

# Assessing The Students' Translation Quality: Evidence from Nahdlatul Ulama University of Purwokerto

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## KEYWORDS

## ABSTRACT

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Translation quality is essential for ensuring that messages are accurately conveyed and easily understood. Nonetheless, there is still less equivalency in the students' translation performance, which calls for more investigation. Thus, this study aims to evaluate the students' accuracy, readability, and acceptability when translating texts from English into Indonesian. Using a descriptive qualitative methodology, the study was carried out with students from Nahdlatul Ulama University of Purwokerto's English Education Study Program. The three components of translation quality were measured by analyzing the data from the students' translation assignments using a scoring rubric. This study used document analysis assessing 10 students' translation products. The findings indicate that the students' translation quality is categorized as good. The results show that students generally perform well while translating. Readability had the highest average score (2.82), followed by accuracy (2.58) and acceptability (2.61) out of 3, suggesting that the majority of students can produce translations that are understandable and straightforward. The lower accuracy and acceptability scores, however, indicate that some students may still struggle to preserve semantic equivalency and generate natural statements in the target language.

Keywords: translation quality, accuracy, acceptability, readability

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## Introduction

Social media has grown in importance as a communication, education, entertainment, and information-sharing tool in recent years. Every day, a lot of people spend time on websites like YouTube, WhatsApp, Facebook, Instagram, and Twitter, where a lot of content is shown in English. Moreover, social media platforms provide authentic exposure to the use of language and can improve vocabulary, communication skills, and cultural understanding (Nurhastuti et al., 2024). However, because of their limited English proficiency, many Indonesian users still find it difficult to fully understand the content. Research indicates that even while students believe social media can help them become more proficient in English, they still struggle to comprehend complicated language and content (Amalia et al., 2025).

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These days, a lot of social media sites offer user-friendly automatic translation tools. However, prior research has demonstrated that these technologies frequently result in erroneous translations, which could cause misunderstandings. According to research on machine translation in social media settings, automatic translations are not always correct and can lead to misunderstandings that hinder user communication (Gupta et al., 2023). The accuracy and clarity of the information provided to readers might be impacted by improper translation, which makes this issue crucial.

The process of translating a text from the source language into the target language while taking both languages' meanings into account is called translation. It is not just about the text's structure but also about conveying the intended meaning so that readers may comprehend the material. Maintaining meaning, style, and contextual equivalency between the source and target texts is essential to translation quality (Mohammed, 2025). As a benchmark for translation evaluation, translation quality is crucial since it guarantees the precision, dependability, and clarity of the message. Additionally, studies show that assessing translation quality is still a major issue in translation studies since it establishes how well a translation fulfills functional and communicative goals (Zhu, 2023).

In this context, translation quality becomes an essential aspect to ensure that the message is accurately transferred and easily understood. According to Ningsih & Holilapulungan (2020), translation quality reflects the degree to which a translation meets certain standards. Nababan et al., (2012) propose three main criteria of translation quality, namely accuracy, readability, and acceptability. The researchers took this framework because it is one of the most popular and useful frameworks for assessing translation quality especially in Indonesian translation studies.

Those three criteria are important to evaluate whether a translation is accurate, understandable, and appropriate in the target language. Translation proficiency is a crucial ability for students in educational environments, particularly for those who are trained to become instructors or translators. Thus, the purpose of this study is to evaluate students' accuracy, readability, and acceptability when translating texts from English into Indonesian.

A successful translation prioritizes meaning over style, reproducing the closest natural counterpart of the original language message (Nida and Taber, 1982). Semantic equivalency, in which the destination text expresses the same meaning as the source text despite variations in linguistic form, is based on this premise. Translation quality approach, semantic equivalency and the accuracy dimension are strongly related. When the semantic substance of the source text is accurately and fully translated to the destination text, the translation is deemed accurate.

If the target text's meaning is equivalent to that of the source text, the translation is considered accurate. The target text contains no information that was added or removed from the original text. However, if a translation unintentionally leaves out material, adds information not found in the original language, has no meaning, or has different meanings, it will be deemed less reliable or even wrong.

Whether a translation must adhere to the customs, structure, and culture of the target language is referred to as acceptability. According to recent studies, acceptability—along with accuracy and readability—is a crucial factor in evaluating the quality of a translation and indicates how well it conforms to the target language's usage and cultural context (Fadilla et al., 2024). According to recent research, accuracy is still a crucial aspect of translation quality since it guarantees that the original content is retained and accurately communicated to the intended audience (Irawati, 2023).

The degree to which a translation is easy to comprehend, engaging, pleasurable, and whether or not it can be read is known as readability. Additionally, this category is utilized to ensure that the word in the target language conveys its meaning to the intended audience. There is a claim that the use of foreign or local terminology, confusing words and sentences, incomplete sentences, and nonsensical storylines are additional elements that affect how readable translated documents are. For a translation to be effective, the translator must comprehend both the source and target languages.

Numerous studies have looked at translation quality in various settings, with a particular emphasis on distinct evaluation components. For instance, Fransisca & Ardi (2019) examined the readability and acceptability of university students' translations of food labels and discovered that, while typically less acceptable, the translations were nonetheless readable. This result suggests that while students are capable of producing comprehensible translations, the appropriateness of language use is still a problem. However, rather than offering a thorough assessment, the majority of earlier research tends to concentrate solely on specific facets of translation quality. Despite its applicability, this framework's use in evaluating students' translation quality is still restricted, especially when it comes to document-based examination of students' translation output. Hence, this study tried to find out how the students' translation quality in translating texts from English into Indonesian is from the perception of accuracy, readability, and acceptability.

Despite its significance, students' translation performance frequently exhibits irregularities, especially when it comes to striking a balance between accuracy, readability, and acceptability. Many students may provide translations that are readable but not faithful to the original meaning, or accurate but hard to grasp. This suggests a gap between translation theory and real-world implementation.

This issue is significant since it directly affects the students' academic performance and preparation for the workforce. Students must be able to produce translations that are not only accurate in meaning but also natural and understandable to readers in order to become future teachers, translators, or language practitioners. In academic and professional settings, poor translation quality can result in misunderstandings, poor communication, and diminished credibility. As a result, a thorough evaluation of students' translation quality is required to pinpoint their advantages and disadvantages as well as to enhance translation instruction.

These factors make this study extremely pertinent since it attempts to thoroughly analyze translation quality using the characteristics of accuracy, readability, and acceptance. The subject of this study is the students' Translation Quality at English Study Program of Nahdlatul Ulama University of Purwokerto. The

purpose of this study is to evaluate how well students translate materials from English into Indonesian and how well their translations adhere to quality standards. By doing this, it is anticipated that the results will aid in the creation of more efficient translation training and offer insights on raising students' translation proficiency.

## Method

This study employed a qualitative approach using document analysis as the research design. The systematic process of looking at and evaluating documents in order to extract meaning and create empirical understanding is known as document analysis (Bowen, 2009). Because students' written translation products made up the major data, this method was deemed appropriate. There were 10 translation products assessed. Because the aim of the study was to gain a thorough understanding of students' translation quality rather than to statistically generalize findings, the sample size of 10 translation products is deemed adequate for qualitative document analysis following Bowen's framework.

In this study, the data were students' translation products from English into Indonesian, which were analyzed to examine the quality of translation based on three aspects, namely accuracy, readability, and acceptability. The study was carried out as part of the English Education Study Program at Nahdlatul Ulama University in Purwokerto, Indonesia. The translation assignments performed by the students who have finished a translation course during the 2020–2021 school year made up the data source. In this assignment, the students translated an English narrative text into Indonesian individually

Here is the criteria of translation quality following Nababan et al., (2012) categorized as one of the most popular and useful frameworks for assessing translation quality especially in Indonesian translation studies.

Table 1. Accuracy Instrument Level

| Translation Category | Score | Criteria                                                                                                                                                                                                                                                                                     |
|----------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accurate             | 3     | The meaning of the word, technical terms, phrases, clauses, sentences, or text language source is accurately transferred into the target language, with absolutely no distortion meaning.                                                                                                    |
| Less Accurate        | 2     | Most of the meaning of words, phrases, clauses, sentences, or text language sources has been accurately transferred into the target language. However, there is still distortion, translation double meaning or no meaning are eliminated. Which is disturbing the integrity of the message. |
| Inaccurate           | 1     | The meaning of the word, technical terms, phrases, clauses, sentences, or text language source is inaccurately transferred into the target language or omitted (deleted).                                                                                                                    |

Table 2. Acceptance Translation Level

| Translation Category | Score | Criteria                                                                                                                                                                           |
|----------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acceptance           | 3     | Translation is scientific, technical terms commonly used and familiar to the reader; phrases, clauses, and sentences used are in accordance with the rules of Indonesian language. |

|                    |   |                                                                                                                                                                                                                             |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Less in Acceptance | 2 | In general, the translation already feels natural; there is a little problem with the use of technical terms or occur slightly grammatical errors.                                                                          |
| Inacceptance       | 1 | Translation unnatural or feels like a work of translation; technical terms used are not commonly used and not familiar to readers; phrases, clauses, and sentences used are not in accordance with the rules of Indonesian. |

Table 3. Readability Translation Level

| Translation Category | Score | Criteria                                                                                                                                                            |
|----------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High Readability     | 3     | Words, technical terms, phrases, clauses, sentences, or text translations can easily be understood by the readers.                                                  |
| Moderate Readability | 2     | In general, the translation can be understood by the reader; however, there are certain parts that should be read more than one time to understand the translation. |
| Low Readability      | 1     | It is difficult for readers to understand.                                                                                                                          |

The analysis comprised the following steps: (1) organizing and familiarizing with the data by going over all translation texts in which all translation products were first reviewed several times; (2) coding and classifying the data according to the three dimensions of translation quality—accuracy, readability, and acceptability sentence by sentence manually; (3) analyzing and interpreting the data to find patterns, strengths, and weaknesses in students' translations; and (4) presenting the results descriptively to give a thorough understanding of students' translation quality.

The Translation Quality Assessment (TQA) approach developed by Nababan et al. (2012) was used to manually code each translation at the sentence level. Three separate codes, signifying Accuracy (A), Acceptability (Ac), and Readability (R), were assigned to each translation unit. A three-point rating system was used for each dimension, with three representing great quality, two representing moderate quality, and one representing bad quality. For instance, the code A3–Ac3–R3 denotes an exact, acceptable, and very readable translation, while the code A1–Ac2–R3 denotes an inaccurate, less acceptable, but still highly legible translation.

Here is the example of the coding process presented in table 4.

Table 4. Coding Example

| No | Source Text                                                                                | Target Text                                                                                | Coding (A–Ac–R) | Analysis                                                                                                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <i>The Ugly Tree</i>                                                                       | <i>Si Pohon Buruk Rupa</i>                                                                 | A3–Ac3–R3       | The title accurately conveys the meaning of the source text, sounds natural in Indonesian, and is easy to understand.                                                                                                                                       |
| 2  | <i>Long, long ago, in a dense forest there were thousands of tall and beautiful trees.</i> | <i>Dahulu kala, di dalam hutan yang lebat hiduplah ribuan pohon yang tinggi dan indah.</i> | A2–Ac3–R3       | The translation is generally accurate, acceptable, and readable. However, the addition of <i>hiduplah</i> is unnecessary because it is not explicitly expressed in the source text. A more accurate translation would be <i>terdapat ribuan pohon...</i>    |
| 3  | <i>They were happy, but proud of themselves.</i>                                           | <i>Mereka hidup bahagia, dan membanggakan keindahan diri mereka.</i>                       | A1–Ac2–R3       | The translation changes the original meaning by adding <i>hidup</i> and <i>keindahan</i> , which are absent from the source text. The phrase <i>proud of themselves</i> should be translated as <i>bangga pada diri mereka sendiri</i> . Although readable, |

|   |                                                                              |                                                                                            |                  |                                                                                                                                                                                                                                                                                                        |
|---|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                              |                                                                                            |                  | the translation is less acceptable because of unnatural lexical choices.                                                                                                                                                                                                                               |
| 4 | <i>Among them there also an ugly tree whose branches were badly twisted.</i> | <i>Di antara mereka, hiduplah si pohon buruk rupa yang cabangnya bengkok sangat parah.</i> | <b>A2–Ac3–R3</b> | The translation is generally accurate, but the addition of <i>hiduplah</i> is unnecessary. Proper nouns should begin with capital letters ( <i>Si Pohon Buruk Rupa</i> ). A more accurate rendering is <i>Di antara mereka terdapat juga Si Pohon Buruk Rupa yang cabangnya bengkok sangat parah</i> . |

## Results

The three dimensions of the TQA framework—accuracy, acceptability, and readability—proposed by Nababan et al. (2012) were used to assess the quality of students' translations. A three-point rating system was used for each translation unit (1 being low, 2 being moderate, and 3 being high). The overall score was divided by the number of translation units assessed (30 units) to determine each student's average score. The original scoring criteria put forth by Nababan et al. (2012) were used to categorize the average scores in order to make interpretation easier: 2.50–3.00 = High (Accurate/Acceptable/Readable); 1.50–2.49 = Moderate (Less Accurate/Less Acceptable/Moderately Readable); and 1.00–1.49 = Low (Inaccurate/Unacceptable/Low Readability). The percentages displayed in the tables were computed by multiplying the result by 100% after dividing the total score achieved by the highest possible score.

The results of this study are presented based on three aspects of translation quality, namely accuracy, readability, and acceptability. Here are the students score of accuracy, acceptability, and readability. The average score for each student was calculated by dividing the total score obtained by the number of translation units assessed (30 translation units) where the maximum possible score for each student was 90 (30 translation units  $\times$  maximum score of 3). The classification of average scores followed the Translation Quality Assessment framework developed by Nababan et al. (2012): 2.50–3.00 = High; 1.50–2.49 = Moderate; and 1.00–1.49 = Low.

Table 5. Students' score of accuracy

| No | Student | Total Score | Average Score | Criteria      |
|----|---------|-------------|---------------|---------------|
| 1  | DTS1    | 70          | 2.33          | Less Accurate |
| 2  | DTS2    | 83          | 2.77          | Accurate      |
| 3  | DTS3    | 85          | 2.83          | Accurate      |
| 4  | DTS4    | 88          | 2.93          | Accurate      |
| 5  | DTS5    | 76          | 2.53          | Accurate      |
| 6  | DTS6    | 76          | 2.53          | Accurate      |
| 7  | DTS7    | 69          | 2.30          | Less Accurate |
| 8  | DTS8    | 77          | 2.57          | Accurate      |
| 9  | DTS9    | 69          | 2.30          | Less Accurate |

|    |            |        |        |          |
|----|------------|--------|--------|----------|
| 10 | DTS10      | 82     | 2.73   | Accurate |
|    | Total      | 775    | 25.83  |          |
|    | Average    | 77.5   | 2.58   | Accurate |
|    | Percentage | 86.11% | 86.10% |          |

Table 5 illustrates the differences in students' accuracy scores when translating English texts into Indonesian. Three students were classified as less accurate, while seven students received average scores above 2.50, placing them in the accurate category. With an overall average score of 2.58 (86.10%), the students' translations can generally be regarded as accurate. From this result, seven of the ten translation products were classified as accurate according to the assessment criteria. The majority of students were able to appropriately translate the meaning of the source language into the target language without significantly altering, omitting, or adding information. The existence of a few less correct translations, however, suggests that some students continued to struggle with maintaining semantic equivalency, especially when dealing with complicated formulations or specialized language. Therefore, even though the overall performance is classified as accurate, more work is required to guarantee that all students consistently achieve high translation accuracy.

Table 6. Students' score of acceptability

| No | Student    | Total Score | Average Score | Criteria        |
|----|------------|-------------|---------------|-----------------|
| 1  | DTS1       | 83          | 2.77          | Acceptable      |
| 2  | DTS2       | 84          | 2.80          | Acceptable      |
| 3  | DTS3       | 83          | 2.77          | Acceptable      |
| 4  | DTS4       | 81          | 2.70          | Acceptable      |
| 5  | DTS5       | 79          | 2.63          | Acceptable      |
| 6  | DTS6       | 78          | 2.60          | Acceptable      |
| 7  | DTS7       | 67          | 2.23          | Less Acceptable |
| 8  | DTS8       | 71          | 2.37          | Less Acceptable |
| 9  | DTS9       | 83          | 2.77          | Acceptable      |
| 10 | DTS10      | 77          | 2.47          | Less Acceptable |
|    | Total      | 786         | 26.10         |                 |
|    | Average    | 78.6        | 2.61          | Acceptable      |
|    | Percentage | 87.33%      | 87.00%        |                 |

The students' translation scores in terms of acceptability are shown in Table 6. According to the findings, three students were classified as less acceptable, while seven students received scores of 2.50 or more, which fall into the acceptable category. The students' translations are generally acceptable, as seen by the total average score of 2.61 (87.00%). This result suggests that the majority of students were able to create

translations that sound appropriate and natural in the target language. Their translations are often comprehensible and acceptable to target audiences since they adhere to Indonesian grammar standards, norms, and cultural customs. The students demonstrated an ability to adjust sentence structures and lexical choices so that the translations do not feel awkward or overly influenced by the source language.

Nonetheless, the existence of less acceptable translations suggests that some students continue to struggle with naturalness. These problems could include literal translation, improper word choice, or sentence constructions that don't follow the conventions of the target language. Even though the idea is still understood, these issues can make the translation less readable and fluid. Overall, even though the students' translations are deemed adequate, the results point to the need for additional development, especially in terms of raising students' awareness of cultural appropriateness and target language norms. Students will be able to generate translations that are not only accurate but also more effective and natural for readers if these elements are strengthened.

Table 7. Students' score of readability

| No         | Student | Total Score | Average Score | Criteria |
|------------|---------|-------------|---------------|----------|
| 1          | DTS1    | 87          | 2.90          | Readable |
| 2          | DTS2    | 88          | 2.93          | Readable |
| 3          | DTS3    | 87          | 2.90          | Readable |
| 4          | DTS4    | 86          | 2.87          | Readable |
| 5          | DTS5    | 88          | 2.93          | Readable |
| 6          | DTS6    | 85          | 2.83          | Readable |
| 7          | DTS7    | 76          | 2.53          | Readable |
| 8          | DTS8    | 83          | 2.77          | Readable |
| 9          | DTS9    | 85          | 2.83          | Readable |
| 10         | DTS10   | 82          | 2.73          | Readable |
| Total      |         | 847         | 28.23         |          |
| Average    |         | 84.7        | 2.82          | Readable |
| Percentage |         | 94.11%      | 94.11%        |          |

The students' reading scores for translation quality are shown in Table 7. According to the results, none of the ten students fall into a lower category; all are classified as readable. The students' translations are generally quite readable, as seen by the average score of 2.82 (94.11%). This outcome indicates that the students were able to provide translations that are understandable and straightforward. Their sentence construction and language make it easy for readers to understand what they're saying. The majority of students have a strong capacity for clear idea expression in the target language, as evidenced by the consistency of their scores.

However, great translation quality cannot be guaranteed by readability alone. Accuracy and acceptance should be balanced. Even though the translations are simple to understand, students still need to make sure the language is suitable and the content is accurate. Overall, the results indicate that the best feature of the students' translation quality is readability.

## Discussion

The study's findings show that, although there are still some differences, students' translation quality as assessed by the three criteria of accuracy, acceptability, and readability typically shows favorable results. Out of the three variables, readability earned the highest average score (2.82), followed by acceptability (2.61) and accuracy (2.58). This trend indicates that students would rather produce translations that are easy to understand than ensure complete meaning equivalency or flawless conformity to target language conventions.

The majority of students were able to correctly translate the meaning from the source language into the target language, as indicated by the average score of 2.58. However, the occurrence of less accurate translations indicates that some students still struggle to retain meaning, particularly when dealing with complex idioms or unfamiliar language. It is consistent with studies by Analdi et al. (2025) which indicates that although students somewhat emphasize message over form, there are still difficulties in preserving the translation's accuracy and naturalness.

Students' translations are generally adequate and natural in the target language, as indicated by the average acceptance score of 2.61. Most students were able to translate in compliance with Indonesian linguistic and cultural norms. However, several students persisted in producing less satisfactory translations, often due to literal translation, strange sentence patterns, or incorrect word choices. This suggests that even if students understand the original text's content, they may not yet be able to express it in the target language. This finding supports the idea that, in addition to linguistic accuracy, acceptability necessitates taking into account target language norms and cultural context (Mcdonald, 2020).

Readability showed the best performance, with all students receiving comprehensible translations and an average score of 2.82. This implies that students are highly skilled at producing clear, logical, and understandable translations. High reading ratings consistently show that students can successfully organize their thoughts and use language that readers can understand. However, this trait also highlights students' inclination to choose clarity over precision, which may explain why reading ratings are greater than acceptability and accuracy. This is similar to the study by Ningsih & Holilapulungan (2020), which found that readability was the most important factor in translation quality. Additionally, the other study by Agriani et al. (Agriani et al., 2018) discovered that out of the 309 data gathered, six translation results had inadequate readability because the translator used a deletion approach that removed the novel's autism character marker.

These findings all indicate an imbalance among the three aspects of translation quality. Students' translations are not always accurate or suitable, even when they are occasionally understandable. This discrepancy demonstrates the gap between

theoretical knowledge and practical application, where students may understand translation concepts but struggle to put them into practice. A persistent gap between knowing and doing is highlighted by more recent classroom-based research (2025), which shows that although theoretical instruction offers fundamental foundations, students primarily rely on practical workshops and real-world tasks to truly internalize and apply these concepts (Marhendira et al., 2025). Given the interdependence of accuracy, acceptability, and readability, a good translation should ideally balance these aspects.

The results of this study is in line with Ningsih & Holilapulungan (2020) who found that while students were frequently able to convey the intended meaning, they still had trouble creating translations that completely adhered to the target language's linguistic norms. These results highlight the significance of assessing translation quality from a variety of angles rather than depending only on readability or message transfer. Although students' translations are often comprehensible, they may not accurately or organically convey meaning. This suggests that in addition to comprehension and clarity, teaching translation should include semantic accuracy and target language compatibility. This perspective is consistent with fundamental translation theories that prioritize communicative intent and equivalency (Nida & Taber, 1982). Therefore, translation education should include more practice in meaning analysis, context understanding, and language adaptation to target norms.

Overall, this study demonstrates that while students in the English Education Study Program at Nahdlatul Ulama University of Purwokerto demonstrate strong translation abilities, particularly in readability, there is still opportunity for development in finding a balance between all areas of translation quality. Students must be able to produce accurate, understandable, and culturally appropriate translations if they are to be successful in their future jobs as educators, translators, or language specialists.

## Conclusions

This study shows that students' translation quality is generally positive across the three examined dimensions—accuracy, acceptability, and readability. The strongest feature is readability, which shows that students are writing translations that are understandable and straightforward. However, somewhat lower accuracy and acceptability scores show that semantic precision and naturalness in the target language are frequently sacrificed in order to attain clarity. This disparity implies that students prefer communicative clarity above rigorous adherence to target language rules and meaning equivalency.

Since a high-quality translation should accurately convey the source message, adhere to the linguistic and cultural norms of the target language, and be easily understood by target readers, effective translation requires the integration of the three characteristics of accuracy, acceptability, and readability rather than the dominance of one criterion (Nababan et al., 2012). As a result, the results show a continual disconnect between students' theoretical comprehension of translation principles and their practical use of those ideas. Even though students seem to grasp important ideas like

naturalness and equivalency, they still struggle to put these ideas into practice when working on actual translation assignments.

These findings suggest that, from a pedagogical standpoint, translation teaching should prioritize semantic accuracy and target language suitability over understanding and readability. More task-based activities, real-world translation projects, and reflective exercises that let students use theory in practical settings should be incorporated into teaching methods. To increase acceptance and accuracy without sacrificing clarity, targeted instruction in lexicon choice, idiomatic expressions, and cultural adaptability is also crucial.

Future research should examine how integrated teaching strategies, including project-based learning or technology-assisted translation tools, affect the balancing of translation quality parameters. Deeper understanding of students' translation proficiency may also be obtained by increasing the sample size, using expert translators as benchmarks, or looking at various text genres. In order to produce translations that are not only clear but also exact and culturally appropriate, this study emphasizes the significance of a balanced translation competence, where accuracy, acceptability, and readability are built together.

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