirancang untuk tujuan berkomunikasi tetapi ada juga beberapa media sosial yang mana dirancang khususnya untuk pasar pendidikan. Aplikasi sosial media mereka juga mempromosikan komunikasi antara murid dan juga antara pendidik dan murid.
<input type="checkbox"/>	Murid merasa lebih nyaman dalam bertanya secara online daripada di dalam kelas yang ramai dengan banyak siswa lain. Sosial media memberi mereka sebuah jalan untuk mengekspresikan diri mereka sendiri, dan mempelajari lebih melalui sistem ini.
<input type="checkbox"/>	2. Usaha yang kurang untuk Pendidik
<input type="checkbox"/>	Sosial media memungkinkan siswa-siswa untuk mendapatkan bantuan akademik dari teman online mereka dan meskipun mengurangi usaha mereka sebagai seorang pendidik. Murid-murid juga dapat menyediakan kelompok belajar yang mendorong interaksi antar siswa. Sebagai pendidik, kamu semua hanya perlu

Appendix 27. Translation Result of Student D



memantau aktivitas belajar mereka secara online. Kamu dapat melakukannya secara offline ataupun waktu nyata.

### 3. Pengetahuan

Murid-murid bisa mendapatkan pembaruan mengenai acara terakhir dan yang terjadi hanya menghabiskan beberapa menit pada media sosial. Mereka dapat mencari informasi yang relevan secara online dan meningkatkan pembelajaran mereka. Kemampuan untuk mendapatkan informasi yang esensial di sebuah momen salah satu alasan yang paling berpengaruh <sup>dalam</sup> mengapa media sosial harus digunakan di dalam pendidikan.

### 4. Fitur lebih menarik.

Media sosial yang berbeda mempunyai berbagai jenis alat untuk membantu penggunaannya. Alat ini membantu siswa menemukan topik yang relevan dengan mudah. Salah satu alat yang paling banyak digunakan saat ini adalah '#'. Ini membuat kamu lebih dekat dengan informasi <sup>hashtag</sup> spesifik yang kamu cari. Alat sosial media ini membuat pendidikan lebih menarik dan menyenangkan bagi siswa dan juga guru.

## ↳ Alasan Mengapa Anda Harus Menggunakan Media Sosial dalam Pendidikan

Ada banyak perdebatan dan diskusi di panggung media sosial dalam pendidikan. Namun, bukan rahasia lagi bahwa media sosial telah menjadi bagian dari kehidupan anak muda. Jadi guru, jika anda bertanya tanya apakah akan memasukan media sosial ke dalam kelas anda atau tidak, berikut adalah 4 alasan mengapa anda harus benar-benar mulai menggunakannya hari ini!

1. Meningkatkan komunikasi jaringan media sosial biasanya dirancang untuk tujuan komunikasi tetapi ada juga beberapa media sosial yang dirancang khusus untuk pasar pendidikan. Aplikasi media sosial ini juga mempromosikan komunikasi diantara siswa dan juga antara pendidik dan siswa. Siswa merasa lebih nyaman dalam mengajukan pertanyaan secara online dari pada ditelas yang ramai dengan banyak siswa lain. Media sosial memberi mereka cara untuk mengekspresikan diri dan belajar lebih banyak melalui sistem ini.
2. Kurang upaya untuk pendidik media sosial memungkinkan siswa untuk mendapatkan bantuan akademis dari teman-teman mereka secara online dan dengan demikian mengurangi upaya anda sebagai pendidik. Siswa juga dapat menyediakan kelompok belajar yang mendorong interaksi antar siswa. Sebagai pendidik, anda hanya perlu memantau aktivitas belajar mereka secara online. Anda dapat melakukannya secara offline atau real-time.
3. Pengetahuan. siswa bisa mendapatkan update tentang peristiwa terbaru dan terjadi hanya dengan menghabiskan beberapa menit di media sosial. Mereka dapat mencari informasi yang relevan secara online dan meningkatkan pembelajaran mereka. kemampuan untuk mendapatkan informasi penting dalam sekejap adalah salah satu alasan paling berpengaruh mengapa media sosial harus digunakan dalam pendidikan.
4. Fitur lebih menarik media sosial yang berbeda memiliki berbagai alat untuk membantu siswa anda menemukan topik yang relevan dengan mudah. salah satu alat yang paling banyak digunakan saat ini adalah '#' Hashtag, ini membuat anda lebih dekat dengan informasi spesifik yang anda cari. Alat media sosial ini membuat pendidikan lebih menarik dan menyenangkan bagi siswa dan juga guru.

No. \_\_\_\_\_  
Date: \_\_\_\_\_

4 Alasan kenapa seharusnya kamu menggunakan sosial media sebagai edukasi :

Banyak perdebatan dan diskusi di berbagai kalangan mengenai sosial <sup>media</sup> ~~sebagai~~ <sup>sebagai</sup> ~~media~~ <sup>media</sup> sebagai bahan edukasi.

Bukan rahasia lagi kalau sosial media sudah menjadi bagian dari kehidupan anak muda.

Para guru, jika ingin atau tidak untuk berkontribusi untuk sosial media sebagai ruang belajar, ini ada 4 alasan kenapa kamu harus mulai dari sekarang!

1. Bukti komunikasi

Jaringan sosial media di design untuk berkomunikasi.

Tetapi ada pula beberapa aplikasi yang dirancang khusus untuk edukasi. aplikasi ini juga menyajikan komunikasi antara murid dengan pengajar.


2. Mengurangi beban / usaha para Pengajar.

Sosial media menyetujui murid untuk mendapatkan pengetahuan akademik dan teman online / teman maya dan juga mengurangi beban pengajar. Murid juga bisa belajar kelompok, berinteraksi seperti murid pada umumnya.

Sebagai pengajar, yang harus diperhatikan adalah mengawasi kegiatan pembelajaran online. Kamu juga bisa melakukannya secara luring atau langsung.

3. Pengetahuan

Murid dapat mengetahui acara terbaru atau yang sedang terjadi hanya dengan menghabiskan beberapa



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Appendix 29. Translation Result of Student F

menit di sosial media. Mereka bisa mendapatkan informasi online yang nyata / sesuai dengan materi pelajaran tersebut. Ada beberapa abilitas untuk mendapatkan informasi mengenai alasan sosial media harus dipergunakan untuk edukasi.

4. Memiliki fitur yang lengkap

Beda media sosial, beda juga alat bantu penggunaannya.

Bantuan ini dapat mempermudah murid untuk mencari topik yang relevan. Satu dari banyaknya bantuan

ini adalah "#" penggunaan tagar / Hashtag.

Yang dimana mempermudah mencari topik yang spesifik.

Bantuan sosial media ini membuat sosial media menjadi menarik dan seru baik murid maupun guru / pengajar.

#### 4. Rea Alasan kenapa kamu harus menggunakan Media Sosial dalam Pendidikan.

Telah banyak perdebatan dan diskusi pada th tahapan sosial media sosial dalam pendidikan. Namun, hal tersebut bukanlah rahasia bahwa media sosial telah menjadi bagian kehidupan oleh anak muda.

Jadi guru-guru jika kamu sedang khawatir atau tidak apakah mengga-  
bungkan media sosial di kelas kamu, ada disini ada 4 alasan mengapa kamu harus sepenuhnya mulai menggunakannya hari ini!

##### 1. Meningkatkan komunikasi

Jaringan media sosial biasanya ~~di~~ dirancang untuk tujuan komunikasi, tetapi ada beberapa media sosial yang dirancang secara khusus untuk pasar pendidikan. Aplikasi-aplikasi sosial media ini juga memajukan komunikasi diantara ~~siswa~~ para siswa dan juga pendidik dan para siswa.

Para siswa merasa lebih nyaman menanyakan pertanyaan online daripada dike ruang kelas penuh siswa dan siswa. Media sosial memberi mereka cara untuk mengekspresikan diri mereka dan belajar lagi melalui sistem ini.

##### 2. Kurangnya upaya untuk Pendidik

Media sosial mengizinkan para siswa untuk mendapatkan bantuan akademik dari teman online mereka dan sejauh ini mengurangi upaya kamu sebagai pendidik. Para siswa juga bisa membentuk grup belajar yang membentuk interaksi diantara para siswa. Sebagai para pendidik, kamu semua harus memantau kegiatan belajar mereka. Kamu juga bisa melakukan salah satunya offline atau waktu sebenarnya.

##### 3. Pengetahuan

Para siswa dapat mendapatkan pembesuan pengalaman/acara terbaru dan yang baru saja terjadi hanya dengan menghabiskan beberapa menit di media sosial. Mereka dapat mencari informasi online yang relevan dan meningkatkan belajar mereka. Kemampuan untuk mendapatkan informasi penting dalam sebuah momen adalah salah satu alasan paling penting mengapa media sosial harus digunakan dalam pendidikan.

##### 4. Fitur Yang Lebih Menarik

Media sosial yang berbeda memiliki perbedaan variasi alat untuk membantu para pengguna mereka. Alat-alat ini membantu para siswa kamu menemukan ~~ter~~ tema yang relevan dengan mudah. Salah satu alat yang paling sering

digunakan saat ini adalah "#" tanda pagar, itu menjaga kamu lebih dekat informasi spesifik yang kamu cari. Alat-alat media sosial ini membuat pendidikan lebih menarik & dan menyenangkan untuk para siswa maupun para guru.

#### 4. Hal Kenapa Kamu Harus Menggunakan Media Sosial di dalam Pendidikan

Sudah banyak ada banyak perdebatan dan diskusi di tingkat Media Sosial dalam pendidikan. Bagaimanapun bukan sebuah rahasia jika Media Sosial telah menghabiskan bagian hidup Pemuda

Jadi para guru, jika kamu bertanya-tanya Untuk Menggabungkan atau tidak Media Sosial ke dalam kelasmu. disini ada 4 alasan kenapa kamu harus Mulai Menggunakan itu hari ini!

##### 1. Meningkatkan Komunikasi

Jaringan Media Sosial biasanya di pola Untuk tujuan Komunikasi tetapi ~~tidak~~ ada juga beberapa Media Sosial yang mana dipola dengan baik untuk pasar pendidikan. Aplikasi Media Sosial ini juga di gunakan diantara Murid-Murid dan juga antara pendidik dan Murid-Murid.

Murid-Murid akan merasa nyaman dalam Menanyakan Pertanyaan - Pertanyaan Secara online dan pada di dalam keramaian kelas dengan banyak Murid lainnya. Media Sosial Membentok Mereka Jalan Untuk Mengekspresikan diri Mereka dan belajar Lagi Melalui Sistem ini.

##### 2. Lebih Sedikit Upaya dari Pendidik

Media Sosial Melegisirkan Murid-Murid Untuk Mendapatkan bantuan akademik dari teman-teman Mereka Secara online dan Mengurangi Urutannya. Sebagai Pendidik, sebagai semua yang kamu lakukan adalah Mengawasi aktifitas Pembelajaran Mereka Secara Online. Kamu juga bisa Melakukan itu Secara Offline atau di waktu sebenarnya.

##### 3. Pengetahuan

Murid-Murid bisa Mendapatkan pembantuan tentang peristiwa terbaru dan yang terjadi hanya dengan Mengeluarkan beberapa Menit di Media Sosial. Mereka bisa Mencari informasi yang bersangkutan Secara Online dan Menambah Pembelajaran mereka. Kemampuan Untuk Mendapatkan Informasi yg diperlukan dalam sekejap adalah salah satu alasan yang paling relevan kenapa Media Sosial harus digunakan dalam Pendidikan.

##### 4. Fitur yang lebih Menarik

Sosial Media yang berbeda memiliki perbedaan alat yang beragam untuk Membantu Pengguna Mereka alat-alat ini Membantu murid-murid anda dalam Menemukan topik terbaru yang relevan. Salah satu alat yang paling digunakan saat ini "X" tanda pagar, itu Membuatmu tetap dekat dengan informasi yang kamu cari. alat Media Sosial ini Membuat Pendidikan lebih Menarik dan Menyenangkan untuk Murid-Murid begitu juga.

#### 4 Alasan Mengapa Kamu Mulai Menggunakannya Hari Ini

Terdapat Banyak Perdebatan dan Diskusi Pada Panggung Media Sosial dalam Pendidikan. Bagaimana Pun, Ini Bukan Rahasia Lagi Bahwa Media Sosial Sudah Menjadi Bagian Dari Kehidupan Muda.

Jadi Para Guru, Jika anda bingung mengaktifkan atau tidak mengaktifkan media sosial ke dalam kelas mu, ini terdapat 4 alasan mengapa kamu harus mulai mencobanya hari ini !

##### 1. Meningkatkan Komunikasi

Jaringan media sosial yang biasanya dirancang untuk tujuan komunikasi tapi ada beberapa media sosial yang dirancang khusus untuk dunia pendidikan. Aplikasi media sosial ini mempromosikan komunikasi diantara murid dan juga antara Pendidik dan Murid.

##### 2. Sedikit Upaya Untuk Pendidik

Media sosial mengizinkan murid untuk mendapat bantuan akademis dari teman mereka dan dengan demikian mengurangi usaha kamu sebagai seorang pendidik. Murid-murid juga bisa membentuk kelompok belajar yang mana mendorong interaksi antara murid. Sebagai pendidik yang harus kamu lakukan adalah memantau kegiatan pembelajaran online mereka. Kamu harus bisa melakukannya offline atau waktu luang.

##### 3. Pengetahuan

Murid bisa mendapatkan update pada kejadian terakhir dan terjadi hanya dengan menghabiskan beberapa menit pada sosial media. Kemampuan untuk mendapatkan hal-hal yang diperlukan informasi pada suatu waktu adalah satu hari pengaruh banyak nya alasan mengapa media sosial harus digunakan dalam pendidikan.

##### 4. Lebih Banyak Fitur Menarik

Perbedaan media sosial memiliki variasi alat yang berbeda untuk membantu penggunaannya. Alat ini membantu murid kamu untuk menemukan topik terkait dengan mudah. Salah satu alat yang digunakan pada saat ini adalah " # " Hashtag, ini membuat kamu lebih dekat dengan informasi spesifik yang kamu cari. Alat media sosial ini membuat pendidikan lebih menarik dan menyenangkan untuk murid dan juga untuk guru.



#### 4 Alasan Kenapa Kamu Harus Menggunakan Media Sosial dalam Pendidikan

Terdapat banyak perdebatan dan pembahasan pada permasalahan media sosial dalam pendidikan. Bagaimanapun, itu bukan rahasia lagi bahwa media sosial sudah menjadi bagian dari kehidupan anak muda,

Jadi, jika anda bingung menggunakannya atau tidak untuk menggabungkan media sosial ke dalam kelasmu, ini 4 alasan mengapa kamu harus menggunakannya hari ini!

##### 1. Meningkatkan Komunikasi

Tarungan media sosial biasanya dibentuk untuk tujuan komunikasi tetapi ada beberapa media sosial dimana dibentuk khusus untuk pasaran pendidikan. Aplikasi media sosial ini juga mempromosikan komunikasi terhadap siswa-siswa dan juga antara para pendidik dan para siswa.

Siswa-siswa merasa lebih nyaman dalam menanyakan pertanyaan secara online daripada di kelas yang blisesak oleh banyak murid lainnya. Media sosial memberikan mereka cara untuk mengekspresikan diri mereka dan belajar banyak melalui sistem ini.

D.

2. Berkurangnya Upaya untuk para pendidik  
Media sosial mengizinkan siswa-siswa untuk mendapatkan pertolongan akademis dari teman online mereka dan itu mengurangi upaya mereka sebagai seorang pendidik. Para siswa juga bisa membentuk kelompok belajar yang mana mendorong interaksi antar siswa. Sebagai pendidik, hal yang harus kamu lakukan adalah memantau aktivitas belajar siswa online mereka. Kamu bisa melakukan keduanya offline atau di waktu nyata.

### 3. Pengetahuan

Siswa bisa dapat informasi terbaru pada akhir kejadian dan yang terjadi dengan menghabiskan beberapa menit pada media sosial. Mereka bisa mencari untuk informasi terkait secara online dan menambah pembelajaran mereka. Kemampuan untuk mendapatkan informasi penting adalah salah satu dari banyaknya alasan berpengaruh mengapa media sosial harus digunakan dalam pendidikan.

### 4. Banyaknya fitur menarik

Berbeda media sosial memiliki variasi alat yang berbeda untuk menolong para penggunanya. Alat ini menolong siswa anda untuk mudah mencari topik terkait salah satu alat yang banyak digunakan pada hari ini adalah '#' Hashtagi

Itu membuat kamu lebih dekat dengan informasi spesifik yang kamu cari. Alat media sosial ini membuat pendidikan lebih menarik dan menyenangkan untuk murid dan baik juga untuk pendidik.



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya:

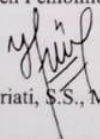
Nama Mahasiswa : Indah Rahmandari  
 NPM : 1702050013  
 Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Translation Quality Assurance (TQA) On The Students' Academic Text Translation	M/B 9/4 2021

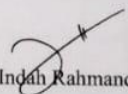
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 09 April 2021


Disetujui oleh  
 Dosen Pembimbing

  
 Yusriati, S.S., M.Hum

Hormat Pemohon

  
 Indah Rahmandari

Appendix 34. Permohonan Persetujuan Judul Skripsi



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

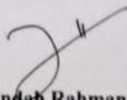
Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Indah Rahmandari  
 NPM : 1702050013  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 136 SKS IPK = 3, 52

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Analysis The Speech Acts Of The Script Film "Beauty And The Beast"	
	Analysis The Error Meaning In Translation By Google Translate Of BBC News	
<i>19/04/2021</i>	The Translation Quality Assurance (TQA) On The Students' Academic Text Translation	<i>19/04/21</i>


Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 09 April 2021  
 Hormat Pemohon,

  
**Indah Rahmandari**

Keterangan:  
 Dibuat rangkap 3 : - Untuk Dekan Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan

Appendix 35. K-1



**UMSU**  
Universitas Muhammadiyah Sumatera Utara

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238

---

Kepada Yth : Bapak Ketua & Sekretaris

Form K-2

Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*


Dengan hormat, yang bertanda tangan dibawah ini;

Nama Mahasiswa : Indah Rahmandari  
 NPM : 1702050013  
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Translation Quality Assurance (TQA) On The Students' Academic Text Translation

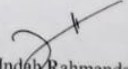
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Yusriati, S.S., M.Hum 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsisaya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya aats perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 09 April 2021

Hormat Pemohon,  
  
Indah Rahmandari

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan

Appendix 36. K-2



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1090 /II.3/UMSU-02/F/2021  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Indah Rahmandari  
N P M : 1702050013  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Translation Quality Assurances (TQA) on The Students' Academic Text Translation

Pembimbing : Yusriati, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :


1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :  
Medan, 18 Ramadhan 1442 H  
30 April 2021 M



- Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*







**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

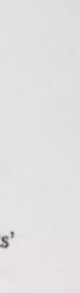
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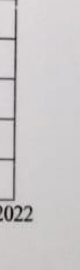
**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Indah Rahmandari  
 NPM : 1702050013  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Translation Quality Assurance (TQA) on the Students' Academic Text Translation

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
13 Sept 2021	Chapter I , Chapter II , Chapter III , Referencer	
14 Oct 2021	Chapter I : Background of study, Identification of the Study, Scope and limitation, Formulation of the Study Chapter II : Theoretical Framework	
06 Jan 2022	Chapter III : Research Design	
16 Jan 2022	ACC	

Medan, 26 Januari 2022

Diketahui/Disetujui :  
 Ketua Prodi Pendidikan Bahasa Inggris  
  
 Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing  
  
 Yusriat, S. S., M. Hum

Appendix 38. Berita Acara Bimbingan Proposal





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Mukhtar Basri No. 3 Medan 20231 Telp. (061) 6622400 Ext. 22, 23, 30  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari Sabtu Tanggal 19 Bulan Februari 2022 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Indah Rahmandari  
 NPM : 1702050013  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Translation Quality Assurance (TQA) on The Students' Academic Text Translation

No.	Argument/Komentar/Saran
BAB I	- Rearrange the idear coherently & cohesively - Support the statements with references
BAB II	- Provide the theories of translation challenges & positive
BAB III	- Revise based on the suggestions
LAINNYA	- Add more references (journals)
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

**Dosen Pembahas**

  
**Pirman Ginting, S.Pd, M.Hum**

**Dosen Pembimbing**

  
**Yusriati, S.S, M.Hum**

**Ketua**

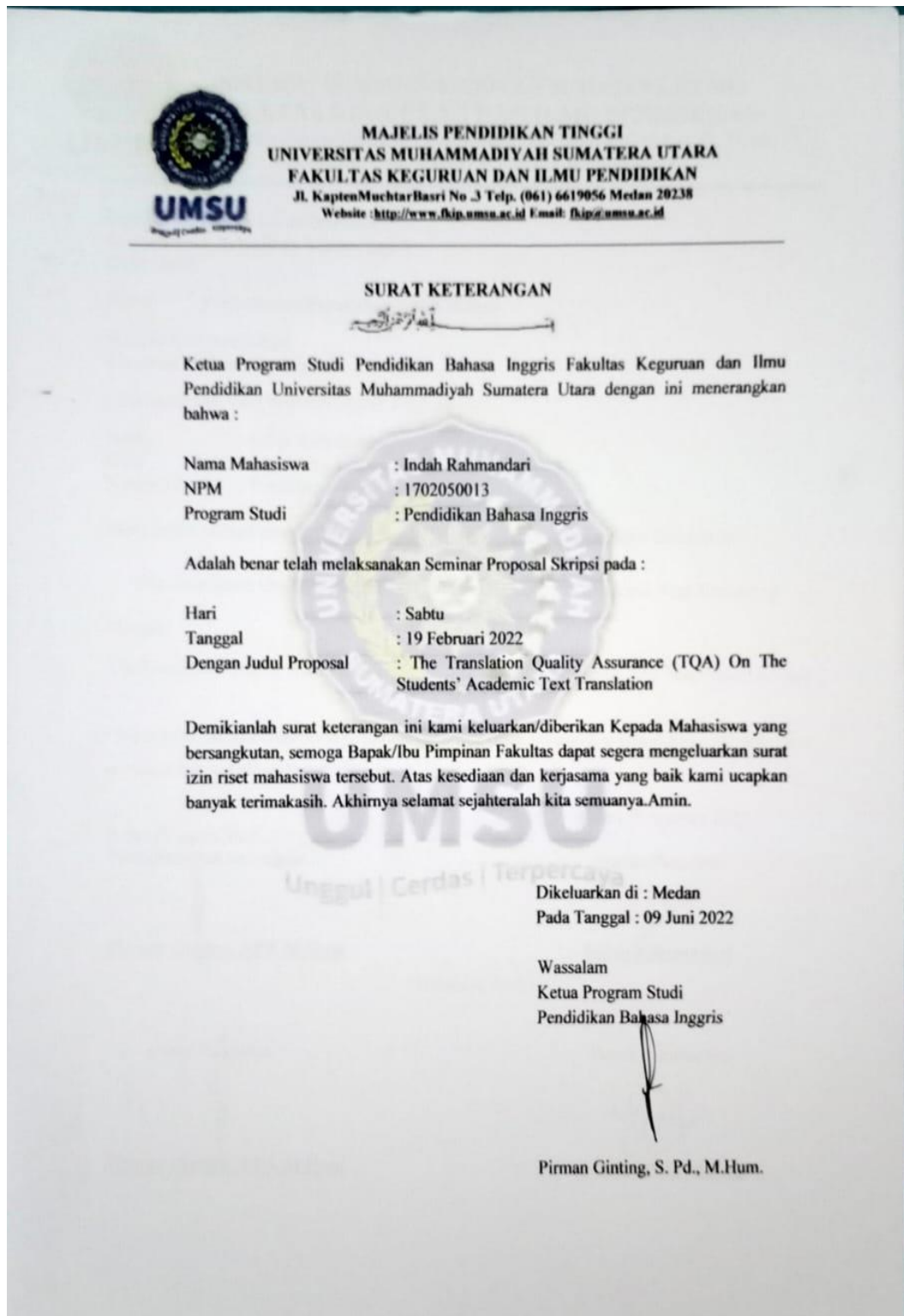
  
**Pirman Ginting, S.Pd, M.Hum**

**Panitia Pelaksana**

**Sekretaris**

  
**Rita Harisma, S.Pd., M.Hum**

Appendix 39. Berita Acara Seminar Proposal



Appendix 40. Surat Keterangan Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238  
 Website :<http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**PENGESAHAN PROPOSAL**

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata - I bagi :


Nama Lengkap	: Indah Rahmandari
NPM	: 1702050013
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Translation Quality Assurance (TQA) On The Students' Academic Text Translation

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

<p>Diketahui/Disetujui Oleh Ketua Program Studi</p>  <p>Pirman Ginting, S. Pd., M. Hum</p>	<p>Dosen Pembimbing</p>  <p>Yusriati SS., M. Hum</p>
---	---

Appendix 41. Lembar Pengesahan Proposal


**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

Kepada: Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Indah Rahmandari  
 NPM : 1702050013  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagaimana tercantum dibawah ini:

The Translation Quality Assurance (TQA) On The Students' Academic Text Translation

Menjadi:


The Translation Quality Assurance (TQA) On The Students' Academic Text Translation: A Case Study Of EFL Learners

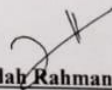
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 Agustus 2022

Ketua Program Studi  
 Pendidikan Bahasa Inggris

Hormat Pemohon


  
Pirman Ginting, S.Pd, M.Hum

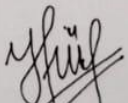
  
Indah Rahmandari

Diketahui Oleh :

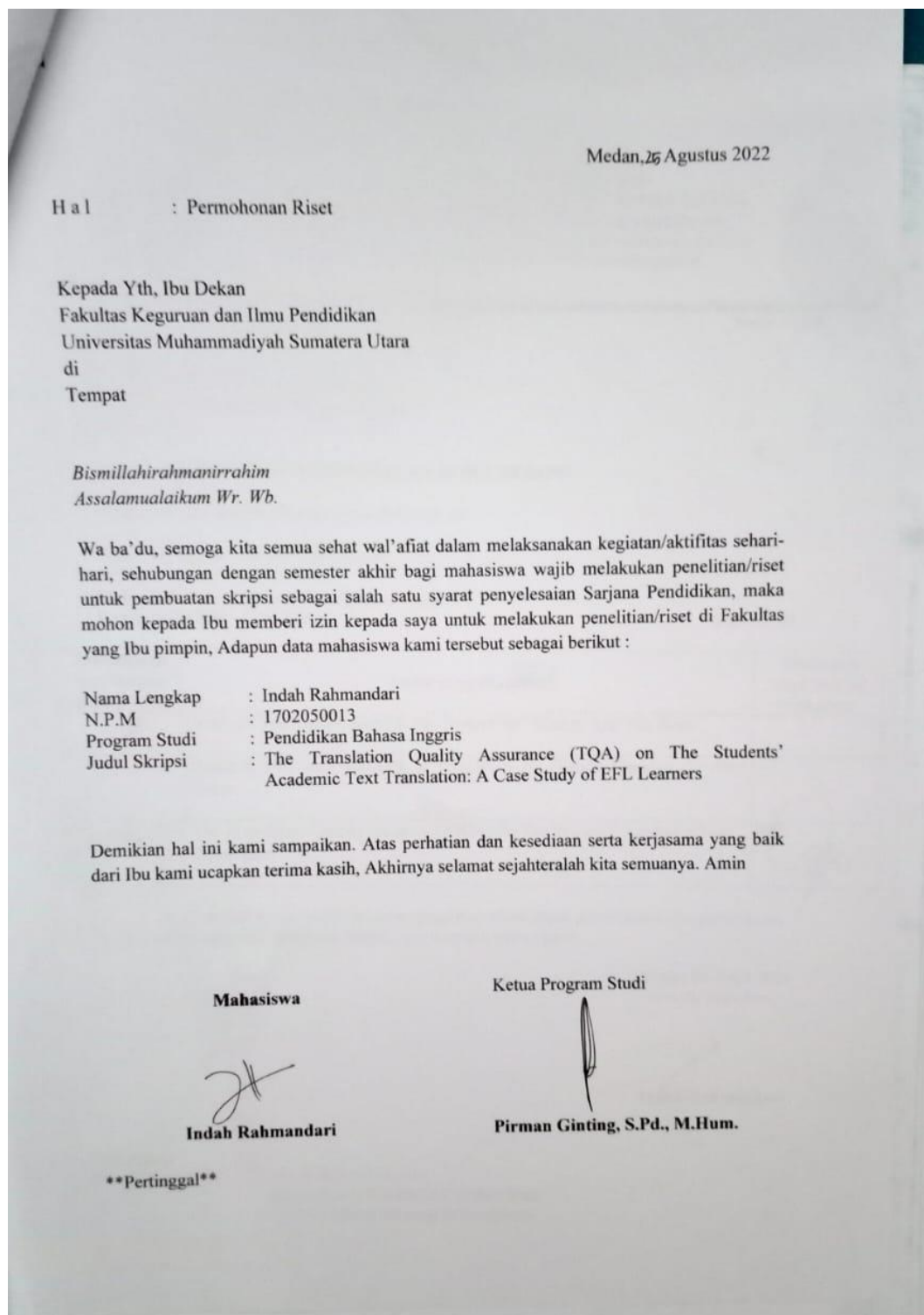
Dosen Pembahas

Dosen Pembimbing


  
Pirman Ginting, S.Pd, M.Hum

  
Yusriati, S.S., M.Hum

Appendix 42. Surat Permohonan Perubahan Judul Skripsi



Appendix 43. Surat Permohonan Riset



**UMSU**  
Unggul | Cerdas | Terpercaya  
Bila menjabah surat ini, agar disebutkan nomor dan Tanggal

**MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061 6622400  
Website : <http://www.umsu.ac.id> E-mail : [rektor@umsu.ac.id](mailto:rektor@umsu.ac.id)  
Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

---

**SURAT IZIN RISET**  
**Nomor: 1771/SI/IL3-AU/UMSU-02/D/2022**


*Bismillahirrahmanirrahim*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 12 Agustus s.d 12 September 2022 kepada :

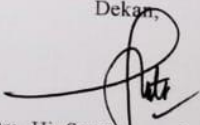
Nama : Indah Rahmandari  
NIDN : 1702050013  
Program Studi : Pendidikan Bahasa Inggris  
Judul : **The Translation Quality Assurance (TQA) on The Students' Academic Text Translation A Case Study of EFL Learners.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 25 Agustus 2022




Dekan,



Dra. Hj. Syamsiyurnita, M.Pd

Cc. Peringgal.



Appendix 44. Surat Izin Riset



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh  
Saya yang bertandatangan di bawah ini :

Nama Mahasiswa : Indah Rahmandari  
NPM : 1702050013  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Translation Quality Assurance (TQA) On The Students'  
Academic Text Translation: A Case Of EFL Learners

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 16 Mei 2023

Hormat saya,  
Yang membuat pernyataan



(Indah Rahmandari)

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris *drk*

*drk*

Pirman Ginting, S.Pd.,M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No.3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Indah Rahmandari  
NPM : 1702050013  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Translation Quality Assurance (TQA) On The Students' Academic Text Translation: A Case Study Of EFL Learners

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17 Januari 2023	Chapter I, Chapter III and Chapter IV	<i>Mg</i>
17 Februari 2023	Chapter I, Chapter III, and Chapter IV	<i>Mg</i>
02 Maret 2023	Chapter I and Chapter IV	<i>Mg</i>
10 April 2023	Abstract, change the sentences into past tense	<i>Mg</i>
09 Mei 2023	ACC	<i>all for the exam</i>

Diketahui/Disetujui

Ketua Prodi Pendidikan Bahasa Inggris *[Signature]*

*[Signature]*

Pirman Ginting, S.Pd., M.Hum

Medan, 09 Mei 2023

Dosen Pembimbing

*[Signature]*

Yusriati, S.S., M.Hum



  
**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**PERPUSTAKAAN**  
 Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 0003/VI/2018  
 Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567  
 NPT. 127130201066003 • <http://perpustakaan.umsu.ac.id> • [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) • [perpustakaan.umsu.ac.id](http://perpustakaan.umsu.ac.id)

**SURAT KETERANGAN**  
 Nomor : 970 / KET/IL3-AU /UMSU-P/M/2023



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Indah Rahmandari  
**NIM** : 1702050013  
**Univ./Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 23 Dzulqaidah 1444 H  
 12 Juni 2023 M

  
 Muhammad Arifin, S.Pd, M.Pd

Appendix 47. Surat Keterangan Bebas Pustaka

## Curriculum Vitae

### 1. Biodata Pribadi

Nama	: Indah Rahmandari
Jenis Kelamin	: Perempuan
Tempat/Tanggal Lahir	: Medan/02 Januari 2000
Kebangsaan	: Indonesia
Status	: Belum Menikah
Agama	: Islam
Nama Ayah	: Muhammad Abdul Rahman
Nama Ibu	: Tatik Kuswandari
Alamat	: Marelan VII Jl. Terusan II Gg. Lestari No. 14 B
No. Hp	: 0878-9778-0128
E-mail	: indahrahmandari@gmail.com

### 2. Riwayat Pendidikan

SD	: Chandra Kumala School SD Muhammadiyah 02
SMP	: MTs Pesantren Modern Muhammadiyah Kwala Madu Langkat
SMA	: MA Pesantren Modern Muhammadiyah Kwala Madu Langkat