

**AN ANALYSIS OF EFL STUDENTS' ABILITY  
IN TRANSLATING ABSTRACT TEXT AT  
THE ENGLISH DEPARTMENT OF  
UIN FATMAWATI SUKARNO  
BENGKULU**

**THESIS**

Submitted as a partial requirements for the degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno Bengkulu



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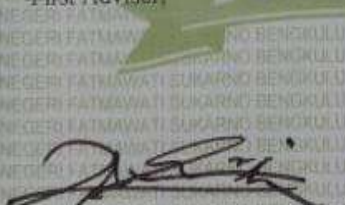
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### RATIFICATION

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## **MOTTO**

**“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.”**

**(Q.S. Al-Insyirah: 5-6)**

**“... I have never been disappointed in my prayer to You, My Lord.”**

**(Q.S. Maryam: 4)**

**“If there is one thing does not go on your plan, please do not stop. You never know in which moment the magic will come.”**

**(Ega Rizki Ardia)**

## DEDICATION

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Peace be upon to Prophet Muhammad SAW, his family and friends who guide us from darkness era to lightning era. I am proudly dedicated this thesis to :

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## PRONOUNCEMENT

Name : Ega Rizki Ardia  
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I hereby sincerely state that the thesis titled “**An Analysis of EFL Students’ Ability in Translating Abstract Text at the English Department of UIN Fatmawati Sukarno Bengkulu**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hope this thesis is useful for the researcher in particular and the readers in general.

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## ABSTRACT

**Ega Rizki Ardia. 1811230076. An Analysis of EFL Students' Ability in Translating Abstract Text at the English Department of UIN Fatmawati Sukarno Bengkulu. Thesis: Study Program of English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu.**

**Advisor: 1. M. Arif Rahman Hakim, Ph.D 2. Pebri Prandika Putra, M.Hum**

The research aimed to find out the EFL students' mastery level and acceptability in translation abstract text. The researcher applied qualitative descriptive by employing test to collecting the data. The sample was fourth semester students of English Education Study Program which consisted of 24 students who selected regarding purposive sampling. In analyzing the data, the researcher used translation assessment by Newmark and Nababan. The results show that the mastery level of students' ability in translating abstract text were eleven students' mastery level is excellent, nine students gained good level, and also four students obtained fair level, while no one students obtained poor level. Therefore, the mastery level of students' ability in translating abstract text is generally categorized good. Meanwhile, the results of acceptability in the findings of translation abstract text showed that the highest in acceptable score was student 11 scored 27 and the lowest in acceptable score were student student 15, 18, and 23 scored 6. Moreover, after calculated the total score of the acceptability, the students' ability in translating abstract is generally acceptable.

**Keywords : *students' ability, translation, abstract text***

## ABSTRAK

**Ega Rizki Ardia. 1811230076. An Analysis of EFL Students' Ability in Translating Abstract Text at the English Department of UIN Fatmawati Sukarno Bengkulu. Thesis: Study Program of English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu.**

**Advisor: 1. M. Arif Rahman Hakim, Ph.D 2. Pebri Prandika Putra, M.Hum**

Penelitian ini bertujuan untuk mengetahui tingkat penguasaan mahasiswa dan keberterimaan dalam hasil penerjemahan teks abstrak. Peneliti menerapkan metode deskriptif kualitatif dengan menggunakan tes untuk mengumpulkan data. Sampel penelitian ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris yang terdiri dari 24 mahasiswa yang dipilih secara *purposive sampling*. Dalam menganalisis data, peneliti menggunakan penilaian terjemahan oleh Newmark dan Nababan. Hasil penelitian menunjukkan bahwa tingkat penguasaan siswa dalam menerjemahkan teks abstrak terdapat sebelas siswa dengan tingkat penguasaan sangat baik, sembilan siswa memperoleh tingkat baik, dan empat siswa lainnya memperoleh tingkat sedang, sedangkan tidak ada satu siswa yang memperoleh tingkat buruk. Oleh karena itu, tingkat penguasaan kemampuan siswa dalam menerjemahkan teks abstrak secara umum dikategorikan baik. Sementara itu, temuan keberterimaan dalam hasil terjemahan teks abstrak menunjukkan bahwa nilai tertinggi dalam keberterimaan adalah siswa 11 dengan nilai 27 dan terendah pada siswa 15, 18, dan 23 dengan nilai 6. Oleh karena itu, setelah dihitung total skor keberterimaan, kemampuan siswa dalam menerjemahkan abstrak secara umum adalah dapat diterima..

**Kata kunci : kemampuan siswa, terjemahan, teks abstrak.**

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

One of the most essential aspect in human interaction is language. Since it serves as a communication tool, people can express their ideas, opinions, and desires in written or oral way. Language becomes an identity for a nation, in other words, language cannot be divorced from culture, and it reflects the attitude of people of the language. It is apparent that each country has its own various languages, but as knowledge and technology grown. According to (Lee McKay, 2010) defined that today, English is strongly intertwined to globalisation and is deeply influenced by all of its associated activities. Therefore, English becomes the language that most used by people in this over the world. In this globalization era, communication and information have increased in a variety of language, especially in



English. It can be an issue for certain people who may not master other languages. In line with this, translation is needed to transfer the information from the foreign language to the primary language.

Translationundeniably has an essential role nowadays. It can acquiring knowledge or information that comes from two language systems, the source language (SL) to the target language (TL). It can make people of different languages communicated and understand a lot of things including in education, history, social life, politics, technology, religion, medicine, arts, business & economics, biography, and autobiography, etc. However, at the period of Prophet Muhammad SAW, there was an intelligent person named Zaid bin Tsabit, he is a friend of prophet who was instructed to learn many languages and translate messages into languages other than Arabic. Therefore, the prophet can send a letter containing the delivery of Islam to the Jews, Suryani, Egyptian,

Persianst, etc (Supriatin, 2020). Moreover, Muhammad Marmaduke Pickthall, a convert from England who published a translation of the Qur'an into English with the title "The Meaning of the Glorious Koran" in 1930. This monumental work is very helpful for thousands of Muslims as well as other people who want to learn the Koran since it is understood (Damhuri, 2020). In conclusion, translation has contributed a significant part in each period of time to develop knowledge in the fields of education, technology, and religion.

According to Newmark in (Nugraha et al., 2017), translation is commonly understood to be the process of converting text or other content from one language into another. The main goal of the translation is not just translating words, but also seeking for cultural meaning equivalency so that the source and target languages might have comparable meanings. Translation has made it easier for individuals to know and comprehend the contents of

information sources such as books, articles, documents, novels, and other materials from other countries (Harjanti, 2020).

Based on Larson in (Cholis & Anggani Linggar Barati, 2022), identify that translation is composed of the lexicon, grammatical structure, communication situation, and cultural context knowledge, elaborating the source to define its meaning, and then arranging this same meaning by applying the lexicon and grammatical structure that are suitable in the receptor language and its cultural context.

Translation is very important in education area. It can become a medium that can help students boost the new insight and understand each other languages and cultures. In addition, translation is an intriguing subject not just for professional and amateur translators, but also for students. If the students can translate well, they will gain knowledge, develop their abilities, and become more open-minded. The ability to translate is critical since it

can assist students understand texts such as an article, journal, essay, or textbook. They can then generate fresh discoveries and ideas in a creative manner (Irianto et al., 2019)

Every translator definitely found some difficulties with the target language as follows, vocabulary, feature, vocabulary, and culture. Therefore, translation becomes one of the subject in some universities to improve their ability and capability in translating. By mastering translation, they may translate the English into Indonesian in an excellent level. There are several types of text that can be translated, one of them is abstract text.

Abstract texts are sometimes written in two languages, from the source language to the target language. It is done so that readers all over the world can comprehend the meaning of a summary derived from an abstract text. Abstract texts are common to find, the content such as thesis, dissertation, scientific paper,

report, journal, etc always begin with an abstract. An abstract is the most important point which contained the outline of a paper that can guide readers to understand its full content. It is a short summary of a research journal, thesis, or review that is frequently used to assist the reader in rapidly determining the goal of the publication. Instead of a full paper, an abstract might be used as a stand-alone document. The average length of an abstract is 100 to 500 words, but it barely exceeds a page. The abstract's objective is to provide readers with a broad overview of the thesis or article (Fitria, 2018).

In academic area, learning translation as one of the language elements is very important for students, especially in high level education. As a part of discipline, translation is taught to students in the some universities over the world, including Indonesia. In this situation, according to (Nordquist, 2020), non-native speakers which learn English in countires where English is not the

dominant language called English as a Foreign Language (EFL) students. It since in Indonesia English is not the first language but a foreign language, it can be said that students those who study and learn English are EFL students. In this context, students of English Education Study Program in UIN Fatmawati Sukarno Bengkulu at fourth semester are including EFL students who were taken the Translation as the subject.

After learning translation, students are supposed to know about translation theories and they are also expected to have enough skills in translation from English into Indonesia and vice versa. It can become a medium that can help students boost the new insight and understand each other languages and cultures. However, sometimes it often does not guarantee the mastery level and acceptability of students in translating a text to be equivalence with the target language. In other word, during translation practice from English to Indonesia, the

EFL students usually make numerous errors in several areas. It since, translating process is very crucial and difficult to do. In fact, translation is more than just transferring the meaning of a word or sentence from the source language to the target language; it must also be founded on fact and logic to identify the true meaning, such as the situational context, linguistic context, and cultural context.

In line with this, there are some errors discovered such as the acceptability of translation. It is related to the result of the translation employed between the source language and the target language, which is sometimes not appropriate. According to Larson in (Novianti, 2012) a text is acceptable if it is conveyed in the natural form of the target language. (Nuraeni et al., 2016) stated that language is considered acceptable as part of a culture if it achieves a natural expression. As a result, acceptability signifies a translated text that is relevant and accepted by

the reader. It is accomplished by determining what is culturally suitable for the target audience and transmitting that in the translation while retaining the original text's tone, context, and meaning. Acceptability relates to whether or not a translation has been conveyed in line with the rules, conventions, and culture that apply in the target language, both at the micro- and macro-level.

In this study, the researcher employs abstract text since it uses particular terms linked to the theme of the text. Moreover, the abstract text is required as a guide to understanding the summary or context of the research. In this research, the abstract were taken from international journal untitled "The Effects of Online Learning on EFL Students' Academic Achievement during Coronavirus Disease Pandemic" by Camacho, Escudero, Villacís, & Varela. The reason researcher choose this abstract because this journal has been indexed 13 and Scopus Q3, therefore it deserves to be used as a research instrument. Besides



that, the discussion in the abstract covers the field of education and the vocabularies still familiar to translate. The researcher will conducted the study at TBI A class fourth semester of UIN Fatmawati Sukarno Bengkulu. There are 24 students were involved to the test of translating the abstract text from English to Indonesian.

The reason researcher conducted the study at this place because as at this semester the students are taking and learning Translation subject, therefore the researcher want to measure the students' ability in translation. After that, the A class are fullfil the criteria to do the research, hence the researcher want to show the detail data of students' ability and find out the common error in translating.

Based on the previous phenomenoms,the researcher is interested to analyzed themastery level and the acceptabillity found in journal abstract translating by students of English Education Study Program at fourth

semester, Tarbiyah and Tadris Faculty of UIN Fatmawati Sukarno Bengkulu from English into Indonesia year 2021/2022.

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

Based on the explanation of the background, the researcher formulates problems as follow:

1. The students have less of vocabulary and weakness in grammatical structure
2. The students have difficulty equivalent the meaning from the source language to the target language
3. There are many unfamiliar and too scientific vocabularies that make the translation process challenging for students
4. The students still translate the source language to the target language word to word causing the ambiguity and deviation of meaning

5. The result usually unsatisfactory since it is not in line with the relevant phares, structure, norms, and culture of target language
6. Some students have tendency to depend on using Google Translate instead of translating manually. Either in an urgent or non-urgent situation.

### **C. Limitation of The Problem**

Based on the background of the study, the researcher limits the problems in this research as follows:

1. This research focuses on phenomenon of students abilities in translating abstract text.
2. This research limits the problem of English Education Department students at fourth semester of UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022 that influencing the acceptability in abstract text translation.

#### **D. Research Question**

Based on the background and limitation of the study, the research question can be stated as follows:

- a. How is the mastery level of students' ability in translating abstract text of English Education Department at fourth semester of UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022?
- b. How is the acceptability in abstract text translation by students of English Education Department at fourth semester of UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022?

#### **E. Research Objective**

Based on the research problem about formulation of the problem and the limitation of the problem mentioned above, objective of the research are:

- a. To investigate how is the mastery level of students' ability in translating abstract text of English Education

Department at fourth semester of UIN Fatmawati  
Sukarno Bengkulu in the academic year 2021/2022

- b. To investigate how is the acceptability in abstract text translation by students of English Education Department at fourth semester of UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022

#### **F. Significance of The Research**

The finding of this study are intended to provide as following :

- 1) Theoretical benefits

The result of research is expected to increase the additional knowledge in teaching learning process especially for teaching translation.

- 2) Partical benefits

- a. The result of this study is intended to be one consideration information for English lecturers in applying any strategy of teaching English, especially translation.

- b. The result of this study can help and motivate students in understanding about mastery level and acceptability especially in translating abstract text.
- c. The findings of this study can be utilized as a guide and can be useful for other researchers interested in doing mastery level and acceptability in translating research.

## **G. Definition of Key Terms**

### **1. Translation**

Translation is basically the process of changing the form of a language into another. Language's form consists of actual words, phrases, clauses, sentences, paragraphs, and so on, both spoken or written. The surface structure of a language refers to these forms. The form of the source language is substituted to the target language during translation (Cholis & Anggani Linggar Barati, 2022).

### **2. Abstract Text**

An abstract is a brief summary of the major points of a scientific work. Day in (Fitria, 2018) stated that an abstract is a condensed version of the paper. An abstract allows the writer/translator to keep up with the vast amount of scientific material. It appears at the beginning of a research article, thesis, review, conference proceeding or any in-depth investigation of a certain issue that is frequently used to assist readers in rapidly understanding the aim of paper.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Translation**

##### **1. Definition of Translation**

Translation is generally understood by replacing the meaning of a text in one language to another language. However, translation process is a tricky condition for translators to deal with. Since, it should recreate the full text organically, seamlessly, and as near to the original as feasible in the target text, and should cover all dimensions of the source text, including linguistic organization, culture, points, time, aims, and style. The task of translating entails dealing with two different languages, the source text (SL) is the text to be translated, and the target language (TL) is the language into which it will be translated. Moreover, every expert has a different version of the definition of



translation, it since various their own ideas or beliefs regarding translation may differ.

According to Setiawan in (Febryanto et al., 2021), translation is an effort to get the meaning/message of source language in order to transfer the substance to target language. Translation is not a simple task, it requires complete concentrated and mastering English. Therefore, there are several components to English that must be learned (Andriani, 2020). According to Nida & Taber in (Fitria, 2018) examined that translating is reproducing a natural and closest equivalent of the source language message (SL) into the target language (TL), the first of which relates to meaning and the second relates to style. This definition appears to be flexible in its interpretation of the concept of translation. In this situation, the important thing is that the message from the source text

is conveyed to the target text flexibly. It has a natural equivalent in terms of meaning and style.

In a similar context, Nida and Taber in (Yesi, Juniardi, 2021) defined that translation process contains three steps as follows, (1) The link between grammar and word meaning is examined in terms of linguistic structure, (2) The translation of content that has been examined in the translator's mind from the source language to the target language, (3) The analyzed material is reorganized into a final meaning that can be understood in the target language.

Translation is a practice that enhances students' understanding of the similarities and variations in the grammatical structures of the source and destination languages. The differences in grammatical structures between the source and target languages typically result in some kind of meaning transformation during the translation process. A translator must comprehend

both the structure of the source and target languages since translation entails not only different word choices but also various grammatical structures (Andriani, 2020). The translator must understand the aim of the source text by the author. Hence, The translator serves as a link in the inner rope between the original author and the intended recipient of the communication in the target language.

In this case, (Cholis & Anggani Linggar Barati, 2022) stated that the meaning of the source language is transferred to the receptor language through translation. This is performed by transitioning from the first language's form to the second language's form utilizing semantic structure. It is the meaning that is communicated and must be maintained. In this definition, it emphasizes the fullness and coherence of language form and meaning structure in this concept. This is a package capable of conveying understanding in the

form of meaning contained by the source language, which must be suitably converted to the target language.

Translation should consider several limitations, including the context, the rules of grammar, writing conventions, idioms, as well as other matters between the two languages. Actually, the purpose of the translation is very varies, depending on the translator whether for customers who want to use the services of a translator or further to contribute about the contents of the translation itself. The main purpose is to ease the readers who are not understands the source language.

According to several translation experts, translation is more than just changing the form; it is also a process of transferring message or meaning from source language (SL) to target language (TL). The most crucial aspect of translation is determining how to discover equivalent message in source language (SL) to

target language (TL). It is challenging since every language has its own grammatical structure and means of expressing certain concepts that may differ from another language. In order to keep the naturalness of the target language in the target text, the translator must consider the source language's style, context, grammatical rules, writing norms, idioms, and other differences between the two languages. Thus, the target readers could easily comprehend the text's content.

## **2. Type of Translation**

According to Newmark in (Hoed, 2006) there are four types of ways to analyze translation based on its nature. By classifying the ways of assessing translations into these four types, it is hoped that we will obtain guidelines in conducting assessments. The four types of ways to assess the translation are : Translation as a science, a craft, an art, and a taste.

a. Translation as a Science

We can look at it from a pure linguistic perspective, which means the results can be classified as true or false based on linguistic criteria. For instance, *Uncle Tom's Cabin* can be translated as *Kabin Paman Tom*. This is not a “relative” mistake since cabin here means *gubug* or *pondok*, while *kabin* in Indonesian means “room on the ship” or “part of the airplane where the passengers are”. As a result, this kind of error is “absolute”. Another example :

(1a) Passengers can enjoy a *comfortableride* from the airport to any hotel *in the city*.

(1b) Para penumpang dapat menikmati *perjalananyangmenyenangkan* dari bandar udara ke seriap hotel di dalam kota.

Some parts of the text (1b) are translated by taking into account the context in order to be regarded as

equivalent words/phrases in (1a) (see words in italics).

- *comfortable ride* : perjalanan yang menyenangkan

- *in the city* : di (dalam) kota

However, the word *setiaphotel* in (1b) cannot be claimed to be the accurate translation of *anyhotel* in (1a), because *any hotel* must be translated with *hotel mana pun* or *hotel apa pun* in this context.

In this case, we can discuss about “correct vs incorret”. However, in the following case, we are more concerned with the notion of “good vs bad” translation.

#### b. Translation as a Craft

In this case, the translation is seen as the results of a trick, namely the translation effort to achieve a suitable equivalent and satisfy the feature of fairness in target language. Language engineering

becomes important, and can result in far deviating and formal alignment. As an example from Newmark (1988: 224), consider the following text:

- Why can translating be enjoyable and satisfying? First, because you are explaining something
- *Mengapa penerjemahan dapat memberikan kenikmatan dan kepuasan? Pertama, karena Anda menjelaskan sesuatu, or*
- *Mengapa penerjemahan dapat memberikan kesenangan dan kepuasan kepada kita? Pertama, karena dengan menerjemahkan kita sebenarnya menerangkan sesuatu*

The two translated versions above (and possibly other versions) must be seen as trick to obtain results that are not only comparable, but also read as a suitable (target) text in Indonesian. We can



still decide which of the several translations is better.

c. Translation as an Art

It concerns about aesthetic translation, if translation is more than just transferring messages, but also about "contextual re-creation," which is common in literary translations or lyrical writings. For instance, Shakespeare's phrase "*To be or not to be*" which some translators have not translated into Indonesian becomes *Ada or tiada*. According to them, the well-known phrase among literary enthusiasts should not be translated because it means more than what is written. Through Shakespeare, the entire expression is the face and soul of Hamlet. This is referred to as decentring in translation theory. We need to talk about "*good-bad*", not "*right-wrong*" anymore.

#### d. Translation as Taste

This refers to the selection of a personal translation, that is, the selection of a translation based on aesthetic considerations. For example, the word however can be translated with *Namun*, or but depending on the translator's preference. More examples could be given, but the examples above demonstrate how the choice of equivalence is based solely on the translator's personal taste in language. The difference between it and aesthetic translation is that it is not required to be based on aesthetic criteria. The issue of "*good and bad*" is more prominent here, and it has a strong subjective color.

### 3. Translation Process

In translating a text, the translator must go through a few steps to ensure that the translation is accurate and consistent with the original. According to

Nababan in (Sigalingging, 2017) the translation process can be described as a sequence of activities carried out by a translator when transmits a message from one language to another. The Advanced Learner's Dictionary of Current English defines process as a "series of procedures conducted with purpose." It denotes that a succession of acts is being carried out on purpose. It is also formed by a process, which includes translations. As a result, the translation process is a series of acts that involves moving a message from the source language to the target language.

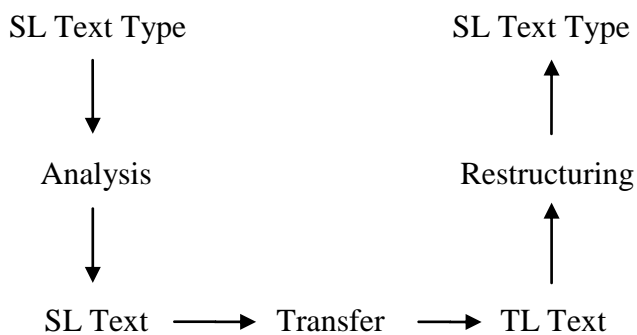
The translation process consists of three steps, namely analysis of source language (SL), transferring, and restructuring. According to Nida and Taber in (Novianti, 2012) the translation process is divided into three stages: 1) analysis, 2) transfer, and 3) restructuring.

It is possible to explain it as follows:

- 1) Analysis is the surface structure is examined in terms of grammatical relationships and the meaning of individual words and word combinations. The translator attempts to find meaning at this stage by researching the source material in both form and substance. The translator attempts to comprehend and record the SL text messages. In this stage of analysis, the translator's mastery and awareness of the SL structure and system (particularly semantics and syntax), the context of the circumstance and culture, as well as general knowledge, is extremely beneficial. This stage is also known as the reading text stage because the translator is required to read the source language material in its entirety, implying that the reader must read the foreign language text from start to finish. This is done to improve knowledge of the foreign language system to be translated (Putra, 2017).

- 2) Transfer is the studied material is transferred from language A to language B in the translator's head. The transfer stage involves replacing the pieces of the source language (SL) text with the equivalent target language(TL) text in order to acquire the identical meaning or, at the very least, the closest one. This transfer stage, also known as the prediction stage or the estimation stage, occurs after translators have read the entire text (analysis) and are confronted with a slightly complicated situation in which they must begin to see where the translation difficulties they encounter in the text they translate are located. The issue they may confront is translating words they have recently encountered or difficult-to-translate terminology (Putra, 2017).
- 3) Restructuring is the process of reorganizing conveyed material in order to make the final message entirely acceptable in the target language. This stage findings

with the rules and concepts of the TL readers in the most natural language possible. At this level, the translator is required to be able to provide translation nuances in such a way that the reader does not feel as though they are reading a translated work. In this stage, the translator begins translating the source language material into the target language. A translator's difficult task is to avoid translation rigidity, sometimes known as translationese (Putra, 2017).



*Diagram 1.1 Translation Process by Nida and Taber*

(1974)

#### **4. Acceptability of Translation**

As mentioned above, translation is not only transferring the meaning from the word in the source language into the target language, but the message contained must be based on fact and logic to discover the real meaning, such as the context in the situation, linguistic context, and cultural context. Moreover, the task of translator should consider several limitations, including the context, the rules of grammar, writing conventions, idioms, as well as other matters between the two languages.

Acceptance refers to the presence and naturalness of the translated content in target language (TL) in line with the regulations and norms of the language of target language readers. The naturalness of the translation text will have an effect on the elements of the translated text. According to Larson in (Cholis & Anggani Linggar Barati, 2022), naturalness is

particularly crucial in determining whether the form and style of the translation are natural and acceptable enough to be considered a good translation. He also provides a list of people who are qualified to test the translation.

According to (Umam, 2018), acceptability of translation results is a process related to the ability to transfer meaning from one language to another. Acceptability in translation is important to produce a good translation. The meaning contained in the source text must be acceptable when translated into the target text, both at the level of meaning and at the level of its form. Ideally, before translating, a translator needs to know for whom (audience design) and for what purpose (needs analysis) he is translating. This process is one of the steps that cannot be ignored in carrying out translation so that he can determine the method, procedure and ideology of translation to be used.



Larson in (Novianti, 2012), defined the following requirements for an acceptable translation:

- 1) Utilizes the normal language forms of the target language;
- 2) The same message is communicated to the target language readers as it was to the source language readers;
- 3) Maintains the original language text's dynamics

In short, the translation must adhere to locally approved criteria, such as linguistic style, whether slang is used or not, and even multimeaning words in some cultures. Acceptability is essential in order to generate the best translation possible that is appropriate for the intended reader. It is less concerned with correctness and more concerned with dynamic equivalency.

## **5. Teaching-Learning Process of Translation**

Translation has been learned by many learners in many different countries including Indonesia through formal classes. It is taught in Indonesian as well as universities/courses. In translation, there a method whic called Grammar Translation Method (GTM). According to (Lestary, 2019)Grammar Translation Method Grammar Translation Method is a foreign language teaching system based on classical (or traditional) ways of teaching Greek and Latin. In this method, teachers typically require students to translate entire texts word for word as well as recall grammatical rules, exceptions, and groupings of terms. The practice of reading and translating material is central to this strategy.This method considers translation to be essential for foreign language teaching and learning. However, it is now stated that this method is no longer used in foreign language teaching and learning.

In this case, (Adiwijaya, 2017) defined that English Education Department of STKIP Suar Bangli revised the curriculum and adopted the new method of university-level education in Indonesia. One of the changes is the reclassification the courses. It divided into two categories, content-based courses and skill-based courses. Translation/interpreting I is a skill-based course that teachers not only theory but also the skill of translating and interpreting. As a result, the information and activities used in the teaching learning process should focus on improving students' ability to translate and understand.

The goal of project-based learning is to provide students the opportunity to practice their translation and interpreting skills. The majority of the meetings were designed to put students' translating and interpreting skills to the test. The students were working on projects such as translating documents and

interpreting real-life presentations as part of their project-based learning. It was discovered that project based learning was proven to be advantageous to students' learning in the translation/interpreting I course. This strategy was successful in enhancing pupils' achievement, as evidenced by their final score.

In line with this, (Apandi & Afiah, 2019) stated that the use of project based learning in translation class. Project-based learning is a strategy or approach to innovative learning that stresses contextual learning through complicated activities. Learning focuses on the concepts and essential principles of a discipline of study, engaging students in problem solving and other related activities, allowing students to work autonomously to develop their own knowledge, and allowing students to generate products at the end of learning. In this task, students will explore, assess, interpret, and synthesize information in this activity to

achieve a variety of learning outcomes (knowledge, skills, and attitudes).

In addition,(Jafari, 2013)explained that there are three methods in teaching process of translation, as following:

- a. The transmissionist approach, the typical product- and teacher-centered approach in which each student is given a text to translate and read in class. In this system, the final solution is provided by the instructor.
- b. Transactional approach, based on group learning and emphasizes teamwork and communication, but the final answer is delivered by the instructor.
- c. Transformational approach, based on learning, student-centered, and connects to group learning and the discovery of the learning process under the leadership of the instructor. A link is established

between classroom activity and translations performed outside of the university setting.

## **B. Abstract**

### **1. Definition of Abstract**

An abstract is a brief overview of a study or experiment. It should be brief (under 200 word) (Fitria, 2020). An abstract is an essential component of a scientific publication. An abstract is a short summary, commonly consists of 100 to 200 words in a document as follows a research paper, a journal, an article, a thesis, a review, a conference proceeding, or another academic or legal document.

Abstracts from all over the world are read by a large number of professionals. These abstracts from around the world are written in a variety of languages. The author normally translates the abstract from the source language into target language to make it easier for professionals to read and understand them. In regard

to this study, the author examines several thesis abstracts authored by students at the Islamic University Sultan Thaha Saifuddin Jambi in two languages, English and Bahasa Indonesia. The abstracts are written in Bahasa Indonesia and then translated into English.

The first step in translating abstracts is to transfer information from the source language to the target language, and then it should provide equal material so that readers can comprehend and decide whether they need to read the complete text. An abstract is always included at the beginning of a manuscript or typescript, serving as the starting point for any given academic article or patent application. Abstract consists of two types, there are descriptive and informative abstract. An abstract is a detailed citation, condensation, and summary of the key facts of theories and viewpoints presented in a book or essay.

## **2. Functions of Abstract**

An abstract is an essential component of a study. The abstract's purpose is to summarize the research study by explaining the research's purpose, experimental technique, findings, and conclusions (Fitria, 2020). The abstract is the last item that is written, yet it is the first thing that people read when they want a fast overview of the entire paper. Abstracts can help in both selection and indexing. Abstracts enable readers who are interested in the material to immediately assess whether it is relevant to their needs and whether the complete article is necessary. While indexing, most academic journal databases available through the library allow you to search for abstracts.

## **3. Type of Abstract**

Based on (Bouchrika, 2021) there are two main types of abstracts:



a. Descriptive Abstracts

A descriptive abstract explains the material contained in the article or report. It does not analyze the publication or provide conclusive conclusions or research findings. It provides essential terms or topics present throughout the article, as well as the objectives, methodology, and scope of the study. It is frequently brief and more of an outline than a thorough synopsis.

Descriptive abstract consists of a brief summary with 100 words or less. shows the sort of information found in the research paper. It makes no judgements about the work and does not disclose study results or conclusions. It does include essential terms from the text as well as the purpose, methodologies, and scope of the research. Basically, the descriptive abstract explains the research being abstracted. Some view

it as an outline rather than a summary of the information(Fitria, 2018).

b. Informative Abstracts

Nowadays, most abstracts are informative. Although they do not include actual judgments of the research, informative summaries provide more than subtle descriptions—a well-written informative summary serves as a surrogate for the research itself. The author discusses and elaborates on all main points and essential portions such as research findings, study participants, and other pertinent information. Informative abstracts are longer because they contain some important information about the research report or article. This type is not critique or evaluate a work, but rather simply describe it.

An informative abstract has the same information as a descriptive abstract (goal,

methods, scope), but it also includes the research results and conclusions, as well as the author's suggestions. The length varies by discipline, although an useful abstract is rarely more than 10% of the total length of the work. It might be substantially less in the case of a lengthy task (Fitria, 2018).

#### **4. Structure of Abstract**

According to Brownin (Fitria, 2018) an abstract is a piece of writing that typically spans 100-300 words and employed to summarize an article or research paper. It contains a lot of information in a small amount of space, therefore it has to be well-written. According (Fitria, 2018) defined an abstract is an essential component of a research study. Although the abstract is the last item written, it is the first thing people read when they want a fast synopsis of the full piece. Abstracts can help in both selection and indexing.

Abstracts enable readers who are interested in the information to quickly determine whether it is relevant to their needs and whether the entire work is required. Basically, the following information should be included in an abstract:

- 1) a clear explanation of the research paper's aim and topic
- 2) a brief overview of the research participants and materials
- 3) an explanation of the processes employed and the statistical analysis used
- 4) a synopsis of the findings and their significance for the field

### **C. Previous Studies**

The researcher observes some of the work that analyzes mastery level and acceptability in translating text before choosing this study. First study that has conducted by (Andriani, 2020) identified An Analysis of Students' Ability

in Translating Text at UPI YPTK Padang in 2019/2020 academic year VoL.7 (2), August 2020. The sample of this research was 30 students of English study program of UPI YPTK Padang. The data were collected by using test. The result of the test showed that students had different ability in translating text. In general, students' ability in translating text was categorized good. The similarity previous study with this research is both using same research method, qualitative descriptive. The previous study also focused on students ability in translating from English to Indonesia with test session. In addition, the differences from previous study the text that using in the test is the sentences which consist of passive and active sentences, noun phrase, simple present, past and future sentences, whereas this research is using abstract text.

The second study was taken by (Kurniawan, 2020) which identified The Analysis of EFL Students' Ability in Translating Text from Indonesian Into English At

Lampung State Islamic University Vol. 13 (1), 2020, 90. According to the research, UIN Raden Intan English Department students' translation abilities are excellent with 9 students (33.4%), fair with 8 students (29.6%), good with 5 students (18.5%), bad (14.5%), and practically exceptional with 1 student (3.7%). The similarity with this research is the subject of the research is university students. Moreover, the differences with this research are the methodology employed was quantitative content analysis with a research instrument is a rubric.

The third study was taken by (Yessy & Sinambela, 2018) who researched *An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade of SMKN 11 Medan*. The findings of this study demonstrated that the students can translate the analytical exposition material. From 30 samples, 25 students (83%) were able to translate the analytical text, while 5 students (17%) failed to properly translate the analytical exposition

text. The writer also analyzes the score medium of the students. Based on the Instructional System of Development Produce on SMKN 11 Medan is 70 and the score medium the students is 70,6. It means that the students are able to translate analytical exposition text in eleventh grade of SMKN 11 Medan. It can be seen from the median of students score which is higher than (KKM) which is determined in the school ( $70,6 > 70$ ). The method of previous research both are using descriptive qualitative research. Moreover, the differences between the previous research is the students translate analytical exposition text, meanwhile this research is using the abstract text.

The fourth study has been done by (Nabila, 2021) which researched the An Analysis of Student's Ability In Translating Thesis Abstract At Management Department In The Faculty of Economy University of Muhammadiyah Gresik. The goal of this study is to identify the most common mistakes made by students when translating thesis

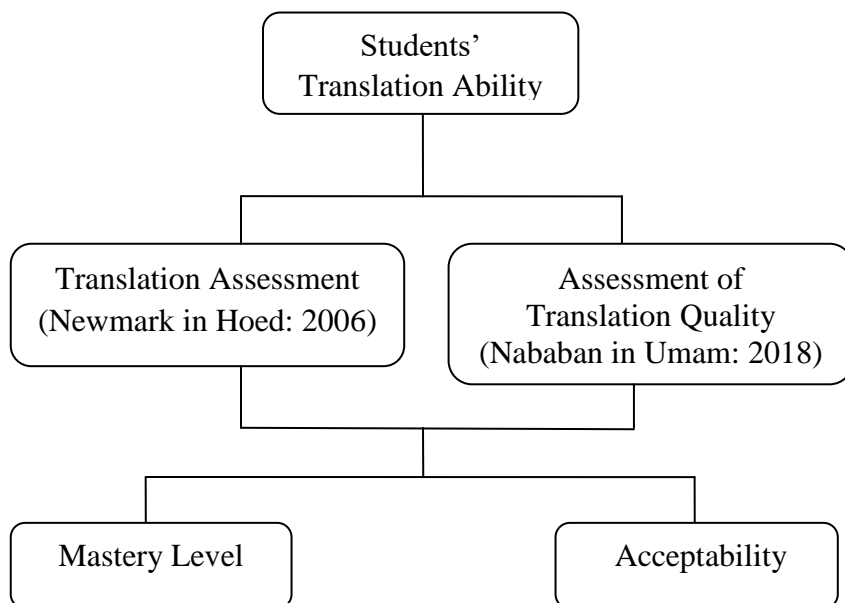
abstracts. The researcher gathered the papers and documented the errors made by the students, then compared the errors to find the most prevalent one, and lastly examined the students' translation to determine the average skill of the students in translating thesis abstracts. The results revealed that common translation errors were caused by a difference in language patterns between the source and target languages. The similarity between the previous study and this research is translating abstract text. In addition, the differences from the previous study are the method research is using document analysis and the population of the research is non English Department students.

The fifth study that has conducted by (Noviyana et al., 2017) identified Students' Ability in Translating Sentences In The Recipe Text From English Into Bahasa Indonesia. The problem raised in this research is how the level of students' ability to translate recipe text and what problems they face in translating recipe text. The purpose of



this study was to determine the level of student ability in translating and what problems were encountered in translating the recipe text. The instrument used in this research is a translation test. The results of this study found 0 (0%) of the students had good translation skills, 40 (93.02%) had poor skills, and 3 (6.97%) had poor skills. The method research that using in previous study and this research are descriptive qualitative research. Meanwhile, the differences are the sample of previous study is non English students and it using recipe text as research object.

#### D. Theoretical Framework



*Figure 1.1 Theoretical Framework*

Translation is the process of transferring the meaning, ideas, or messages of a text from one language to another. Following this procedure, various considerations are made, which are primarily connected to the correctness, clarity, and naturalness of the translation's meaning, ideas, or messages. It follows that it is critical to assess whether the

readers of the target text accept the same information as the readers of the source text (Nugraha et al., 2017).

Beside, translating ability is knowledge and comprehension of the processes involved in the act of translation, not, as is frequently misconstrued, the provision of a set of standards for achieving the perfect translation Bassnett in (Zatil Imandri et al., 2018). In this study, the researcher attempted to determine the translation ability using translation method by Newmark in (Hoed, 2006), there are four types of ways to analyze translation based on its nature. By classifying the ways of assessing translations into these four types, it is hoped that it will obtain guidelines in conducting assessments. The four types of ways to assess the translation are translation as a science, a craft, an art, and a taste.

According to (Umam, 2018), acceptability of translation results is a process related to the ability to transfer meaning from one language to another. Acceptability in

translation is important to produce a good translation. The meaning contained in the source text must be acceptable when translated into the target text, both at the level of meaning and at the level of its form. Ideally, before translating, a translator needs to know for whom (audience design) and for what purpose (needs analysis) he is translating. This process is one of the steps that cannot be ignored in carrying out translation so that he can determine the method, procedure and ideology of translation to be used.

In conducting this study, the researcher focuses on mastery level and acceptability from the result of students' translating. Mastery level is using the assessment of translation by Newmark in (Hoed, 2006) which scores are given to each group of cases (science, craft, art, and taste). Moreover, Nababan in (Prasetya et al., 2019) acceptability refers to how well a translated text matches the target culture, norms, and linguistic conventions. In general, the translation must comply to locally approved criteria, such as linguistic

style, whether slang is used or not, and even multimeaning words in some cultures. Acceptability is essential in order to generate the best translation possible that is appropriate for the intended reader. Acceptability is also concerned with dynamic equivalency rather than correctness.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher strives to explain the research implementation, which includes the research technique and the minimal level of success.

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

In conducting this study, the researcher used descriptive qualitative research. According to (John W. Creswell, 2014), qualitative research is used to study and appreciate the significance of a social or human problem that individuals or groups recognize. The researcher employed a descriptive qualitative data analysis in which reaction categories are derived directly from data segments without the use of an organizational scheme. Sugiyono in (Fadli, 2021) defined that the qualitative descriptive research method is a research method based on the philosophy of postpositivism which is commonly used to examine the condition of natural objects, where the researcher acts as a

key instrument and performs an objective description of a situation or based on facts. Descriptive research is a research to discover the result of independent variable, either one or more variables without drawing comparisons or linking to other variables.

Qualitative descriptive studies are the least "theoretical" of all qualitative research methods. Furthermore, when compared to other qualitative methodologies, qualitative descriptive investigations are the least constrained by a pre-existing theoretical or philosophical commitment. Phenomenology, grounded theory, and ethnography, for example, are founded on unique methodological concepts that arose from specific disciplinary traditions. In conclusion, when a clear description of a phenomenon is required, a qualitative descriptive method should be the model of choice. It is a beneficial strategy for academics who want to know who was involved in events, what was involved, and where things happened.

According to (Furchan, 2004), the characteristics of descriptive research divided into two kinds, as follows :

- a. Descriptive research seeks to describe a phenomenon by predicting it rigidly, consistently, objectively, and accurately.
- b. There is no given or regulated treatment, nor is there a hypothesis test.

## **B. Place and Time of The Research**

For this study, the writer conducted the research at English Study Program of UIN Fatmawati Sukarno Bengkulu which is located on Jl. Raden Fatah, Kec. Selebar, Kel. Pagar Dewa, Bengkulu.

## **C. Subject of The Research**

- a. Population

According to Arikunto in (Yessy & Sinambela, 2018) population is defined as the collection of all elements in the research region, hence the study is known as population research. The research population consists



of students in the fourth students at English Department UIN Fatmawati Sukarno Bengkulu who takes the Translation subject academic year 2021//2022 as following:

<b>No.</b>	<b>Class</b>	<b>Population</b>
1.	A	24 students
2.	B	28 students
3.	C	16 students
<b>Total</b>		<b>68 students</b>

*Table 1.1 Total of population*

b. Sample

Arikunto in (Yessy & Sinambela, 2018) defined a sample as a group of individuals who represent the entire population. The research sample will be drawn using a purposive sampling in this research. In this research,

thesample was A class students of English Education Study Program in fourth semester of UIN Fatmawati Sukarno Bengkulu in academic year 2021//2022. Therefore, there were 24 students who were taken Translation subject in A class of fourth semester. The researcher consider choosing the was based on the fulfillment of the research criteria, specifically the ability of students in translation were better than other classes. Moreover, at the forth semester, students are taking and learning the Trasnlation dicipline, therefore the researcher want to measure the students' ability in translation.

c. Sampling

Sampling is the method used to take samples and usually follow the technique or type of sampling used. Sampling technique is a way to determine the number of samples in based on sample size that will be used as a data source. In fact, taking into account the

characteristics and population distribution in order to obtain a sample that representative (Sidiq & Choiri, 2019). In this research, the researcher used purposive sampling technique.

According to (Chan et al., 2019) purposive sampling is a sampling technique of data sources with certain considerations, for instance, the person is considered to know the most about what we expect. This technique is usually done for several reasons, for instance, the reason is limited time, manpower, and funds so that it is not possible to take a large and distant sample. In this research, there were 26 students who were taken Translation subject in A class of fourth semester. The researcher consider choosing the was based on the fulfillment of the research criteria, specifically the ability of students in translation were better than other classes. Moreover, at the forth semester, students are taking and learning the Trasnlation

dicipline, therefore the researcher want to measure the students' ability in translation.

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

##### **a. Instrument**

In this research, the researcher will use an abstract journal from European Journal of Educational Research Volume 10, Issue 4, 2020 called "The Effects of Online Learning on EFL Students' Academic Achievement during Coronavirus Disease Pandemic" by Gamacho, Escudero, Villacis, & Varella as a instrument of the data. In this case, the data will take from the source by translating the abstract journal in English and students will translate to Indonesia, the form of the test will use in written. The reason researcher choose this abstract because this journal has been indexed 13 and Scopus Q3, therefore it deserves to be used as a research instrument. Besides that, the discussion in the abstract covers the field of

education and the vocabularies still familiar to translate.

b. Test

In acquiring the data, the researcher employed a translation test. According to Arikunto in (Anggraini, 2016), a test is a sequence of questions or exercises, as well as other instruments, intended to assess an individual's or group's skill, knowledge, intelligence, ability, or talent. In collecting the data, the researcher used test to find out the students' ability in translating abstract text. In this study, the researcher asked the students students at A class of fourth students English Education Study Program to translated an abstract text in 60 minutes. In this research, students are not allowed to translate using dictionaries, google translate or other translation tools.

To conduct the research, the researcher will take the following steps:

- 1) The researcher will give the translation test, consists of abstract text
- 2) Gather and check students' result
- 3) The researcher analyzed every word, sentence, and paragraph of the students' translation

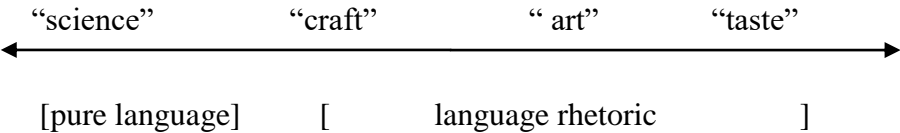
**E. Technique of Data Analysis**

In this study, the researcher attempted to determine the score of each student in mastery level.

According to Newmark in (Hoed, 2006), there are three kinds of translation classes can put on a continuum that ranges from “non-personal A” to “personal B” as follows:

“Very small”  
“Very big”

A The personal role of the translator in choosing the equivalent B



***Diagram 1.1 Continuum of personal roles of translators***  
***by Newmark in (Hoed, 2006)***

From the picture above, it can be seen that the role of the translator as a person is very small at point A ("science") compared to point B ("taste", is very large). On the other hand, "craft" and "art?" is in between, with a note that "craft" is closer to A and "art" is closer to B. Therefore, the concept of "right-wrong" only applies to pole A ("science"). This is a purely linguistic problem: grammar and semantics. Next, from "craft" to "taste" we only talk about "good and bad". Here we enter the realm of language rhetoric. The continuum above affects the way we give value to the translation work of students/course participants or exams. One of the way that is expected to provide a fair assessment is as follows:

“science”	“carft”	“art”	“taste”	Calculation result
1	2	3	4	
Example : $80 \times 6 =$ 480	Example : $75 \times 3 =$ 225	Example : $80 \times 2 =$ 160	Example : $50 \times 1 =$ 50	$\frac{915}{228,75} =$ $\frac{\quad}{\quad} =$ $\frac{\quad}{\quad} =$ 76,25 4      3

*Table 1.1 Assessment of translation by Newmark  
in (Hoed, 2006)*

Notes:

(1) Values = 0-100:



(2) values for columns 2-4 is given based on the accountability/argument (usually verbal) of the examinee that can be accepted by the teacher:

(3) scores are given to each group of cases (“science”, “craft”, “art”, “taste”) based on a percentage.

So, column 1 = 80, meaning that 80% of all cases of translation as a science are "true", column 3 = 80, meaning that 80% of all cases of translation as an art can be accounted for.

The researcher will use the following steps to calculate the mean and percentage score of mastery level of students' ability in translating abstract text:

a. The Mean of Students' Ability

The formula below is used to find the average ability of students :

$$M = \frac{\sum X}{N}$$

M : Mean

X : Raw score

N: Total number of students

b. Classify Level

According to Rushansah in (Wijaya, 2018) there are four levels to classify the students' ability in translating, as follow:

<b>Scale</b>	<b>Categories</b>
80-100	Excellent
60-79	Good
50-59	Fair
0-49	Poor

***Table 1.3 Levels to classify the students' ability in translating***

Note :

Excellent : translation is accurate and acceptable

Good : translation is less accurate, with fewer omissions, additions, and inappropriate words.

Fair : different meaning, there are some inappropriate words

Poor : unclear meaning, ambiguous, a lot of grammatical errors and inappropriate words.

By distinguishing four benchmarks, namely seeing translation as (1) science, (2) craft (3) art, and (4) taste, it is hoped that it can provide an assessment based on objectivity or reduce subjectivity in assessing a translation. It can conclude that true and false can be "definite" in (1), but more "relatively" in (2), (3), and (4) so that it is not easy to assest. The concept of "good-correct" is used here.

In this research, the researcher also using the assessment of acceptability by Nababan (Umam, 2018). In this assessment, is is not only scores the acceptability of the data, but also determines the translator's performance in producing a translation work that is as natural as the original text based on the level of acceptance.

The translation assessment instrument is divided into three sections. The first section is translation

category. The second section is a score on a scale of one to three, with the higher the number, the higher the quality of the translation. The last is the qualitative parameters show the translation's description based on each score. Translation acceptability assessment by Nababan is shown in tables 2.1. below:

<b>Category</b>	<b>Score</b>	<b>Qualitative Parameters</b>
<b>Acceptable</b>	<b>3</b>	Translation feels natural; the technical terms used are familiar to the reader: the words, phrases, clauses, and sentences used are in accordance with the target language rules.
<b>Less-Acceptable</b>	<b>2</b>	In general, the translation feels natural; however there is a slight problem with the use of technical terms or a few grammatical errors.
<b>Inacceptable</b>	<b>1</b>	The translation is not natural or feels like a translation work; The technical terms are unusual and unfamiliar; phrases, clauses, and

		sentences do not follow target language rules.
--	--	--

***Table 1.2 Assessment of Acceptability Translation by Nababan  
in (Umam, 2018)***

#### **F. Trustworthiness**

In order to do valid research, the researcher must collect valid data. This section of the study focuses on how data can be trusted. In this study, the researcher used theoretical triangulation, credibility, and dependability to assess the trustworthiness of the data.

##### 1) Triangulation

According to (Noble & Heale, 2019) stated that triangulation is a method for improving the credibility and validity of study findings. Triangulation can improve research by giving a variety of datasets to explain different aspects of an interest issue. It also aids in the

refutation of cases where one dataset invalidates a hypothesis established by another. It can aid in the confirmation of a theory when one set of findings confirms another set of findings. Finally, triangulation might aid in explaining the findings of a study.

Triangulation is an effective technique for validating data by cross-verifying it from two or more sources. The process of the triangulation of data will strength the paper by increasing the overall validity of the data sets and information. Triangulation theory can increase the depth of comprehension as long as researchers are able to study theoretical knowledge in depth over the findings of data analysis. Therefore, in this study, researcher using multiple analyst or observes to review findings. The material is then compared to the perspective of relevant theories in order to eliminate researcher bias in the findings or conclusions made.

## 2) Credibility

Credibility refers to trustworthiness and how believable a study is (Noble & Heale, 2019). The first component, or criterion, that must be established is credibility. It is regarded as the most crucial factor or criterion in determining trustworthiness. This is because credibility fundamentally requires the researcher to clearly correlate the research study's findings with reality in order to verify the research study's findings' veracity. In addition, when compared to the other three components of trustworthiness, credibility has the most strategies for establishing it. The researcher's credibility or truth value is determined by how successfully he or she has established confidence in the findings based on the research methodology, participants, and environment.

## 3) Dependability

In this case, (Moon et al., 2016) defined dependability relates to the consistency and dependability

of the research findings, as well as the extent to which research techniques are documented, allowing someone outside the research to follow, audit, and criticise the research process. The researcher will find a strategy to make and achieve consistency of data so that the data can be trusted. Dependability, rather than reliability, is the term used by qualitative researchers. Remember that in quantitative research, reliability is concerned with behavioral consistency, or the extent to which data and conclusions would be equivalent if the study were reproduced.

In this study, researcher using multiple analyst or observes to review findings. The material is then assessed to relevant theories' perspectives in order to avoid researcher bias in the findings or conclusions reached.



## **CHAPTER IV**

### **RESULTS & DISCUSSION**

This chapter discussed the results and discussion to answer research questions. The researcher obtains the data from the observation, interviews, and test. The chapter was divided into two main sections; they are results and the discussion of the research. The results presented the findings of research and the discussion deals with interpretation of the results in the research.

#### **A. Results**

##### **1. The Mastery Level of Students' Ability in Translating**

The researcher used a test as primary data in this research. This research was conducted at the A class of fourth semester English Department UIN Fatmawati Sukarno Bengkulu academic year 2021/2022 who has been studied Translation.

This research is designed by using translation test. The data were collected from translation test of students

fourth semester English Department UIN Fatmawati Sukarno Bengkulu. The researcher provide an abstract text with title “ The Effects of Online Learning on EFL Students’ Academic Achievement during Coronavirus Disease Pandemic” to the students. Therefore, the students must translate the text from the source language (English) to the target language (Indonesia).

In analyzing the data, the researcher performs the following stages:

- a. Collecting the result of students’ answer sheets from translating test.
- b. Checking the students’ answer sheet.
- c. Analyzing the students’ answer sheet and giving score by analyze the abstarct text.
- d. The researcher follows the criteria from Newmark in (Hoed, 2006)which are Science, Craft, Art, and Taste.

Here are the result of students’ tests:

<b>Number of Students</b>	<b>Science</b>	<b>Craft</b>	<b>Art</b>	<b>Taste</b>
1	3	5	6	1
2	3	4	3	1
3	3	5	6	1
4	2	4	2	1
5	3	3	3	1
6	3	4	4	1
7	3	6	6	1
8	4	8	3	1
9	2	3	2	2
10	3	4	3	1
11	4	8	3	1
12	2	5	7	1
13	2	2	4	1
14	1	3	6	1

15	2	2	3	1
16	3	6	5	1
17	2	6	6	1
18	2	3	3	1
19	4	4	5	1
20	3	8	2	1
21	3	5	4	1
22	2	3	6	1
23	2	3	2	2
24	3	3	4	2

***Table 2.1 Students' Translation Score***

The table above reveal the group score of students ability in translating using the assessment from Newmark in (Hoed, 2006).

<b>Number of Students</b>	<b>Science</b>	<b>Craft</b>	<b>Art</b>	<b>Taste</b>	<b>Result</b>
1	80 x 3 = 240	75 x 5 = 375	80 x 6 = 480	50 x 1 = 50	1145 / 4 = 286

					286 / 3 = <b>95</b>
2	80 x 3 = 240	75 x 4 = 300	80 x 3 = 240	50 x 1 = 50	830 / 4 = 207 207 / 3 = <b>69</b>
3	80 x 3 = 240	75 x 5 = 375	80 x 6 = 480	50 x 1 = 50	1145 / 4 = 286 286 / 3 = <b>95</b>
4	80 x 2 = 160	75 x 4 = 300	80 x 2 = 160	50 x 2 = 100	720 / 4 = 180 180 / 3 = <b>60</b>
5	80 x 3 = 240	75 x 3 = 225	80 x 3 = 240	50 x 1 = 50	755 / 4 = 188 188 / 3 = <b>62</b>
6	80 x 3 = 240	75 x 4 = 300	80 x 4 = 320	50 x 1 = 50	910 / 4 = 227 227 / 3 = <b>75</b>
7	80 x 3 = 240	75 x 5 = 375	80 x 5 = 480	50 x 1 = 50	1145 / 4 = 286 286 / 3 = <b>95</b>
8	80 x 3	75 x 8	80 x 3	50 x 1	1130 / 4 =

	= 240	= 600	= 240	= 50	282 282 / 3 = <b>94</b>
9	80 x 2 = 160	75 x 3 = 225	80 x 3 = 240	50 x 2 = 100	725 / 4 = 181 181 / 3 = <b>60</b>
10	80 x 3 = 240	75 x 4 = 300	80 x 3 = 240	50 x 1 = 50	830 / 4 = 207 207 / 3 = <b>69</b>
11	80 x 4 = 320	75 x 8 = 600	80 x 3 = 240	50 x 1 = 50	1210 / 4 = 302 302 / 3 = <b>100</b>
12	80 x 2 = 160	75 x 5 = 375	80 x 6 = 480	50 x 1 = 50	1065 / 4 = 266 266 / 3 = <del>88</del>
13	80 x 2 = 160	75 x 2 = 150	80 x 4 = 320	50 x 1 = 50	680 / 4 = 170 170 / 3 = <b>56</b>
14	80 x 1 = 80	75 x 3 = 225	80 x 6 = 480	50 x 1 = 50	835 / 4 = 208 208 / 3 = <b>69</b>

15	$80 \times 2$ = 160	$75 \times 2$ = 150	$80 \times 3$ = 240	$50 \times 1$ = 50	$600 / 4 =$ 150 $150 / 3 =$ <b>50</b>
16	$80 \times 3$ = 240	$75 \times 6$ = 450	$80 \times 5$ = 400	$50 \times 1$ = 50	$1140 / 4 =$ 285 $285 / 3 =$ <b>95</b>
17	$80 \times 2$ = 160	$75 \times 6$ = 450	$80 \times 6$ = 480	$50 \times 1$ = 50	$1140 / 4 =$ 285 $285 / 3 =$ <b>95</b>
18	$80 \times 2$ = 160	$75 \times 3$ = 225	$80 \times 3$ = 240	$50 \times 1$ = 50	$675 / 4 =$ 168 $168 / 3 =$ <b>56</b>
19	$80 \times 4$ = 320	$75 \times 4$ = 300	$80 \times 5$ = 400	$50 \times 1$ = 50	$1070 / 4 =$ 267 $267 / 3 =$ <b>89</b>
20	$80 \times 3$ = 240	$75 \times 8$ = 600	$80 \times 2$ = 160	$50 \times 1$ = 50	$1050 / 4 =$ 262 $262 / 3 =$ <b>87</b>
21	$80 \times 3$ = 240	$75 \times 5$ = 375	$80 \times 4$ = 320	$50 \times 1$ = 50	$985 / 4 =$ 246 $246 / 3 =$

					<b>82</b>
22	80 x 2 = 160	75 x 3 = 150	80 x 6 = 480	50 x 1 = 50	840 / 4 = 210 210 / 3 = <b>70</b>
23	80 x 2 = 160	75 x 3 = 225	80 x 2 = 160	50 x 2 = 100	645 / 4 = 161 161 / 3 = <b>53</b>
24	80 x 3 = 240	75 x 3 = 225	80 x 4 = 320	50 x 2 = 100	885 / 4 = 221 221 / 3 = <b>73</b>

***Table 2.2 Students' Translation Total Score***

The table 2.2 shows translation total score which covered four indicators of translation assessment (translation as a science, craft, art, & taste) from Newmark in (Hoed, 2006).



<b>Number of Students</b>	<b>Total Score</b>	<b>Mastery Level</b>
1	95	Excellent
2	69	Good
3	95	Excellent
4	60	Good
5	62	Good
6	75	Good
7	95	Excellent
8	94	Excellent
9	60	Good
10	69	Good
11	100	Excellent
12	88	Excellent
13	56	Fair
14	69	Good

15	50	Fair
16	95	Excellent
17	95	Excellent
18	56	Fair
19	89	Excellent
20	87	Excellent
21	82	Excellent
22	70	Good
23	53	Fair
24	73	Good
<b>Total Score</b>	$\Sigma$ 1837	
	<b><math>M = 76</math></b>	<b>GOOD</b>

***Table 2.3 Students' Score and The Level Mastery***

The table above shows various scores of students' ability in translating an abstract text. The results in the

table above revealed that the excellent level of students' ability in translating abstract text is 11 students.

According to the result, there are 11 students scored 80-100, indicating an excellent mastery level. There are 9 students who achieved a good level scored 60-79. Then, there are 4 students gained fair level scored 40-59. None of the students had a score lower than 40, indicating a poor mastery level.

<b>Level of Mastery</b>	<b>Frequency</b>
Excellent	11
Good	9
Fair	4
Poor	-
<b>Total</b>	<b>24</b>

**Table 2.4** *Frequencies of Students' Mastery Level*

The results shown in table 4.2 indicated the mastery level group of students' ability in translating abstract text. The researcher obtained the finding that 11 students have excellent mastery level, 9 students have good mastery level, and 4 students have fair mastery level. The result revealed that 24 students scored 80-100, indicating excellent mastery level. Then, the students scored 60-79, indicating a good mastery level. Moreover, the students scored 40-59, indicating a fair mastery level.

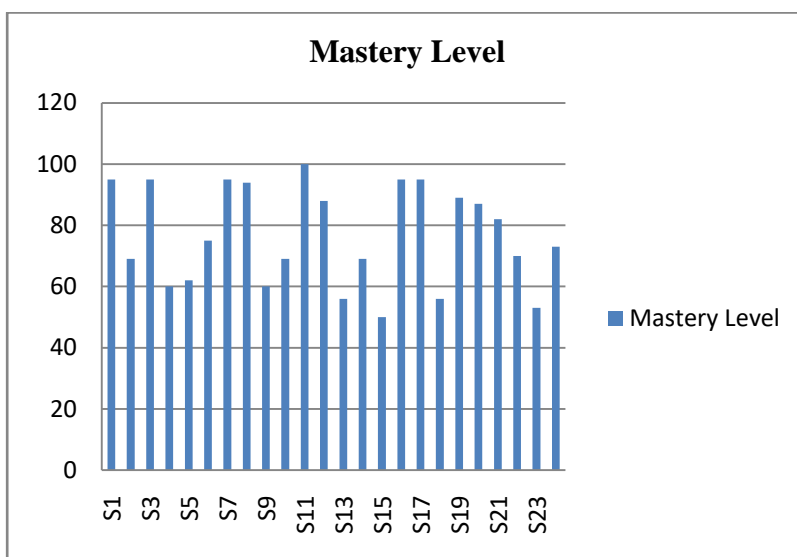
<b>Number of Students</b>	<b>Science</b>	<b>Craft</b>	<b>Art</b>	<b>Taste</b>	<b>Total Score</b>	<b>Mastery Level</b>
1	3	5	6	1	95	Excellent
2	3	4	3	1	69	Good
3	3	5	6	1	95	Excellent
4	2	4	2	1	60	Good

5	3	3	3	1	62	Good
6	3	4	4	1	75	Good
7	3	6	6	1	95	Excellent
8	4	8	3	1	94	Excellent
9	2	3	2	2	60	Good
10	3	4	3	1	69	Good
11	4	8	3	1	100	Excellent
12	2	5	7	1	88	Excellent
13	2	2	4	1	56	Fair
14	1	3	6	1	69	Good
15	2	2	3	1	50	Fair
16	3	6	5	1	95	Excellent
17	2	6	6	1	95	Excellent
18	2	3	3	1	56	Fair
19	4	4	5	1	89	Excellent
20	3	8	2	1	87	Excellent
21	3	5	4	1	82	Excellent

22	2	3	6	1	70	Good
23	2	3	2	2	53	Fair
24	3	3	4	2	73	Good
<b>Total Score</b>					$\Sigma$ <b>1837</b>	
					<b>M =</b> <b>76</b>	
<b>Mastery Level</b>						<b>GOOD</b>

***Table 2.5 The Total Score of Students' Mastery Level***

The table above presents various scores of students' ability in translating abstract text. The results presented that the students' ability in translating abstract text was excellent, the researcher finding that the mastery level of 11 students are excellent, 9 students are good, and 4 students are fair. The result of mastery level of students' translation can be seen in diagram as follows:



*Diagram 1.2 Mastery Level of Students'*

### *Translation*

The researcher used the following steps to calculate the mean and percentage score of students' translation ability:

a. The Mean of Students' Ability

The formula below is used to find the average ability of students :

$$M = \frac{\sum X}{N}$$

M : Mean  
 X : Raw score  
 N : Total number of students

$$M = \frac{1837}{24} = 76$$

According to the calculation, the researcher founded that mean of the students ability in translating abstract text is 76, indicating good level.

## 2. The Acceptability of Students' Translation

Acceptance refers to the prevalence and naturalness of the translated text in target language in accordance with the linguistic rules and norms of target language readers. The text must be accepted and understood by the target reader. The reader will understand the meaning contained in the sentences that make up a translated text and then relate it to the context of the text's situation.



Here are the result of students' tests in acceptability:

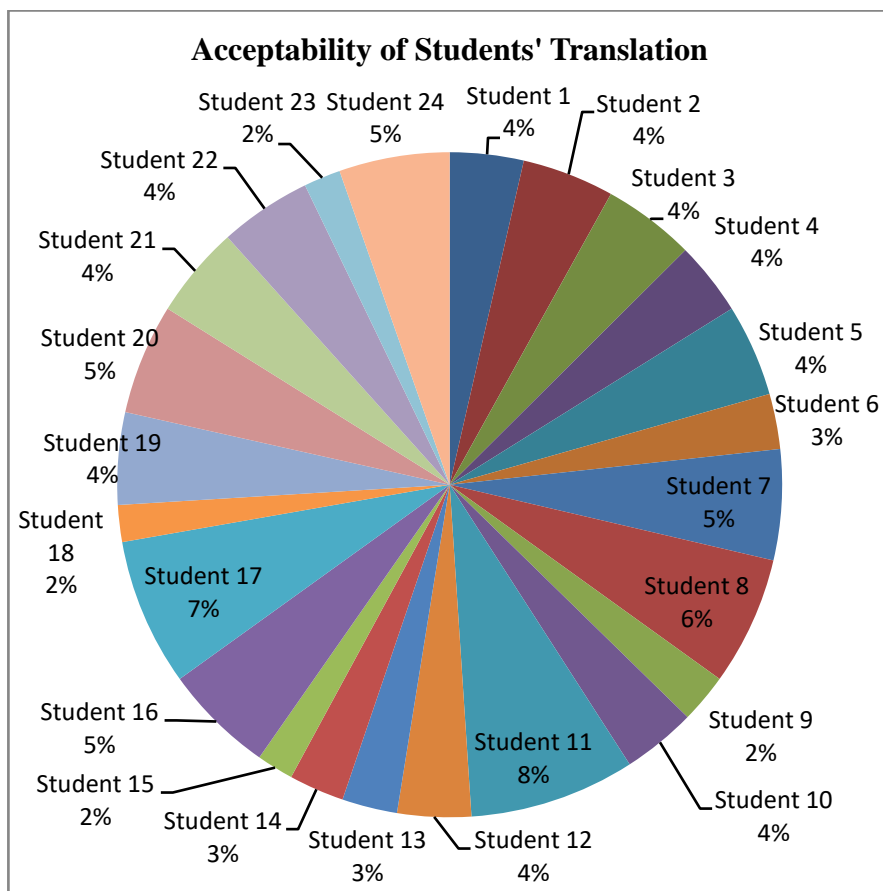
<b>Number of Students</b>	<b>Acceptable</b>	<b>Less-Acceptable</b>	<b>Inacceptable</b>	<b>Total Score</b>
1	12	6	4	22
2	15	6	5	26
3	15	2	1	18
4	12	8	5	25
5	15	8	3	26
6	9	6	5	20
7	18	4	4	26
8	21	8	3	32
9	8	6	5	19
10	12	10	6	28
11	27	6	-	33
12	12	4	5	21
13	9	2	5	16
14	9	10	5	24
15	6	4	6	16
16	18	4	5	27
17	24	4	4	32
18	6	4	8	18
19	15	6	6	27
20	18	10	3	31

21	15	6	3	24
22	15	2	9	26
23	6	2	6	14
24	18	6	2	26
<b>Total Score</b>	<b>335</b>	<b>134</b>	<b>67</b>	

*Table 2.6 Frequencies of Acceptability of Translation Result*

Based on the table 2.6, the findings show that the highest score revealed from student 11 in acceptable score is 27. Meanwhile, the lowest score in acceptable score is 6 which made by student 15, 18, and 23. After calculating, there were 18 students have bigger score in acceptable than less-acceptable and unacceptable.

The result can be seen in diagram as follows:



***Diagram 1.3 Acceptability of Students' Translation***

Based on the diagram 1.2, it can conclude that the highest acceptability in the test results is student 11 scored 27 (8%) and the lowest acceptability in translation are student student15, 18, and 23 scored 6 (2%).

Moreover, the student' translation generally are acceptable.

## **B. Discussions**

This section shows the discussions of the research results. In this research, there are two research question proposed. Theherfore, the discussions were focused on the findings of the two research questions regarding on the analysis, justification, and claim to discover the conclusion. The first discussion will discuss about mastery level of students' ability in translating abstract text. To find the result, the researcher used the assessment from Newmark in (Hoed, 2006) with four indicators: translation as a science, as a craft, as an art, and as a taste. Translation as a science is a translation that has a reasonable meaning or has coherence from one paragraph to the next paragrapgh or from one sentence to the next sentence. Then, translation as a craft is translation that emphasizes acceptance or a suitable equivalent and fullfil the aspect of fairness in the target

language. Next, translation as an art is a translation that has a different choice of diction/words in the target language. Last, translation as a taste is not translated literally. Translators usually translate the source language into a smoother translation and understandable by readers in the target language. To find the level, the researcher used classify level by Rushansah in (Wijaya, 2013).

The second discussion will discuss about the acceptability of students' ability in translating abstract text. In this session, the researcher used the assessment by Nababan with three categories: acceptable, less-acceptable, and unacceptable. The aim of this research to find the naturalness the technical terms used are familiar to the reader: the words, phrases, clauses, and sentences used are in accordance with the target language rules.

### **1. The Mastery Level of Students' Ability In Translating**

The analysis is carried out sentence by sentence of a journal abstract text untitled "The Effects of Online

Learning on EFL Students' Academic Achievement during Coronavirus Disease Pandemic" to determine what types or indicator of translation approaches were found by students of English Education Study Program at fourth semester, Tarbiyah and Tadris Faculty of UIN Fatmawati Sukarno Bengkulu.

In this research, the researcher used four levels to classify the students' ability in translating by Rushasanah in(Wijaya, 2018): excellent, good, fair, and poor. According to the finding of mastery level, it revealed that there were 11 students scored 80-100, indicating an excellent mastery level. There are 9 students who achieved a good level scored 60-79. Then, there are 4 students gained fair level scored 40-59. None of the students had a score lower than 40, indicating a poor mastery level. Based on the calculation, the researcher founded that mean of the students ability in translating abstract textis76, which means categorized good level.

In analyzing the result, the researcher used the translation assessment by Newmark in (Hoed, 2006) there are translation as a science, craft, art, and taste. Based on the table 2.5, the most common translation assessment found by researcher is translation as a craft. The second assessment usually found in the research is translation as an art, then translation as a science, and last translation as a taste.

Translation as a science is a translation that has a reasonable meaning or has coherence from one paragraph to the next paragraph or from one sentence to the next sentence. The example of translation as a science can be recognized in the result of students' translation from student 3 which in the first sentence "This study aimed to collect information..." and translated to be "*Penelitian ini bertujuan untuk mengumpulkan informasi....*" and the second sentence "Data were collected from EFL teachers...." and translated to be "*Data dikumpulkan dari*

*guru EFL...*”. This translation have reasonable meaning and and the meanings are interconnected from one sentence to the next sentence.

The next indicators that will be discussed is translation as a craft. Translation as a craft is translation that emphasizes acceptance or a suitable equivalent and fullfil the aspect of fairness in the target language. The researcher found from student 11 “Coronavirus disease (COVID-19) Pandemic changed education conditions worldwide forcing all the parties involved to adapt to a new system....” and translated to be “*Pandemi penyakit virus Corona (COVID-19) merubah kondisi pembelajaran di dunia yang memaksa semua pihak yang terlibat untuk beradaptasi dengan sistem baru....*”. This translation have the prevalence and scientificity in accordance with the linguistic rules and norms of the target language reader.



Then, translation as an art is a translation that has a different choice of diction/words in the target language. Translators can translate popular or frequently used words in the target language. The aim of translation as an art is the reader can better understand the meaning that the translator wants to convey in the target language. It can be found in translating from student 8 “Online Learning on....” and translated to be “*Pembelajaran secara daring ....*”. In this case, the word “Online” translated to be “*daring (Dalam Jaringan)*”.

Last, translation as a taste is not translated literally. Translators usually translate the source language into a smoother translation and understandable by readers in the target language. The researcher found from student 17 “This preliminary paper reports....” and translated to be “*Jurnal penelitian ini melaporkan hasil.....*”. Here, it can be seen that these translation are not translated literally. Respondents translated the source language into

a smoother translation and understandable by readers in the target language.

**a) Excellent Level**

In this research, the researcher used categorized level of students' ability in translating abstract text by Rushasanah in (Wijaya, 2018). It consists of excellent, good, fair, and poor. The excellent level refers to the translation which has high score in translation as a science, craft, art, and taste. Based on the table 2.5, after calculated the score between translation as a science, craft, art, and taste, there were 11 students scored 80-100, indicating an excellent mastery level. It can be seen that student 1, 3, 7, 8, 11, 12, 16, 17, 19, 20, and 21 have the highest score compared to others.

As the explanation mentioned above, excellent level got from four indicators that used by the researcher. Therefore, to categorized the scored to be

excellent, the translation have to fullfil requirements or indicators of translation assessment by Newmark in (Hoed, 2006)as the explanation above mentioned. The result of trasnlation must have high score in each indicator assessment (as a science, craft, art, and taste). After calculated the science, craft, art, and taste score, there were 11 students who have excellent mastery level with 82-100 total score.

In a research by (Zatil Imandri et al., 2018) that concern to students' ability in translating from English to Indonesian.The research used the accuracy, rediability, and acceptability to range the score. The sample of this research were 23 students and to get the excellent score, the respondents have to fullfil the indicators (accuracy, rediability, and acceptability). The result of the research, it was found 15 (65.2%) students achieved excellent level.

**b) Good Level**

Good level refers to the translation which containing 60-79 score. In this research, there were 9 students who gained with good level. It can be seen that student 2, 4, 5, 6, 9, 10, 14, 22, and 24 contained good level. The student 2 has 69 score, student 4 scored 60 score, student 5 scored 62, student 6 scored 75, student 9 scored 60, student 10 scored 69, student 14 scored 69, student 22 scored 70, and student 24 scored 73. The scores calculated from the translation data as a science, craft, art, and taste. The scores of each students in translating abstract text from English to Indonesian are indicating to good level.

According to (Dzikri & Kota, 2022) that focused to students' ability to translate a scientific discourse text. The translation test of a scientific discourse text about biology was used to collect data in this study. In the research, the researcher applied

lexical equivalence and grammatical adjustment to calculated the score. The sample of this research were 26 students and to produce the good score, the respondents have to fullfil the indicators (lexical equivalence and grammatical adjustment). According to the findings of the study, all of the students were able to translate scientific discourse text and it found that there were 10 (38.46%) students achieved good level.

**c) Fair Level**

This level refers to the trasnlation which containing 50-59 score. In this case, the researcher found there were 4 students who detected have fair level in translating abstarct text from English to Indonesia. On the table 2.5, it can be recognized that student 13, 15, 18, and 23 gained fair level; student 13 scored 56, student 15 scored 50, student scored 56, and student 23 scored 53. The score of fair level is

lower than excellent and good level. Therefore, the scores calculated from the translation data as a science, craft, art, and taste. The score of each students in translating abstract text from English to Indonesia are indicating to fair level.

According to (M & Syarif, 2022) that focused to students' ability several indicators were used to identify and classify the translation ability test. It was made up of three components: accuracy, acceptability, and readability. It was identified and classified based on several indicators. It consisted of accuracy, acceptability, and readability. According to the results of the analysis, three students received a fair level.

## **2. The Acceptability of Students' Translation**

The acceptability aspect is closely related to the degree of fairness of a translated text to the norms, rules and culture of the target language. A translation that has a

high level of acceptance produces a natural and flexible translation. While the readability aspect in evaluating a translation is related to whether or not a translated text can be understood easily. A high level of readability is measured when a translated text can be understood and understood by the target language readers.

In this research, the researcher used the assessment of acceptability by Nababan in (Umam, 2018). It divided into three indicators; acceptable, less-acceptable, unacceptable.

**a) Acceptable**

Acceptable refers to translation feels natural; the technical terms used are familiar to the reader: the words, phrases, clauses, and sentences used are in accordance with the target language rules. This indicator has 3 score in assessing translation. The example of acceptable in translation can be found in this result of the research. Based on the sentence from

student 2 above “The Effects of Online Learning on EFL Students’ Academic Achievement during Coronavirus Disease Pandemic” translated to be “*Dampak Pembelajaran Online pada Siswa EFL Dalam Pencapaian Akademik Selama Pandemi Virus Corona*” get an acceptable translation. In this context, the respondent chose the word “*Dampak*” to translated “Effect” and this word acceptable in the target language. The EFL word did not translated to Indonesia since it understood by readers.

The findings showed in this research the highest score acceptability in the test results is student 11 scored 27 (8%) and the lowest acceptability in translation are student student 15, 18, and 23 scored 6 (2%). Moreover, after calculated the total score of the acceptability, the students’ ability in translating abstract is generally acceptable.



According to (Rezqi & Ardi, 2022) that concern to translation acceptability in translating humor pun. In this research, to rate the findings using Nababan's TQA methodology. According to the data above, the maximum score obtained by student 9 is 3, which is classified as acceptable in several texts.

**b) Less-acceptable**

The second indicator is less-acceptable translation. In general, the translation feels natural; however there is a slight problem with the use of technical terms or a few grammatical errors. Based on the sentence from student 21, the word "Study" has translated to be "*Pembelajaran*". In this case, the word used in the translation is not in accordance with the rules of the target language. The translator should translate the word "Study" into "*Penelitian*" because this word is more acceptable to the target language.

In this research, the highest score of less-acceptable gained from student 10, 14, and 20 scored 10. After calculated the whole score of less-acceptable, the researcher found 134 total score. According to a study did by (Rezqi & Ardi, 2022) which concern to translation acceptability in translating humor pun. The findings of this research is student 9 acceptability score is 2.23, and it is classified as less acceptable.

**c) Inacceptable**

The last is unacceptable, this translation is not natural or feels like a translation work; The technical terms are unusual and unfamiliar; phrases, clauses, and sentences do not follow target language rules. The example of this translation is from student 19 shown the sentence “The Cronbach's Alpha test presented 0.84 and 0.73 level of reliability” translated to be “*Tes Cronbach’s utama memperkenalkan 0,84 dan 0,13*”

*level dari kemampuan penyesuaian*". The clause "presented" became "*utama memperkenalkan*" and "level of reliability" became "*dari kemampuan penyesuaian*" do not have an acceptable equivalency in the source language. The correct translation should be "*menampilkan*" and "*tingkatreabilitas*", indicating acceptable in the target language.

The findings of unacceptable of this translation there were two students which classified highest score in unacceptable translation. There were student 17 scored 8 and student 22 scored 9. The total score of unacceptable is 67. The reason why the translation result of this research since the translation is not natural and equivalent. Moreover, the words, phrases, and clauses are not unfamiliar to the target language. It is related to a study by (Rezqi & Ardi, 2022) that concern to translation acceptability in translating humor pun. The findings of this research is the lowest

acceptability score is 1 which made by 4 students and classified as unacceptable.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

This chapter will show the conclusions and suggestions about the research. The conclusion summarizes the findings of the discussion based on the research question.

#### **A. Conclusion**

In analyzing the result, the researcher used the translation assessment by Newmark in (Hoed, 2006), there are translation as a science, craft, art, and taste. Based on the table 2.5, the most common translation assessment found by researcher is translation as a craft. The second assessment usually found in the research is translation as an art, then translation as a science, and last translation as a taste.

Moreover, the first findings of the research revealed that the excellent level of students' ability in

translating abstract text is 11 students. According to the result, there are 11 students scored 80-100, indicating an excellent mastery level. There are 9 students who achieved a good level scored 60-79. Then, there are 4 students gained fair level scored 40-59. None of the students had a score lower than 40, indicating a poor mastery level. After calculated the total score, the researcher founded that mean of the students ability in translating abstract text is 76. Therefore, the mastery level of students' ability in translating abstract text is generally categorized good.

Meanwhile, the findings of acceptability in translating abstract text showed that the highest in acceptable score was student 11 scored 27 (8%) and the lowest in acceptable score were student student 15, 18, and 23 scored 6 (2%). There were 18 students have bigger score in acceptable than less-acceptable and unacceptable. Moreover, after calculated the total score of the

acceptability, the students' ability in translating abstract is generally acceptable.

After analyzing the result, the researcher recognized that there were still a lot common error found in the students' translation: the students still translate the source language to the target language word to word causing the ambiguity and deviation of meaning and the result usually unsatisfactory since it is not in line with the relevant phares, structure, norms, and culture of target language. Therefore, based on the mastery level assessment by Newmark in (Hoed, 2006) and acceptability assessment by Nababan in (Umam, 2018), the findings of the student's ability in translating abstract text is generally in good level and acceptable.

## **B. Suggestion**

### 1. For the students

The student must be more careful with the text and evaluate their approach to translation. The researcher

then hopes that this research can be used as a reference to develop a new method of teaching translation and make their teaching more effective.

2. For the lectures

The result of this study is intended to be one consideration information for English lecturers in applying any strategy of teaching English, especially translation.

3. For the future researchers

Hopefully, the findings of this study will be useful to other researchers conducting advanced research on the ability of English Foreign Language (EFL) students to translate abstract text. It can also serve as a backup source for the following researcher to obtain a better and more accurate result.



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## Appendix 1

### Test Instrument

#### **“The Effects of Online Learning on EFL Students’ Academic Achievement during Coronavirus Disease Pandemic”**

Coronavirus disease (COVID-19) Pandemic changed education conditions worldwide forcing all the parties involved to adapt to a new system. This study aimed to collect information related to the effects of teaching English online on English as a Foreign Language (EFL) students’ achievement. Data were collected from EFL teachers and students enrolled in three different Ecuadorian Universities (Technical University of Ambato, Higher Polytechnic School of Chimborazo, and University of Cuenca) from five different levels: A1, A2, B1, B1+, and B2. This preliminary paper reports the results of 480 students regarding four major sections: pedagogical practice and assessment, learning outcomes, affective factors and perceptions of students about the advantages and disadvantages of online

learning during the pandemic COVID-19; considering the Hierarchy of online learning needs of Justin Shewell. An online survey questionnaire with 17 questions and a 5-point Likert scale was applied. The Cronbach's Alpha test presented 0.84 and 0.73 level of reliability. The Kolmogorov Smirnov's statistic and, the Kendall's Tau\_b tests, and the Levene's test for homogeneity of variances were performed with the SPSS statistical program. The results made evident that online learning affects academic achievement in EFL students during the COVID-19 pandemic, which was confirmed after analyzing four main areas: pedagogical practices and assessment, learning outcomes, affective factors and students' perceptions about the advantages and disadvantages of online learning. The importance of online learning was highlighted since it has been understood as a tool to face the emergency produced by the COVID-19 pandemic.

## **“Dampak Pembelajaran Online Terhadap Pencapaian Akademik Mahasiswa EFL Selama Pandemi Virus Corona”**

Pandemi virus Corona (COVID-19) telah mengubah kondisi pendidikan di seluruh dunia memaksa semua pihak yang terlibat untuk beradaptasi dengan sistem baru. Penelitian ini bertujuan untuk mengumpulkan informasi terkait dampak pembelajaran bahasa Inggris online terhadap pencapaian pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Data dikumpulkan dari dosen dan mahasiswa EFL yang terdaftar di tiga Universitas Ekuador yang berbeda (Universitas Teknik Ambato, Sekolah Tinggi Politeknik Chimborazo, dan Universitas Cuenca) dari lima level berbeda: A1, A2, B1, B1+, dan B2. Makalah pendahuluan ini melaporkan hasil 480 siswa mengenai empat bagian utama: praktik dan penilaian pedagogik, hasil belajar, faktor afektif dan persepsi siswa tentang keuntungan dan kerugian pembelajaran online selama pandemi COVID-19; mempertimbangkan Hirarki kebutuhan pembelajaran online Justin Shewell. Sebuah survei kuesioner online dengan 17

pertanyaan dan skala Likert 5 poin diterapkan. Tes Cronbach's Alpha menunjukkan tingkat reliabilitas 0,84 dan 0,73. Statistik Kolmogorov Smirnov dan tes Tau\_b Kendall, dan tes Levene untuk varian homogenitas dilakukan dengan program statistik SPSS. Hasilnya membuktikan bahwa pembelajaran online berdampak pada pencapaian akademik siswa EFL selama pandemi COVID-19, yang dikonfirmasi setelah menganalisis empat bidang utama: praktik dan penilaian pedagogis, hasil belajar, faktor afektif, dan persepsi siswa tentang keuntungan dan kerugian pembelajaran online. Pentingnya pembelajaran online disorot karena telah dipahami sebagai alat untuk menghadapi keadaan darurat yang dihasilkan oleh pandemi COVID-19.

1

Name : Kartika Nur Hidayah

NIM : 2011230020

Class : Tadris Bahasa Inggris 4A

Semester : 4 (Empat)

# "Efek dari Belajar online pada mahasiswa EFL selama pandemi"

Abstrak : ~~COVID-19~~ Pandemi covid 19 membuat kondisi pendidikan dunia semua ikut beradaptasi pada sebuah peraturan yang baru. Pembelajaran ini bertujuan untuk memberikan informasi yang sesuai dengan ~~efek~~ <sup>dampak</sup> dari pembelajaran Bahasa Inggris, setara online pada Bahasa Inggris sebagai bahasa asing (EFL) siswa yg berprestasi pada data yang kolektif pada ~~data~~ <sup>hasil</sup> dari ~~guru~~ <sup>guru</sup> EFL dan siswa berputar pada tiga perbedaan pendidikan universitas (universitas Tekni di Ambon, Sekolah tinggi politeknik pada ekim borazo, dan universitas oenca) dari lima perbedaan level : A1, A2, B1, B1+, dan B2. <sup>ini mengungkap pada menyimpulkan</sup>

itu pada 480 siswa tentang empat sesi pembelajaran (sumber: Pedagogik praktis dan Perakhan), ~~pembelajaran~~ <sup>hasil pembelajaran</sup> ~~itu~~ <sup>hasil</sup> ~~situ~~ <sup>hasil</sup> ~~pergantian~~ <sup>hasil</sup>, faktor yang efektif dan persepsi ~~ada~~ <sup>ada</sup> siswa tentang keuntungan dan kerugian pada pembelajaran selama pandemi covid 19.

Pada pembelajaran online dibutuhkan oleh Julian shewell. pada ~~se~~ ~~online~~ ~~survei~~ pertanyaan online survei dengan 17 pertanyaan dan ~~se~~ <sup>sekarang</sup> lima poin ~~penyerta~~ sudah teraplikasikan. Pada ~~online~~ ~~bach~~ ~~apa~~ ~~tes~~ ~~kehadiran~~ 0,84 dan 0,73 level pada reabilitas. Koefisien simmons statistik dan, Kendall's tau b tes, dan untuk homogenitas pada fasasi dimana kemungkinan dengan SPSS statistical program. membuat kesimpulannya bahwa ~~online~~ pembelajaran online berdampak pada ~~para~~ pendekatan pada pandemi di ~~EFL~~ siswa EFL selama ~~tahun~~ ~~19~~ pandemi covid 19, yang mana sudah terkonfirmasi sudah analisis empat area utama: Pedagogik praktis dan pernyataan pembelajaran hasil pembelajaran, faktor yg efektif dan pendapat siswa tentang keuntungan dan kerugian pada pembelajaran online. Pentingnya pembelajaran online.

~~yang~~ sudah di garis bawah ~~seso~~ ~~sejak~~ pemahaman seperti tatap muka partisipasi praktik pada pandemi covid 19.

Science

(2)

Name : SONIA PETRI RADA

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Semester : 4 (EMPAT)

X

Craft

Dampak dari Pembelajaran online pada siswa EFL dalam Pencapaian Akademik selama Pandemi virus corona

Craft

Pandemi virus corona (Covid-19) telah merubah kondisi pendidikan didunia dimana semua bagian pertemuan dibatasi/diselesaikan untuk menyesuaikan ke suatu sistem yang baru. Informasi belajar tersebut dikumpulkan dan disesuaikan ke akibat dari pembelajaran bahasa Inggris secara online pada bahasa Inggris sebagai pada siswa English as a foreign language (EFL). Data yang dikumpulkan dari EFL guru dan siswa yang berasal dari universitas yang berbeda (Technical university of ambato, Higher Polytechnic school of chimbarazo, and university of cuenca) dari lima level yang berbeda A1, A2, B1, B1+ dan B2. Hasil laporan kertas dari kertas hasil laporan dari 400 siswa mengenai empat sesi jurusan: pedagogical latihan dan tugas pedagogi, belajar diluar, factor afektif dan persepsi dari siswa tentang kelebihan dan kekurangan dari pembelajaran online selama pandemi covid-19, pembelajaran online yang dibutuhkan dari Justin shewet. sebuah survey online pertanyaan dengan 17 pertanyaan dan lima point. Cronbach's Alpha tes dipresentasikan 0,84 dan 0,73 level dari reliable. Kolmogorov smirnovis statistic dan, kendall's tau-b tes, dan levene's tes untuk homogeneity dari varian yang ditunjukkan dengan program SPSS statistika. Hasil yang membuat evident bahwa pembelajaran online akibat pembelajaran online pada pencapaian akademik pada siswa EFL selama covid-19 pandemi, dimana analisis yang telah dikonfirmasi pada empat daerah utama. latihan dan tugas pedagogi, belajar diluar, factor afektif dan persepsi siswa tentang kelebihan dan kekurangan pada belajar online yang terpenting dari pembelajaran online sudah tinggi sejak telah dimengerti sebagai sebuah alat untuk ketegangan yang dibuat oleh covid-19.

score

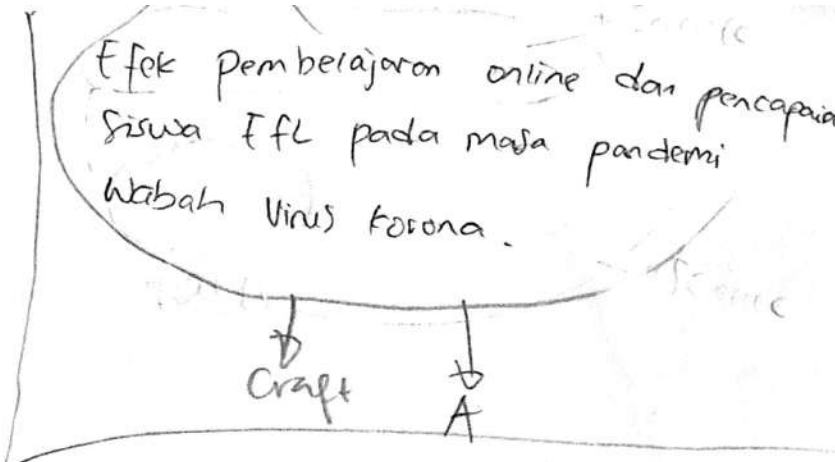
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Name : Heru kurniawan  
NIM : 2011230021  
Class : TBI YA  
Semester : 4



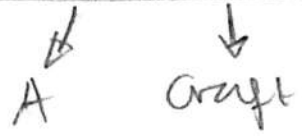
**Abstract** : Pandemi wabah virus corona mengubah kondisi pendidikan di seluruh dunia yang memaksa mereka untuk beradaptasi ke sistem yang baru. Penelitian ini bertujuan untuk mengumpulkan informasi yang sesuai dengan pengaruh pembelajaran bahasa Inggris online terhadap prestasi belajar bahasa Inggris sebagai bahasa asing (EFL). Data dikumpulkan dari guru dan siswa EFL yang terdaftar di 3 universitas berbeda di Ecuador (Tecnical univertat of Ambato, Higher polytechnic school of Chimbarazo, dan university of Cuenca), dari lima level berbeda: A1, A2, B1, B1+, and B2. Makalah pendahuluan ini melaporkan hasil dari 480 siswa mengenai empat bagian utama: praktik dan penilaian pedagogis, hasil belajar, faktor afektif dan pandangan siswa tentang kelebihan dan kekurangan pembelajaran online selama pandemi Covid-19; mempertimbangkan hirarki kebutuhan 17 pertanyaan dan 5 point yang diterapkan. The Cronbach's Alpha menunjukkan 0,84 dan 0,77 level reliabilitas. Statistik The Formogorov dan the Kendall tau B dan Levine Homogenetic test dimana menggunakan Varian

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Name : NOPPAN TRIAS PERMADI  
NIM : 2011230027  
Class : TRI 4 A  
Semester : 4.

Efek pembelajaran online dalam pencapaian siswa pada EFL pada masa pandemi wabah virus corona (COVID-19).



~~Abstract~~

Abstract : Pandemi wabah coronavirus (COVID-19) mengubah kondisi pembelajaran di seluruh dunia ~~menyebabkan~~ dan memaksa mereka beradaptasi kepada sistem yang baru. Dengan tujuan pendidikan untuk mengumpulkan data yang berkaitan dengan efek pengajaran online EFL pada pencapaian siswa. Dari data yang dikumpulkan dari para guru EFL dan murid berdasarkan dari 3 universitas yang berbeda (Technical university, Higher Polytechnic school, and university of curra) dengan 5 ~~perbedaan~~ level yang berbeda A1, A2, B1, B1+, and B2. Dalam kertas laporan yang menunjukkan hasil data 480 siswa berdasarkan 4 sisi utama: Pedagogis, Praktis, dan Penerimaan, Pembelajaran luar ruangan, Faktor yang spesifik dan persepsi siswa terhadap kelebihan dan kekurangan dalam pembelajaran online selama pandemi COVID-19. Berdasarkan hirarki terminal pembelajaran online menurut Justin Shewell. Dalam survei kuis online dengan 17 pertanyaan dan 5 point essay di dalamnya. presentasi dalam cronbach's Alpha test dengan kesamaan level 0,84 dan 0,73. koltmogorov Smirnov, dan kendali tau-b, dan Levene Homogeneity test dimana menggunakan varian dari program SPSS. Hasil yang di buat dari ~~EFF~~ effect pembelajaran online dalam pencapaian siswa di EFL selama pandemi COVID-19, dari mana telah di konfirmasi melalui analisis 4 sisi utama. Yang paling penting dari pembelajaran online adalah ~~di~~ penyorotan bijak sudah dipahami sebagai alat untuk menghadapi produksi darurat oleh ~~di~~ pandemi COVID-19.

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Name : Vivi Esti Rahayu

NIM : 2011230018

Class : TBI 4A

Semester : Empat (4)

Dampak dari Pembelajaran online Pada Siswa EFL Dalam Pencapaian Pembelajaran ~~Pada~~ Masa Pandemi Virus Corona

Pandemi virus corona (COVID-19) telah metubah kondisi sistem pembelajaran di dunia. Informasi belajar tersebut dikumpulkan dan disesuaikan dengan efek dari pembelajaran online. Data yang telah dikumpulkan dari EFL guru dan siswa yang berasal dari tiga universitas yang berbeda (Technical University of Ambato, Higher Polytechnic School of Chimbotazo, and University of Cuenca). Dari lima level yang berbeda: A1, A2, B1, B1+ ~~and B~~ dan B2. Kertas hasil laporan dari 480 siswa mengenai empat sesi jurusan: Latihan pedagogik dan Penilaian belajar diluar, Faktor afektif dan persepsi dari siswa tentang kelebihan dan kekurangan dari pembelajaran online pada masa pandemi COVID-19; berdasarkan hierarki dari pembelajaran secara online yang dibutuhkan dari Justin Shewell. Dengan membuat survei secara online menggunakan metode kuisiner dengan 17 pertanyaan dan 5 poin. Tes dipresentasikan 0.84 dan 0.73 level dari reliabel. Hasil membuat bahwa pembelajaran diluar dari pembelajaran secara online pada pencapaian akademik pada siswa EFL selama pandemi COVID-19, dimana analisis yang telah dikonfirmasi pada 4 daerah utama: Latihan pedagogik dan Penilaian, belajar diluar, faktor afektif dan persepsi siswa tentang kelebihan dan kekurangan pada pembelajaran online. yang terpenting dari pembelajaran online adalah bagaimana memahami bahwa keputusan yg dibuat dapat dipahami.

(C)

Name : Mulia

NIM : 2011230022

Class : 4A

Semester : 4

efektivitas Pembelajaran online pada siswa bahasa asing mengenai hasil akademis selama pandemi.

Pandemi

Abstrak : Virus corona atau disebut (Covid-19) merubah kondisi pendidikan diseluruh dunia. Mengarahkan seluruh semua partisipan untuk adaptasi ke sebuah sistem yg baru. Penelitian ini bertujuan untuk mengumpulkan informasi yang sesuai untuk akibat dipembelajaran bahasa Inggris secara online didalam bahasa Inggris sebagai sebuah bahasa asing. (EFL) hasil dari pembelajaran dimana data dikumpulkan dari guru EFL dan pelajar terdaftar di tiga universitas pendidikan yg berbeda (Universitas Teknik Ambato, Sekolah tinggi Politeknik Chimborgo, dan Universitas Culeca) dari lima level perbedaan: A1, A2, B1, B1+, dan B2. dari kertas hasil laporan dari 400 pelajar tentang empat tingkat kelas tingkat: Praktik pedagogik dan tugas, pelajaran, faktor efektif dan persepsi pelajar tentang keuntungan dan kerugian pembelajaran online secara daring. Pandemi Covid-19: Pertimbangan hirarki pembelajaran online membutuhkan Justin shewell. Sebuah penelitian Questionnaire secara online dengan 17 pertanyaan dan 5-point scale untuk pengaplikasiannya. Cronbach's alpha tes persebaran 0.84 dan level 0.84 dan 0.73 reliabilitas kolmogorov Smirnov's statistik dan kendall's Tau-b tests, dan Levene's pengujian untuk variasi homogen dimana performa dengan program statistik SPSS. Membuat hasil yg efektif dari pembelajaran pada hasil akademik siswa selama pandemi Covid-19. Yang mana konfirmasi sebelum analisis untuk empat area

utama: Praktik pedagogik and dan tugas, proses pelajaran, dan siswa dan faktor efektif. Persepsi tentang keuntungan dan kerugian Pembelajaran Online. Pentingnya Pembelajaran online sebagai sorotan sejak itu itu dipahami sebagai sebuah alat untuk produksi keadaan darurat oleh Covid-19.

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Name : Siti Nur Fatimah

NIM : 2011230017

Class : TBI 4A

Semester : 4

Dampak Pembelajaran Online terhadap Pencapaian Siswa Bahasa Inggris dalam masa Pandemi Corona.

Wabah Coronavirus (COVID 19) Pandemi mengubah kondisi Pendidikan di penjuru dunia menyerang semua pihak untuk beradaptasi dengan keadaan yang baru.

Penelitian ini bertujuan memberikan informasi yang sesuai dengan efek dari Pembelajaran Online di Bahasa Inggris sebagai yang asli (L1) (EFL) Pencapaian Siswa. ~~Ari~~ <sup>Science</sup> semua data yang dikumpulkan dari guru EFL dan seluruh siswa di ~~3~~ <sup>Science</sup> ~~universitas~~ yang terdaftar di 3 universitas yang berbeda (Teknik ambato, Sekolah tinggi Polytechnic chimboraço, Universitas Cuenca)

dari 5 level yang berbeda: A1, A2, B1, B1+, dan B2. Makalah ini melaporkan hasil dari 400 siswa bagian utama: Praktik Pedagogik, Penilaian, Proses Pembelajaran

Online di masa Pandemi Covid-19, berdasarkan kelebihan dan kekurangan pembelajaran yang dibutuhkan oleh Justin Shewell dan survei pertanyaan online dengan 17 pertanyaan dan 5 point yang sudah diaplikasikan.

test Alpha Cronbach menampilkan/menunjukkan 0,84 dan 0,73 level reliabilitas.

Jenis homogeneity yang ditunjukkan dengan program Statistical Spss. hasil dari Pembelajaran Online Pencapaian dalam belajar ~~di~~ Pada Siswa bahasa Inggris secara online selama Pandemi COVID 19, yang mana sudah dikonfirmasi

analisis dari 4 area: Praktik Pedagogik dan Penilaian Proses Pembelajaran, faktor afektif dan Presepsi. Para siswa tentang kelebihan dan kekurangan dari Pembelajaran online. Yang penting

dari Pembelajaran online yang sudah dikenal dan memahami mengenai sesuatu yang penting dari pandemi COVID-19.

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8

Name : Nurida Andela Putri

NIM : 2011230025

Class : TBI 4A

Semester : 4

# Dampak dari Pembelajaran Secara Daring Pada Mahasiswa Bahasa Inggris Selama Pandemi Corona Virus

ABSTRAK : Pandemi Covid-19 telah merubah kondisi pendidikan dunia yang menyerang semua aspek, termasuk untuk beradaptasi pada sebuah sistem yang baru. Penelitian ini bertujuan untuk mengumpulkan informasi berhubungan dengan dampak pembelajaran Bahasa Inggris secara daring pada bahasa Inggris sebagai bahasa asing dalam pencapaian mahasiswa. Data yang telah di kumpulkan dari beberapa guru bahasa Inggris dan mahasiswa aktif pada tiga universitas yang berbeda di Ecuadorian (Universitas Teknik Ambato, Sekolah Tinggi Politeknik Chimborozza dan Universitas Cuenca), dari lima tingkatan yang berbeda : A1, A2, B1, B1+ dan B2. Makalah penelitian ini menyajikan hasil dari 480 ~~siswa~~ mahasiswa yang berhubungan dengan empat bagian utama : Praktek Pedagogik dan hasil pembelajaran, Faktor efektif dan pendapat dari mahasiswa tentang keuntungan dan kerugian dari pembelajaran daring selama Pandemi COVID-19; Pembelajaran daring membutuhkan Justin Shewell sebuah survei daring secara kuisisioner dengan 17 pertanyaan dan 5 point aplikasi yang telah di terapkan. Tes Cronbach's alpha menampilkan 0,89 dan 0,73 tingkatan reliabel. Kolmogorov Smirnov statistik dan tes Kendall tau-b dan tes Levene untuk jenis homogeneity yang di tampilkan dengan SPSS statistik program. Hasilnya membuat bahwa dampak pembelajaran ~~ada~~ daring saat Pandemi pada mahasiswa bahasa Inggris selama Pandemi COVID-19, yang telah di konfirmasi setelah analisis empat area utama : Praktek Pedagogik dan hasil pembelajaran, Faktor efektif dan pendapat mahasiswa tentang keuntungan dan kerugian pada pembelajaran secara daring hal yang penting dari pembelajaran secara daring telah di perhatikan sejak ini sudah di pahami sebagai solusi dari masalah yang di ciptakan oleh Pandemi COVID-19.

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Name : Reynaldi muhammad 19691

NIM : 2011230003

Class : Tbl 9 A

Semester : 4

"Efek pembelajaran siswa EFL pada masa pandemi virus corona"

Abstrak

waktu Virus Corona (COVID-19) mengubah kondisi pendidikan di seluruh dunia yang memaksa seluruh orang untuk beradaptasi pada sistem yang baru.

Pendidikan ini bertujuan untuk mengambil informasi yg sesuai pada efek mengajar bahasa Inggris secara online untuk pencapaian siswa di (EFL). Data ini

di ambil dari ~~guru~~ Guru EFL dan murid berdasarkan tiga universitas Eluasar (Technical university of ambato, Perguruan tinggi polytechnic of Cimbora20, dan universitas

luenca) dari lima level yang berbeda yaitu: A1, A2, B1, B1+ dan B2. Kertas laporan preliminary ini adalah hasil dari 480 siswa dalam beberapa bidang: pedagogikal tugas dan latihan, belajar auto-comes, faktor efektif dan perspektif siswa tentang kekurangan dan kelebihan pada belajar dari di tengah pandemi COVID-19; meliputi Hierarchy pada belajar online dibutuhkan menurut Justin Shewell. di dalam

survei online pada sesi tanya jawab dengan 17 pertanyaan dan 5 poin seperti likert scale yang telah di aplikasikan. pada tes Cronbach' alpha memiliki persentasi 0.84 dan 0.73 level reliabilitas. Kolmogorov smirnov's statistik dan kendall' tau tes b<sub>1</sub> dan levene' tes homogenitas varian homogen dimana

menunjukkan bersama ~~SPSS~~ program statistik SPSS. hasil dari penelitian tersebut yang dibuat ~~untuk~~ untuk

meneliti efek belajar online dan efek pandemi pada EFL siswa yang terkena dampak pandemi COVID-19, dan telah di konfirmasi; setelah empat kali analisis di empat area utama: pedagogical practices dan assessment, learning out comes

- ~~efektif~~ faktor efektif dan persiapan siswa tentang kelebihan dan kekurangan pada belajar online. dan yang terpenting pada belajar online adalah sejak di serot ~~itu~~ itu harusnya bisa memahami prosedur darurat dari pandemi COVID-19

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Name : Een Purwanti  
NIM : 2011230010  
Class : Tbl 4a.  
Semester : 4

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terhadap prestasi akademik siswa  
selama Pandemi Corona

efek dari pembelajaran online (EFL) ~~untuk siswa~~ selama Pandemi Corona

\* Pandemi (Covid-19) adalah sebuah wabah yang mengubah kondisi pendidikan di seluruh dunia yang membuat semua orang terlibat dengan sistem baru. Penelitian bertujuan untuk mengumpulkan informasi tentang pengaruh pembelajaran bahasa Inggris secara online ~~dan~~ <sup>seluruh data yang</sup> & kumpulkan dari guru dan siswa yang terdaftar di 3 universitas (~~teknik~~ univ teknik ambato, sekolah tinggi poli teknik chimbora, univ cuenca) dari 5 level yang berbeda. A1, A2, B1, B1+ dan B2. Masalah ~~lain~~ <sup>pendahuluan</sup> ini melaporkan bahwa hasil ada siswa mengenai 4 bagian.

Pedagogi, praktik dan penilaian proses pembelajaran yang efektif menjadi faktor dan persepsi bagi siswa mengenai kelebihan dan kekurangan dari pembelajaran online karena Covid-19. Berdasarkan hasil dari pembelajaran online ~~memberikan~~ <sup>ditentukan</sup> oleh Justin Shewell. Survey online dengan 17 pertanyaan dan 2 terapan 5 poin uji tes menunjukkan tingkat reliabilitas 0,84 dan 0,73, level dari ~~informasi~~ <sup>reliabel</sup> statistik program statistik.

(SPSS) dan hasilnya membuktikan bahwa pembelajaran online sangat mempengaruhi prestasi akademik siswa (EFL) selama Covid-19. Yang mana setelah analisis dari 4 titik utama. Praktik pedagogi dan penilaian proses pembelajaran menjadi efektif karena faktor siswa berpartisipasi dalam kekurangan dan kelebihan mengenai pembelajaran online. Pentingnya dari pembelajaran online ~~memberikan~~ telah & dipahami sebagai alat darurat dari adanya pandemi Covid-19.

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Name : Felly Zidhra  
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Class : TBI 4A  
Semester : 4

EFEK Pembelajaran Online terhadap Prestasi Siswa pada masa Pandemi Covid-19

Abstrak: Pandemi Penyakit virus corona (Covid-19) merubah kondisi pembelajaran di dunia yang memaksa semua pihak yang terlibat untuk beradaptasi dengan sistem baru. Pembelajaran ini bertujuan untuk mengumpulkan informasi terkait efek dari pembelajaran ini secara online dalam bahasa Inggris sebagai bahasa Asing (EFL). Dari data yang ditampilkan guru ~~EFL~~ dan siswa EFL dari tiga tingkatan Universitas yang berbeda (technical University of Ambon, Higher poly technic school of chimboraw, and university of cuenca) dari lima tingkat level: A1, A2, B1, B1+, and B2. Masalah ini melaporkan hasil 980 siswa mengenai 4 bidang utama: praktik & penilaian pedagogis, hasil belajar, faktor afektif, dan persepsi siswa terkait kelebihan dan kekurangan pembelajaran online pada masa pandemi (Covid-19). Berdasarkan hirarki kebutuhan pembelajaran online menurut Justin Shewell. dari survey questionnaire dengan 17 pertanyaan dan 5 point. Uji Cronbach's Alpha test ~~menunjukkan~~ menunjukkan 0,84 & 0,73 level reliabilitasnya. Statistik Kolmogorov Smirnov's dan tes Kendall's tau-b dan Uji Levene untuk varian homogenitas dengan menggunakan aplikasi SPSS Statistik. Hasilnya membuktikan bahwa pembelajaran online mempengaruhi prestasi akademik siswa EFL selama pandemi Covid-19. yang dianalisis 4 bidang utama: Praktek dan Penilaian Pedagogis, hasil belajar, faktor afektif, dan persepsi siswa terkait pembelajaran online pada masa pandemi. Pentingnya pembelajaran di sorot karena telah di pahami sebagai alat untuk menghadapi keadaan darurat yang dihasilkan Covid-19.

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Name : MERNA  
NIM : 2011230020  
Class : TBI 4A  
Semester : 4 (empat)

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Pengaruh Pembelajaran online Pada Siswa EFL dan Peran Academic oleh Pandemi Coronavirus.

Urus corona (Covid-19) Pandemi ini mengubah kondisi dunia untuk semua dapat beradaptasi dengan sistem yang baru. Seluruh pelajar mendapatkan efek pembelajaran online secara online untuk mendapatkan informasi yang telah menggunakan bahasa Inggris (EFL). Data yang diperoleh dari EFL guru dan siswa ini dapat mengedukasi universitas (Fakultas) universitas teknologi Ambato, Sekolah politeknik OF Chimbarrano, dan universitas Cuenca dari lima Partabahan: A1, A2, B1, B1+ dan B2. Ini adalah hasil dari tes dari 980 pelajar dan empat sesi: Pedagogical Practice dan Assessment, Learning Outcomes, Affective Factor Affective dan Prospek dari Penalaran dengan menggunakan media pembelajaran online daring karena Covid-19 tantang keuntungan dan kerugian dari belajar online secara daring karena Pandemi Covid-19 Pertimbangan hirarki Pembelajaran online Membantu Kurikulum Sholah (Pertanyaan survey online bersama 17 pertanyaan dan 5-point skala apaid. Cronbach alpha dan persentasi 0.98 dan 0.73 level dari reliabiliti. Uji coba Statistik dan uji kuantal Tau-b test dan uji test untuk homogenity beruarian untuk Performa bersama Program Statistik SPSS. Hasilnya membuktikan bahwa Pembelajaran online mempengaruhi hasil pembelajaran siswa EFL oleh Pandemi Covid-19. Yang dikonfirmasi setelah menganalisis empat bidang utama: Praktik Pedagogis dan Mania, hasil Perolehan, Factor Affective dan prosapsi siswa tentang ketahanan dan kekurangan pentingnya pembelajaran online. Pembelajaran online disorot karena telah dipahami sebagai alat untuk menghadapi keadaan darurat yang ditimbulkan Covid-19.

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Name : Anya Aprila

NIM : 2011230024

Class : 4A TBI Efek belajar online di Pelajar EFL

Semester : Empat Akademi Achievement during  
Virus Corona Penyakit Pandemi

Abstract : Virus Corona atau (Covid-19) merupakan merubah Pendidikan di seluruh dunia mengharuskan semua partisipan untuk adaptasi ke sebuah sistem yang baru. ini bertujuan untuk mengumpulkan informasi rilet / ~~nyata~~ untuk efek Pelajaran online Bahasa Inggris di Inggris dalam bahasa Asing (EFL) hasil pembelajaran. dimana hasil data dikumpulkan dari guru EFL dan Pelajar terdaftar di tiga universitas (Science) dari lima level perbedaan : A1, A2, B1, B1+, dan B2. dari kertas hasil laporan dari 480 pelajar tentang empat kelas tinggi : Praktis Pendagitik dan tugas, pembelajaran, faktor efektif dan Persepsi dari Pelajar tentang Keuntungan dan kerugian dari belajar online secara during Pandemi COVID-19. Pertimbangan hirarki Pembelajaran online menentukan Justin Shewell, melakukan Survey online Pembelajaran dengan 17 pertanyaan dan mendapat lima poin untuk sebuah jawaban. Cronbach's Alpha persen test 0.84 dan 0.73 ~~level~~ dari ~~reabilitas~~ Kolmogorov Smirnov's Statistic dan Kendall's Tau-b tes, and tes levene ~~data~~ untuk homogenitas di ~~EFL~~ EFL Pelajar during ~~COVID-19~~ Pandemi COVID-19, yang dikonfirmasi setelah menganalisis di bidang pertama : Peraktik Pedagogis Pelajar persepsi tentang Keuntungan dan kerugian dari belajar online.

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cc Dampak Pembelajaran online pada sistem bahasa asing Mengalami hasil akademik selama pandemi virus corona

Name : Widia Putri Juliarti  
NIM : 2012300243  
Class : ~~ISI~~ 4A  
Semester : 4

cc Dampak Pembelajaran online terhadap pencapaian Kemampuan akademik siswa bahasa asing selama pandemi virus corona

Abstract

Pandemi virus corona (Covid 19) mengubah kondisi pendidikan di dunia yang mengharuskan <sup>untuk</sup> Mengadopsi sebuah sistem yang baru. Pembelajaran ini bertujuan untuk menghubungkan informasi yang berhubungan dengan efek (akibat) dari pembelajaran bahasa Inggris secara online sebagai bahasa asing hasil dari siswa data <sup>science</sup> dikumpulkan dari belahan ping gurun dan Mund yang terdaftar di dalam universitas Pendidikan <sup>(universitas teknik ambato, sekolah teknik tinggi Politeknik Chamborato, dan universitas cience)</sup> dari Lima kelas yang berbeda: A1, A2, B1, B+, dan B2. dan teras hasil laporan AB0 siswa berdasarkan empat kelas tersebut bagian utama: Praktek Pedagogik dan tugas, Pembelajaran Proses Pembelajaran, faktor-faktor efektif dan pandangan siswa tentang kemampuan dan kenugian selama Pembelajaran online pada Pandemi covid 19. Berdasarkan pertimbangan hirarki kebutuhan Pembelajaran online Justin shewell dalam questioner survey online dengan 17 pertanyaan dan dengan point 5. Mengukur pada pengapitatan bagian scale, hasil dari Cronbach's alfa level 0,84 dan 0,73 <sup>reabilitas</sup> statistik Formogou smirnov's dan test Kendall's tau dan tes Levenis untuk Variasi yang sama pada tampilan dengan program ~~statistik~~ <sup>statistik spss</sup>. Hasil ~~ujian~~ <sup>ujian</sup> bahwa efek Pembelajaran pada hasil akademik siswa selama pandemi covid 19 yang dibentarkan salah analisis 4 bagian utama: Praktek Pedagogik dan Proses Pembelajaran dan faktor-faktor efektif dan perubahan siswa tentang kemampuan dan kenugian (kenugian) Pembelajaran online. Terlepas dalam pembelajaran online yang disumbangkan sejak ~~itu~~ <sup>sejak itu</sup> diperbahikan ~~sebelum~~ <sup>sejak itu</sup> telah dimengerti sebagai sebuah alat bahan tetap maka dalam keadaan darurat produk dari pandemi covid 19.

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Name : PUTRI Labela  
NIM : 2011230019  
Class : TBI 4A  
Semester : 4

Efek Pembelajaran online Siswa ~~dalam Prestasi Akademik~~ <sup>dalam</sup> ~~akademik EFL~~ <sup>akademik</sup> ~~Setama masa~~ Pandemi ~~coronavirus~~ <sup>COVID-19</sup> Virus corona.

" EFEK PEMBELAJARAN SISWA EFL DALAM PRESTASI AKADEMIK SELAMA MASA PANDEMI VIRUS CORONA."

Abstrak : Masa pandemi ~~corona~~ virus corona (COVID-19), ~~pande~~ mengubah kondisi pendidikan ~~di~~ dunia untuk menghadapi sistem baru. <sup>agar</sup> Banyak memperoleh informasi yang menyeluruh <sup>terhadap</sup> ~~padat~~ efek pengajaran Inggris online sebagai bahasa prestasi siswa. Pengumpulan data dari guru EFL dan siswa <sup>di</sup> diputar dalam tiga perbedaan universitas ~~ecuadorian~~ (universitas teknik Ambato, sekaah hingga politeknik Chimborazo dan universitas Cuenca.) dari lima <sup>le</sup> ~~le~~ <sup>ve</sup> ~~ve~~ <sup>ya</sup> ~~ya~~ <sup>ber</sup> ~~ber~~ <sup>beda</sup> : A1, A2, B1, B2 dan B3. Makalah ini ~~paper~~ <sup>reports</sup> results of 400 siswa regarding empat sesi jurusan : Latihan Pedagogik, dan pernyataan, pembelajaran diwar, faktor keefektifan dan ~~per~~ persepsi siswa tentang setuju dan tdk setuju selama pembelajaran online pandemi COVID-19, ~~considering~~ <sup>menyebutkan</sup> keselarasan pembelajaran online <sup>Menyebutkan</sup> hirerarki Justin snowell. <sup>data</sup> ~~data~~ <sup>padat</sup> saat survei online penanya dengan 17 pertanyaan dan 5 poin perhitungan pengaplikasian. Test Cronbach's Alpha menghasilkan 0.84 dan 0.73 level Reliabilitas. ~~Koimogorov smirnov's~~ <sup>statistik</sup> ~~statistik~~ <sup>koimogorov smirnov's</sup> dan tes kendal'W <sup>tau</sup> ~~tau~~ <sup>b</sup> dan tes Levene's untuk <sup>variasi</sup> ~~homogenitas~~ <sup>homogenitas</sup> Dengan Menunjukkan <sup>TUJUAN</sup> program statistik SPSS. Membuat pembelajaran online prestasi akademik dalam siswa EFL selama pandemi COVID-19, yang mana setelah terkonfirmasi empat area yang dianalisis : <sup>Latihan</sup> ~~Latihan~~ <sup>pedagogik</sup> ~~pedagogik~~, <sup>pernyataan</sup> ~~pernyataan~~, pembelajaran diwar, faktor efektif dan ~~per~~ persepsi siswa tentang setuju dan tdk setuju pembelajaran online.

Peningkatan pembelajaran online saat ini sejak munculnya pemahaman





Name : Yezza Aprilia  
NIM : 2011230004  
Class : Tei 4 A  
Semester : 4

Dampak Pembelajaran Online terhadap ~~perkembangan~~ / kemampuan akademik Mahasiswa Bahasa Inggris Selama Pandemi Covid-19

Penyakit virus corona (COVID-19) pandemic mengubah ~~kehidupan~~ situasi pendidikan di dunia pada saat ini mengerang seluruh ~~kehidupan~~ yang ada di dalamnya x bentuk menjadi baru / New normal. Penelitian ~~ini~~ bertujuan untuk mengumpulkan informasi yang berhubungan dengan keefektifitasan / dampak pembelajaran online bahasa Inggris berbasis online pada ~~perkembangan~~ / ~~perkembangan~~ mahasiswa bahasa Inggris : Data

yang telah terkumpul dari Euro Bahasa Inggris dan ~~guru~~ ~~diakses~~ pada 3 universitas yang berbeda, ~~terletak~~ di universitas Ecuadorian (Universitas teknik Ambato, Loja dan tinggi Chimbasso, dan Universitas (UWA) dan lima perbedaan ~~kehidupan~~ A1, A2, B1, B1+ dan B2 jurnal penelitian melaporkan hasil dan 480 siswa

yang berhubungan dengan 4 bagian - praktik dan pedagogik, proses pembelajaran, penyediaan affective dan persepsi dan siswa mengenai kerugian dan keuntungan ~~dan~~ selama pembelajaran online di masa pandemi Covid-19.

dan pembelajaran online membutuhkan dan jurnal shell. Survey kubonek secara online dengan 17 pertanyaan dan 5 point skala

yang telah diaplikasikan. Uji ~~uji~~ Cronbach menunjukkan 0,84 dan 0,73 level dari keabsahannya. Statistik koregresi Smirnov dan test Kendall's tau-B dan tes leverage untuk homogenitas dari variansi yang ~~terdapat~~ ~~terdapat~~

program statistik SPSS. Hasil yang ~~menunjukkan~~ menunjukkan bahwa ~~menyapa~~ ~~keuntungan~~

Pembelajaran Online selama online pada saat pandemi covid 19, yang dikonfirmasi setelah analisa pada area ~~area~~ utama praktik pedagogik dan penelitian, pembelajaran online, faktor affective dan persepsi siswa mengenai keuntungan dan kerugian dari pembelajaran online.

keuntungan / ~~keuntungan~~ pembelajaran online yaitu ~~keuntungan~~ karena pemahaman

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18

Name : Indah Santriani

NIM : 2011230009

Class : TBI 4A

Semester : 4 (Empat)

PEATI

(EfeK Guajar online dalam EFL siswa penidikan akademik saat pandemi virus corona)

Abstrak:

Pandemi virus corona (Covid-19) mengubah kondisi pembelajaran di seluruh dunia dan memaksa <sup>seluruh</sup> ~~semua~~ pihak untuk beradaptasi dengan sistem yang baru. Pembelajaran ini bertujuan untuk mendapatkan informasi terkait dari efek belajar inggris secara online sebagai bahasa luar, data diambil dari pembelajaran bahasa luar dan siswa di tiga perbedaan bagian universitas ~~Universitas Teknik Bontol~~ (Technical university of ambato, Higher polytechnic School of chamborno, and university of Guenca) dan lima perbedaan level perbedaan: A1, A2, B1, B1+, dan B2. Makalah ini membahas hasil dari 400 siswa dalam di empat bentuk tes: pedagogik praktek dan ujian belajar, faktor dan pendapat para siswa tentang kelebihan dan kekurangan belajar online saat pandemi covid-19, didalam survey penelitian online pertanyaan dengan 17 pertanyaan dan 5 poin suka diterapkan. Tes hadist 0.84 dan 0.73 level performa dengan program spss statistik. Tujuan bertujuan untuk membuat pembelajaran online di pelajaran bahasa luar siswa saat pandemi covid-19, yang mana akan dikonfirmasi setelah analisis empat aspek belajar: praktek dan tugas pedagogik, belajar luar kelas, faktor guru dan siswa, pendapat tentang kelebihan dan kekurangan dari belajar online. peningnya dari belajar online akan dibahas ketika itu dilakukan pengertian seperti berdatang muka atau berbahaya diproduksi oleh pandemi covid-19.

Name : Muhammad Reza M.  
NIM : 2011270012  
Class : TBI 4 A  
Semester : 4.

"Efektif pembelajaran online untuk dalam pencapaian siswa EFL pada masa pandemi virus corona"

Abstrak :

Pandemi virus corona (COVID-19) pandemi mengubah kondisi pendidikan di dunia ~~dan harus memb~~ mengharuskan seluruh negara berinovasi dan beradaptasi terhadap sistem baru.

Pembelajaran ini menargetkan untuk mengumpulkan informasi yang sesuai untuk ~~guru bahasa Inggris~~ yang berdampak untuk pengajaran bahasa Inggris online dalam ~~English online as Foreign Language (EFL)~~ pencapaian mahasiswa EFL.

Data yang telah dikumpulkan dari guru EFL dan mahasiswa berdasarkan dengan tiga Universitas Ekuador yang berbeda

Universitas teknik Ambato, sekolah tinggi ilmu politeknik chimborazo, dan universitas chuena) dan dengan masing-masing level yang berbeda : A1, A2, B1, B1+, dan B2.

Ini merupakan hasil dari 480 siswa berdasarkan 4 sesi : pelatihan dan tugas pedagogik, ~~metode~~ metode pembelajaran, dan kekurangan pembelajaran online siswa tentans lebih di masa pandemi covid 19

20

Name : Andhika Draz Syahfitri

NIM : 201230028

Class : 4A

Semester : 4 (Empat)

A  
craft

# "Efek pembelajaran Online <sup>Siswa</sup> ~~mahasiswa~~ EFL dalam pencapaian akademik selama Pandemi wabah Koronavirus"

A  
craft

wabah Coronavirus (COVID-19) mengubah kondisi pendidikan

Seluruh dunia yang dipaksa untuk bisa beradaptasi pada sistem baru.

Dengan tujuannya dalam mengumpulkan informasi yang berhubungan pada efek pembelajaran online di English as a ~~foreign~~ foreign Language (EFL)

pada pencapaian siswa. Data yang dikumpulkan dari para guru EFL dan siswanya dari tiga pendidikan universitas (Technical University of Ambato, Higher Polytechnic School of Chimborzo, dan University of Uenca)

berdasarkan pada lima tingkatan : A1, A2, B1, B1+, dan B2. Laporan ini mendapat hasil dari 480 siswa berdasarkan empat sesi : <sup>utama</sup> pedagogik, latihan dan

penerapan pembelajaran dari luar, ~~efek faktor~~ faktor afeksi dan persepsi para siswa tentang kelebihan dan kekurangan dari pembelajaran online

selama pandemi COVID-19; berdasarkan hirarki ~~kebutuhan~~ <sup>kebutuhan</sup> kebutuhan belajar online dari Justin shewell. ~~Survey~~ <sup>Survey</sup> survey online ~~yang~~ dengan

~~dan~~  <sup>Craft</sup> ~~kuisioner~~ dengan 17 pertanyaan dan 5 poin Likert scale diterangkan The Cronbach Alpha test mendapat hasil 0.84 dan 0.73 tingkatnya meny-

uaikan The Kolmogorov Smirnov Static dan The Kendall's Tau-b tests, dan Levene's test untuk <sup>menyatakan</sup> menyatakan semua variasi yang ditampilkan dengan <sup>program</sup> program Spss Statistik. Hasilnya membuktikan bahwa pembelajaran online berdampak

pada pencapaian akademik dari ~~efek~~ pembelajaran EFL selama pandemi COVID-19 yg telah dikonfirmasi dari analisis 4 cakupan utama : pedagogik <sup>latihan</sup> dan penerapan belajar dari luar, faktor afeksi dan persepsi tentang kelebihan dan kekurangan



Name : Rinta Zahra

NIM : 2011230015

Class : TBI 4A

Semester : 4

Dampak dari pembelajaran online pada mahasiswa bahasa Inggris terhadap kemampuan / pencapaian akademik selama Pandemi Corona.

Abstract : ~~Pandemi Penyakit Coronavirus (COVID-19) mengubah kondisi di dunia, menyerang banyak pasien mengalami~~

Abstract : Pandemi coronavirus (COVID-19) menyerang banyak orang, yang menyebabkan perubahan kondisi pendidikan di dunia menjadi new normal.

Tujuan dari ~~penelitian~~ <sup>Pembelajaran</sup> ini untuk mengumpulkan informasi yang berkaitan dengan efek dari pembelajaran bahasa asing (EFL) dengan pencapaian siswa. Data ini terkumpul dari Dosen <sup>Mahasiswa</sup> dan siswa yang berada di tiga universitas Ecuatorian yang berbeda (universitas teknik Ambato, sekolah tinggi politeknik Chimborazo dan universitas Cuenca) dan lima level yang berbeda = A1, A2, B1, B1+, dan B2. Laporan ini Hasil dan masalah laporan ini yang berhubungan dan empat bagian : Praktek pedagogik dan penilaian, pembelajaran proses pembelajaran, faktor keaktifan dan persepsi dari mahasiswa tentang keuntungan dan kerugian dari pembelajaran online selama masa pandemi COVID-19; Berdasarkan

Pada survei online melalui kuisioner dengan 17 pertanyaan dan 5 point skala yang diaplikasikan. Hasil Cronbach's Alpha menunjukkan 0,84 dan 0,73 pada level reliabel korelasi. Pada statistika kolmogorov Smirnov dan, Test Kendall Tau-b, dan test tetap pada level dari berbagai performance <sup>variabel</sup> menggunakan aplikasi / program SPSS statistik.

Hasil ini menunjukkan hasil dari pembelajaran online pada masa pandemi, pada mahasiswa <sup>kemampuan akademik</sup> ~~prestasi~~ mahasiswa di <sup>Pembelajaran</sup> Bahasa Inggris sebagai bahasa asing selama masa pandemi COVID-19, yang terkonfirmasi Setelah menganalisis dari 4 area utama : Praktek pedagogic dan pembelajaran, proses pembelajaran, faktor keaktifan dan pandangan / persepsi mahasiswa terhadap keuntungan dan kerugian pada pembelajaran secara online. Hal ~~tersebut~~ <sup>terjadi</sup> dalam pembelajaran online terutama sebagai alat darurat pada saat yang <sup>terjadi</sup> ~~dipadati~~ <sup>diteliti</sup> selama pandemi COVID-19

12

Name : Febta Hermandes

NIM : 2011230039A

Class : TBI 9A

Semester : 4

Dampak Pembelajaran online pada EFL Pelajar Academic tercapai selama Pandemi Penyakit Virus corona.

Abstrak : Pandemi Penyakit coronavirus (Covid-19) mengubah keadaan

Pendidikan di dunia semua tenaga kerja seluruh pihak berpartisipasi untuk beradaptasi dengan untuk sebuah sistem baru. Pelajar ini bertujuan untuk mengumpulkan informasi yang berhubungan kepada dampaknya dari ~~Remot~~ Pembelajaran bahasa Inggris online pada bahasa Inggris sebagai sebuah bahasa asing (EFL) ~~pelajar~~ Pelajar tercapai. Data yang telah dikumpul dari EFL guru dan pelajar tergolong tiga perbedaan.

~~sekolah~~ universitas e Cuadonian (Universitas teknik di Ambato, sekolah tinggi Politeknik di chimbatozo, and university of cuenca)

Perbedaan levels: A1, A2, B1, B1+, and B2. ~~jumlah~~ Pelajar menyiapkan

Empat pilihan bidang: Praktik Penerapan langsung dan tugas, Pembelajaran diluar, Faktor ketepatan dan Pandangan Pelajar tentang kelebihan dan kekurangan dari Pembelajaran online selama pandemi covid-19.

mempertimbangkan ~~yang mana telah dikumpulkan~~ mengenai kebutuhan Pembelajaran online di Justin shewell. Sebuah survey online memberi pertanyaan 17 pertanyaan dan 5 poin seperti bagian awal yang ditetapkan.

di cronbach's Alpha ~~kemampuan~~ mempersiapkan tes 0.89 dan 0.73

di kendall's tau b dicoba dan di levenes percobaan kepada

bermacam-macam tampilan dengan spss program statistik. Hasilnya dibuat terperinci yang berdampak pada akademik pembelajaran online tercapai di EFL ~~pelajar~~ Pelajar selama Pandemi covid-19.

yang mana telah dikonfirmasi setelah menganalisis empat wilayah tujuan: Penerapan langsung praktik dan tugas, diluar Pembelajaran, ketepatan faktor dan Pandangan Pelajar tentang kelebihan dan kekurangan Pembelajaran online.

yang terpenting pembelajaran online telah tinggi sejak ~~menyusun~~ sebagai sebuah alat Produk kegunaan wadah pada ~~akhir~~ Pandemi covid-19.

VF

73  
Name : Meza Silviana

NIM : 2011230016

Class : 4A

Semester : 4 (empat)

A  
→ CIP 2

Pandemi Corona Virus Corona (COVID-19) mengubah kondisi pendidikan untuk beradaptasi dengan sistem baru. Pembelajaran ini memberikan informasi tentang aspek belajar online bahasa Inggris. Dari lima perbedaan (purnya) : A1, A2, B1, B1+ dan B2.

400 Murid 4 sesi : Pedagogical praktik ~~ada~~ assessment, learning outcomes, faktor afektif, dan persepsi minat tentang dukungan dari pembelajaran online di masa pandemi (COVID-19).

data survey online dengan 17 pertanyaan dan 5 point seperti skala diaplikasikan. Alpha test prensi 0,84 dan 0,23 tingkat reliability. Yang terpenting dalam pembelajaran online h.

24

Name : Reza Pranata Wisaya  
NIM : 204230013  
Class : TBI 4A  
Semester : 4

# II Efen Pembelajaran online siswa EFL dalam Akademik Selama Pandemi Virus Corona!! - OF

Abstrak: Pandemi virus corona (Covid-19) mengganggu transisi belajar/pendidikan  
 seluruhnya dipaksa untuk beradaptasi ke sistem pendidikan yang  
 baru. Tujuan penelitian ini untuk mengetahui masalah kesamaan  
 informasi terhadap efen belajar online ~~dan~~ terhadap siswa EFL.  
 data yang didapatkan dari 10 guru EFL dan 3 siswa dari berbagai  
 universitas/sekolah (Technical University of Ambato, Higher Poly  
 technical school of Cimbora, dan University of Cuenca) terdapat  
 5 level: A1, A2, B1, B1+, dan B2. masalah pendidikan ini melibatkan  
 hasil 480 siswa mengenai empat bagian utama: prapen dan penilaian  
 pedagogis, hasil belajar, faktor afektif dan persepsi siswa tentang  
 kelebihan dan kekurangan belajar online selama pandemi  
 Covid-19, membandingkan hitung-hitungan pembelajaran online  
 dan offline. Instrumen kuisioner survei online dengan 17 pertanyaan dan  
 skala 5 poin diterapkan. Uji Cronbach's Alpha menunjukkan  
 tingkat reliabilitas 0,94 dan 0,73. Statistik kolmogorov smirnov,  
 dan uji mendali tau-b, dan uji Levene untuk homogen dari  
 varian tampilkan dengan program SPSS statistik. Hasilnya membuktikan  
 bahwa dampak belajar online siswa akademik di EFL dapat  
 pada saat pandemi Covid-19, yang diantaranya ialah mendominasi empat  
 bidang utama: praktik pedagogis dan penilaian, hasil belajar, faktor  
 afektif dan persepsi siswa tentang kelebihan dan kekurangan  
 pembelajaran online. Pentingnya pembelajaran online ditinjau  
 karena akan ditangani sebagai alat untuk menghadapi berbagai  
 darurat yang ditimbulkan oleh Pandemi Covid-19.

craft A

## SURAT PERNYATAAN VALIDASI INSTRUMENT

Berdasarkan permohonan instrumen yang diajukan mahasiswa:

Nama : Ega Rizki Ardia  
NIM : 1811230076  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris  
Judul : "An Analysis of EFL Students' Ability in Translating Abstract Text"

Setelah dilakukan analisa yang mendalam terhadap instrument yang akan dipakai. Maka, dengan ini menyatakan bahwa instrument tersebut valid dan layak untuk penelitian.

Demikian surat pernyataan ini dibuat agar digunakan sebagaimana mestinya.

Bengkulu, Juli 2022

**Validator,**



**Yashori Revola, M.Pd**

NIDN. 2003089001

## SURAT PERNYATAAN VALIDASI DATA

Berdasarkan permohonan instrumen yang diajukan mahasiswa:

Nama : Ega Rizki Ardia  
NIM : 1811230076  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris  
Judul : "An Analysis of EFL Students' Ability in Translating Abstract Text"

Setelah dilakukan analisa yang mendalam dan revisi sepenuhnya maka saya selaku *expert judgement* atau validator yang ditunjuk, dengan ini menyatakan bahwa data yang telah dianalisis tersebut valid dan layak sebagai hasil penelitian.

Demikian surat pernyataan ini dibuat agar digunakan sebagaimana mestinya.

Bengkulu, Juli 2022

**Validator,**



**Yashori Revola, M.Pd**

NIDN. 2003089001

**Appendix 3**

**Documentation**















KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172 Faksimih (0736) 51171-5117  
Website [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor : /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	M. Arif Rahman Hakim, M.Pd.,Ph.D. 199012152015031007	P I	Ega Rizki Ardia 1811230076	TBI	An Analysis of Translation Technique Found in Thesis Abstract (Content Analysis Research in Thesis abstract of English Department IAIN Bengkulu Year 2020/2021)
2	Pebri Prandika Putra, M.Hum 198902032019031003	P II			

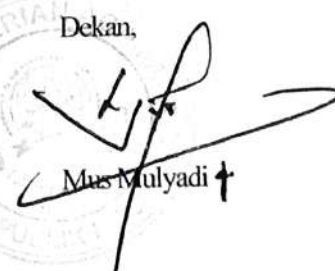
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 03 Februari 2022

Dekan,



Mus Mulyadi †

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Jurusan  
Tadris Bahasa Inggris  
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Ega Rizki Ardia  
NIM : 1811230076  
Jurusan/Prodi : Tadris/Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris


Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **“An Analysis of Students’ Ability in Translating Abstract Menjadi: “An Analysis of EFL Students’ Ability in Translating Abstract Text at the English Department of UIN Fatmawati Sukarno Bengkulu”**.

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Agustus 2022

Dibuat oleh,


  
**Ega Rizki Ardia**  
**NIM.1811230076**

Disetujui oleh,


**Pembimbing I**

  
**M. Arif Rahman Hakim, Ph.D.**  
**NIP.199012152015031007**

**Pembimbing II**

  
**Pebri Brandika Putra, M.Hum.**  
**NIP.198902032019031003**

Diketahui oleh,  
**Ketua Jurusan**

  
**Risaawati, M.Pd.**  
**NIP.197405231999032002**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

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**PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI**

Proposal skripsi atas nama : Ega Rizki Ardia, NIM : 1811230076 yang berjudul **“An Analysis of EFL Students’ Ability In Translating Abstract Text”** telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin, 06 Juni 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, Juni 2022

Penyeminar I

**Feny Martina, M.Pd**  
NIP. 198703242015032002

Penyeminar II

**Zelvia Liska Afriani, M.Pd**  
NIP. 199404202018012003



# KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

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Nomor : 292 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1.Feny Martina, M.Pd Penyeminar I)

2 Zelvia Liska Afriani,M.Pd (Penyeminar II)

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Tasha Bella Ananda Nasution 1711230118	08.00-08.50 WIB	The Effect Of Using Instagram Assisted Vlogging on EFL students' Speaking Ability (A Quasi Experimental Research At 4 <sup>th</sup> Semester Students of English Department UIN FAS Bengkulu)
2.	Nurmela 1711230128	08.50-09.40 WIB	The Application Of English Conversation Pocket Book In Improving Students' Speaking Skill (A Qualitative Study At MTS Ja-Alhaq Bengkulu City In The Academic Year 2021/2022)
3.	Yopi Sita Sari 1811230139	09.40-10.30 WIB	An Analysis of Psychological Factors Affecting EFL Learning Speaking Skill (A Descriptive Qualitative Study At SMAN 09 Bengkulu)
4	Ega Rizki Ardia 1811230076	10.30-11.20 WIB	An Analysis Of Students' Ability In Translating Abstract Text (A Descriptive Qualitative Research At The Fourth Semester Students of English Department In UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022)
5	Anandia Erianti Zulhijjah 1811230081	11.20-12.00 WIB	The Analysis Of Teachers' Challenges In Teaching English As Foreign Language (TEFL) At Rural Areas (A Case Study of MTS In Pondok Kubang Sub-District)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 1 Juni 2022

Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
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Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website www.uinfasbengkulu.ac.id

Nomor : 2804 / Un.23/F.II/TL.00/06/2022  
Lampiran : 1 (satu) Exp Proposal  
Perihal : **Mohon izin penelitian**

23 Juni 2022

Kepada Yth,  
Koordinator Prodi Tadris Bahasa Inggris  
Di –  
Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***“AN ANALYSIS OF EFL STUDENTS' ABILITY IN TRANSLATING ABSTRACT TEXT (Submitted As A Partial Requirements For The Degree Of Sarjana Pendidikan (S.Pd) In English Education Study Program Tarbiyah And Tadris Faculty UIN Fatmawati Sukarno Bengkulu)”***.

Nama : Ega Rizki Ardia  
NIM : 1811230076  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : Prodi Tadris Bahasa Inggris (TBI) UINFAS Bengkulu  
Waktu Penelitian : 23 Juni s/d 07 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,

  
Mus Mulyadi  






KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
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Website www.iainbengkulu.ac.id

**SURAT TUGAS**  
DEKAN FAKULTAS TARBİYAH DAN TADRIS  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU  
Nomor 0588 /Un.23/F II/PP.00.9/03/2022  
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Ega Rizki Ardia  
NIM : 1811230076  
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Abdul Aziz Bin Mustamin, M.Pd I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Dr Syamsul Rizal, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Ferry Susanto, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut.

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan

Bengkulu, 9 Maret 2022

Dekan,



M. Mulyadi

Tembusan:  
Yth, Wakil Rektor 1



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**SURAT KETERANGAN**

Bengkulu, 25 Juli 2022

Nomor : -  
Lampiran : 1 (satu) Bukti Penelitian  
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/c)  
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

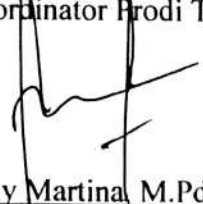
Menerangkan dengan sesungguhnya bahwa;

Nama : Ega Rizki Ardia  
NIM : 1811230076  
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 23 Juni s/d 07 Juli 2022 dengan judul "*An Analysis of EFL Students' Ability In Translating Abstract Text*"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui  
Koordinator Prodi TBI

  
Feny Martina, M.Pd.  
NIP. 198703242015032002



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Bengkulu, 27 Juli 2022

Nomor : 320 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Irwan Satria, M.Pd (Ketua)
2. Sepri Yunarman, M.Si (Sekretaris)
3. Fera Zasrianita, M.Pd (Penguji Utama)
4. Valisneria Utami, M.Ed (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 28 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Ayu Mayang Sari 1611230034	08.00-08.50 WIB	An Analysis of Parents' Support on Students' English Achievement During Covid-19 Outbreak
2	Utari Nadia S 1811230091	08.50-09.40 WIB	The Effectiveness of Using GIST Strategy in Teaching Student Reading Comprehension on Narrative Text
3	Nurmala Septiani 1711230098	09.40-10.30 WIB	Survey Study of Students' Strategies in Learning Listening Skills During the Covid-19 Pandemic at UIN Fatmawati Sukarno
4	Ega Rizki Ardia 1811230076	10.30-11.20 WIB	An Analysis of EFL Students' Ability in Translating Abstract Text
5	Melu Sudarmi Putri 1811230058	11.20-12.00 WIB	Online Learning Readiness at Tenth Grade Students of SMAN 7 Kota Bengkulu in Academic year 2022/2023

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan  
  
Mulyadi



22/09/2022  
Hanura Foburani

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 : 1811230076 ..... Judul Skripsi : An Analysis of the Holistic Ability  
 : Bahasa ..... In Translating Abstract Text  
 : Tadris Bahasa Inggris

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Kamis, 14 Juli 2022	Bab 4 - Bab 5	- perbaiki discussion - perbaiki conclusions - Tambahkan related studies di discussion	
Monday, 18 July 2022	chapter 4-5		
Wednesday 20 July 2022	<del>the</del> All chapters		
Friday 22 July 2022	Article for journal		


Bengkulu, ..... Jumat, 22 Juli 2022  
 Pembimbing I/II

Mengetahui  
  
 M. Mulyadi, M.Pd  
 NIP. 197005142000031004


M. Anif Rahman Hakim, Ph.D  
 NIP. 197012152015031007


KARTU BIMBINGAN SKRIPSI

: Ega Rikki Andra ..... Pembimbing I/II : M. Arif Rahman Hakim, Ph.D  
 : 1811230076 .....  
 : Bahasa ..... Judul Skripsi : An Analysis of Students' Ability to  
 : Tadris Bahasa Inggris ..... Translating Abstract Text A Descriptive Qualitative Res  
 : ..... at The Fourth Semester Students of English Depart  
 : ..... In UIN Fatmawati Sukarno Bengkulu Year 2021/22

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
12 April 2022	Bab 1 - Bab 2	<ul style="list-style-type: none"> <li>- Tambahkan Gramatic Issues di latar belakang</li> <li>- Tambahkan alasan yg kuat mengapa memilih objek penelitian tsb</li> <li>- Perbaiki Identifikasi masalah</li> <li>- Perbaiki limitation of the problem</li> <li>- Perbaiki Research Objective</li> <li>- Ganti pendapat ahli yg terbam</li> <li>- Perbaiki kutipan</li> <li>- Perbaiki Previous Studies</li> <li>- tambahkan min 5 previous study</li> <li>- Tambahkan Theoretical Framework</li> </ul>	


Bengkulu, 10 Mei 2022  
 Pembimbing I/II

  
 Yulyadi, M.Pd  
 05142000031004


  
 M. Arif Rahman Hakim, Ph.D.  
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KARTU BIMBINGAN SKRIPSI

: Ega Risti Ardiz  
 : 1811230070  
 : Bahasa  
 : Tadris Bahasa Inggris  
 Pembimbing I/II : M. Arief Rahuman Hakim, Ph.D.  
 Judul Skripsi : An Analysis of Students' Ability in  
 Translating Abstract Text (A Descriptive Qualitative  
 Research at The Fourth Semester Students of English  
 Department in UIN Fatmawati Sunanon Bengkulu  
 year 2021/22

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Kamari / 21 April 2021	Bab 2 - Bab 3	<ul style="list-style-type: none"> <li>- Tambahkan Teaching-learning Translation process</li> <li>- Perbaiki Theoretical Framework</li> <li>- Perbaiki subject of the research</li> <li>- Tambahkan sumber di technique of the data collection</li> <li>- Tambahkan sumber Pd Technique of Data Analysis</li> <li>- Tambahkan Field Notes</li> <li>- Perbaiki Translasi lines</li> <li>- Tambahkan pendapat ahli di buku Dr. Umar Sidiq, M.Ag &amp; Dr. Moh Miftahul Choiri</li> </ul>	



Bengkulu, 10 Mei 2022  
 Pembimbing I/II

  
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 : Tadris Bahasa Inggris ..... Translating Abstract Text ( A Descriptive Quantitative  
 : Research at The fourth Semester Students of English  
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 Year 2021/22

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Kamis / 28 April 2022	Chapter 3	P. 40 & 41 : just focus to interview - method that you're going to use - Please fix your references	
Tuesday, 10 May 2022	All chapters (1, 2, 3) and references	Acc to proposal defense	

Bengkulu, ..... 10 Mei 2022  
 Pembimbing I/II

  
 M. Arif Rahuman Hakim, Ph.D  
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 M. Arif Rahuman Hakim, M.Pd  
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KARTU BIMBINGAN SKRIPSI

: Ega Rizki Ardza ..... Pembimbing I/II : Pebri Prandika Putra, M.Hum  
 : 1811290076 ..... Judul Skripsi : An Analysis of Students' Ability  
 : Bahasa ..... In Translating ~~Text~~ Abstract Text  
 : Tadris Bahasa Inggris .....

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Sam, 23 Juni 2022	Penelitian	<ul style="list-style-type: none"> <li>- Memberi arahan apa yg harus dilakukan saat bimbingan penelitian</li> <li>- Memberikan arahan bagaimana membuat Bab 4 Bab 5</li> </ul>	sy
Selasa, 28 Juni 2022	Bab 4	<ul style="list-style-type: none"> <li>- Menjelaskan bagaimana mengoreksi hasil penelitian</li> <li>- Menyampaikan utk membaca ulang buku by Stranahan as a Science, Craft, art, &amp; Tech.</li> </ul>	sy
Kamis, 30 Juni 2022	Bab 4	<ul style="list-style-type: none"> <li>- Gunakan Ms. Excel utk menghitung data</li> <li>- Rapiakan tabel hasil</li> </ul>	sy

Bengkulu, Kamis, 30 Juni 2022  
 Pembimbing I/II



Pebri Prandika Putra, M.Hum  
 NIP. 198902032019031003


getahui  
 an  
  
 Mulyadi, M.Pd  
 187005142000031004

KARTU BIMBINGAN SKRIPSI

: Ega Roki Ardi ..... Pembimbing I/II : Retni Prandika Putra, M.Hum  
 : 1811230070 ..... Judul Skripsi : An Analysis of Students' Abstract  
 : Bahasa ..... in Translating Abstract Text.  
 : Tadris Bahasa Inggris

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Senin, 4 Juli 2022	Bab 4	- hilangkan nama responden di tabel - Rapikan lagi tabel hasil	ep
Selasa, 5 Juli 2022	Bab 4	- Tidak usah pakai Persentase - Acceptability-nya dibuat juga di discussion	ep
Kamis, 7 Juli 2022	Bab 4	- Boleh tambahkan diagram batang dan diagram lingkaran untuk menunjukkan hasil	ep
Selasa, 12 Juli 2022	Bab 4 - Bab 5	- Penjelasan di bab 4 discussion tidak usah di - bold	ep
Kamis, 14 Juli 2022	Bab 4 - Bab 5	- Boleh menggunakan teori Nababan di Acceptability - ACC	ep

Bengkulu, .....  
 Pembimbing I/II

  
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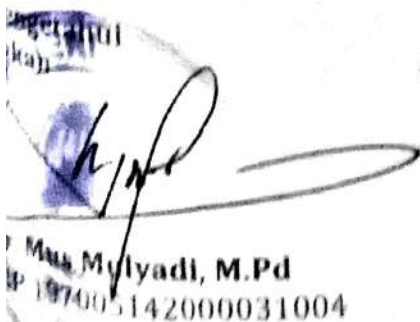
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Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Rabu/9 Feb 2012	Bab 1-3 Cek turnitin	Turunkan Plagiat minimal 35%	ay
Rabu/23 Feb 2012	Bab 1	- Perbaiki Identification of the problem - Tambalikan translation acceptability di Research question & Research objective	ay
Ramis/1 Maret 2012	Bab 1-3	Ganti objek Penelitian	ay
Rabu/2 Maret 2012	Bab 1-3	Ganti judul	ay
Selasa/8 Maret 2012	Bab 1	Hapus translation technique ganti dengan Mastery level	ay

Bengkulu, ..... 5 April 2012  
Pembimbing I/II



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NIP. 198902052019031003



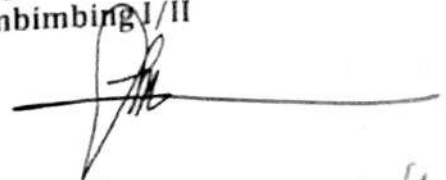
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: Ega Razi Ardya ..... Pembimbing I/II : Pebri Prandira Putra, M.Hum  
 : 1811230070 ..... Judul Skripsi : An Analysis of Students' Ability in  
 : Balias ..... Translating Abstract Text (A Descriptive Qualitative  
 : Tesis Balias Inggris Research at The Fourth Semester Student of English Depart  
 : In UIN Fatmawati Sukarno Bengkulu Year 2012

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Senin 12 Maret 2012	Bab 2 & Bab 3	<ul style="list-style-type: none"> <li>- Ganti Translasi proses menjadi Translation process by Nida &amp; Taber (1974)</li> <li>- Hapus Tools of Translation</li> <li>- Hapus acceptability assesment by Nababan ganti ke Analysis translation seperti di buku penerjemahan Balias Inggris-Indonesia by Pebri Prandira Putra, M.Hum</li> <li>- Ambil penalaran penerjemahan dari buku 'Penerjemahan &amp; Kebudayaan' by Benny Hoedoro Hoed</li> <li>- Buat skala penalaran (excellent, good, fair, poor)</li> </ul>	ay

Bengkulu, 5 April 2012  
 Pembimbing I/II



Pebri Prandira Putra, M.Hum  
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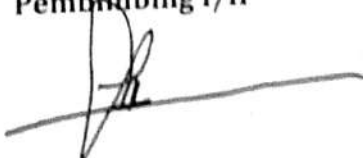
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 NIP. 197005142000031004

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Ega Ritki Andra ..... Pembimbing I/II : Pebri Prandira Putra, M.Hum  
 181123096 ..... Judul Skripsi : An Analysis of Students' Ability  
 Balasa ..... Translating Abstract Text (A Descriptive Qualitative Res  
 Judis Balasa Ingsat The Fourth Semester Students of English Department  
 In UIN Fatmawati Sukarno Bengkulu Year 21/22

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
19 Maret / 29 Maret 2022	Bab 2 & Bab 3	- Tambahkan populasi dan sample - Tambahkan teknik purposive sampling	
	Bab 2 & Bab 3	- Pindahkan teori jenis penerjemahan by Newmark ke Bab 2 - Tambahkan triangulation - Buat tabel sample	ap
Selasa / 5 April 2022	ACC	Lanjut pembimbingan 1	ap

  
 Pebri Prandira Putra, M.Hum  
 NIP. 198902032019031003

Bengkulu, 5 April 2022  
 Pembimbing I/II  
  
 Pebri Prandira Putra, M.Hum  
 NIP. 198902032019031003



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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Ega Rizki Ardia  
Nomor Induk Mahasiswa : 1811230076  
Prodi : TBI

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at 20 Mei 2022	08:00 - 08:50	Tri Melti	1811230117	The Effect of Project Based Learning On Students' Writing Ability at MAS PP Hidayatul Qomariyah Bengkulu (A Quasi Experimental at the eleventh grade of MAS PP Hidayatul Qomariyah Bengkulu in academic year 2022)	
2	Jum'at 20 Mei 2022	08:50 - 09:40	Chindy Yulia	1811230051	The Perception of The Use E-journal By English Department Students In Fulfilling The Needs For Academic Writing During Pandemic (A Descriptive Quantitative Study on 7 <sup>th</sup> Semester English Department Students at Fatmawati Soekarno State Islamic University)	
3	Jum'at 20 Mei 2022	09:40 - 10:50	Mifta Hujannah	1811230145	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehnsive (Quasi-Experimental Research at Eleventh Grade Of SMAN 4 Bengkulu in Academic year 2021 2022)	
4	Jum'at 20 Mei 2022	10:50 - 11:20	Yezzie Amelia	1811230028	The Effect of Word Walls Media On Students' Vocabulary Mastery (An Experimental Study at The Eight Grade On the SMPN 03 South Bengkulu In Academic Year 2021 2022)	
5	Jum'at 20 Mei 2022	11:20 - 12:00	Fiska Agustina	1811230020	Investigating EFL Passionate Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 04 Bengkulu)	

Ketua Jurusan Bahasa

Risnawati, M.Pd  
NIP. 197405231999032002

Bengkulu, 20 Mei 2022

Ko. Prodi Tadris Bahasa Inggris

Feny Martina, M.Pd  
NIP. 198703242015032002



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**SURAT PERNYATAAN PUBLIKASI ARTIKEL JURNAL**

Saya yang bertanda tangan dibawah ini:

Nama : Ega Rizki Ardia  
NIM : 1811230076  
Pembimbing : 1. M. Arif Rahman Hakim, Ph.D  
2. Pebri Prandika Putra, M.Hum  
Program Studi : Tadris Bahasa Inggris  
Instansi : Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Menyatakan bahwa artikel jurnal ilmiah saya yang berjudul “**An Analysis of EFL Students’ Ability in Translating Abstract Text**” telah di submit pada Jurnal Al-Lughah Universitas Islam Negeri Fatmawati Sukarno Bengkulu tahun 2022.

Demikian surat pernyataan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

**Mengetahui**  
Koordinator Prodi TBI

**Feny Martina, M.Pd**  
NIP.198703242015032002

Bengkulu, 2022

Menyatakan



**Ega Rizki Ardia**  
NIM. 1811230076

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