

09 A_Study_Abstract

by UPNV Jatim

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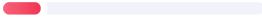

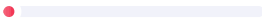


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379	Correctness	
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42	Punctuation in compound/complex sentences	
13	Wrong or missing prepositions	
21	Misuse of semicolons, quotation marks, etc.	
5	Pronoun use	
9	Incorrect noun number	
27	Comma misuse within clauses	
6	Incorrect verb forms	
3	Closing punctuation	
1	Mixed dialects of english	
1	Redundant words	
4	Faulty subject-verb agreement	
1	Misplaced words or phrases	
5	Confused words	
74	Engagement	
74	Word choice	
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rare words

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characters per word

Sentence Length

10.8

Measures average sentence length

words per sentence

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A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English

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Abstract

Abstract¹ is one of the important² parts in one research due to the fact that³ it is a kind of short condensed text to represent the whole text. As one research that consists of some aspects such as introduction, objective, methodology, result / discussion⁴, and conclusion, so that an abstract should cover those five aspects. However, in fact^{5,6} many abstracts do not have those five completely⁷. Therefore, an abstract that should be written⁸ in 5 separated paragraphs,⁹ it is¹⁰ sometimes written in 4, 3, 2, or even 1 paragraph. This¹¹ might cause the coherence of the text is not good¹². Besides, in this globalization era, abstract¹³ is usually written in two languages, Indonesian and English. Moreover¹⁴, most of the translators in Indonesia do not focuss¹⁵ on one kind of text but all kinds. As what¹⁶ many experts of translation and linguistics often say that the work of translation is not such an easy job to do. This¹⁷ might cause the result of translation¹⁸ especially^{19,20} related to accuracy, acceptability, and readability is not as good as what it is expected²¹.

In line with the background of study²² above, this research was aimed at²³ investigating the writing format of dissertation²⁴ abstract, abstract structure and²⁵ its coherence of text used both in²⁶ source text²⁷ and target one. Besides, it was intended to analyze and describe about the result quality of the abstract²⁸ translation of dissertation in accordance with its accuracy²⁹.

Meanwhile, the research methodology used was descriptive qualitative, with a strategy of embedded³³ case study. The research data were 15 (fifteen) texts of dissertation abstract consisting of 7 (seven) texts of medical science, and engineering of the 8 (eight) others written in Indonesian and their translation in English. The data collected were the number of paragraphs, abstract structure, cohesion, and coherence of text³⁴. To obtain the required data, the researcher

made some questionnaire³⁵ and did interviewing^{36 37} to some raters. Those requested to assess the quality of translation were some experts in translation and linguistics. The range of score was 3 for : 'good', 2 : 'not so good', and 1: for 'bad'. The result of their assessment was used as an instrument to analyze the data and made a conclusion.³⁸

Having discussed and analyzed the data, it was found that: 1) The writing format in accordance with (a) the number of paragraphs: 2 texts or (13,33%) consisted of 1 (one) paragraph, 6 texts or (40%) had 3 paragraphs, 3 texts or (20%) consisted of 4 (four) paragraphs, and 4 (four) texts or 26,66% had 5 (five) paragraphs; (b) The number of abstract structure: 1 (one) text (6,66%) missed 'introduction', 4 (four) texts or (26,66%) did not have 'objectives', 6 (six) texts or (40%) did not have 'conclusion', and only 4 (four) texts or 26,66% had complete abstract structure: introduction, objective, methods, results / discussion, and conclusion; 2) The average score of the whole text structure of abstract dissertation and its coherence of text was as follows: The source text was '2,15' and categorized as good (C), meanwhile the target one declined into '1,77' and categorized as fair (D); 3). Based on the final result, it was found³⁹ that the average score of accuracy was '1,97'. This could be interpreted^{40 41} that the accuracy level of translation text of dissertation abstract⁴² written by PhD⁴³ students was 'Less Accurate / Fair (D)'.⁴⁴

Based on the data analysis and discussion, it could be concluded⁴⁵ that there were some variations of writing^{46 47} format of dissertation abstract⁴⁸. Some abstracts were written⁴⁹ in 5 paragraphs, 4, 3, and even 1 paragraph. Meanwhile, according to the number of abstract structure^{50 51}, some abstracts⁵² were not provided with introduction, objective, or conclusion. Therefore, in general⁵³ the quality of abstract structure^{54,55 56} and its coherence of text was not so good, and the result of its translation of the target text was worse than that of the source

⁵⁷text. Furthermore, the average score of accuracy⁵⁸ of the target text was lower than that of the abstract structure and categorized as 'less accurate' or fair (D).
Keywords: Quality of translation, Dissertation abstract, Abstract structure, Coherence, Accuracy

Introduction

In this globalization era, English is becoming more and more important⁵⁹ because English is used as a means of International communication among nations both⁶⁰ spoken and written. Therefore, most of the countries in the world, including Indonesia⁶¹ learn it in order to be⁶² able to use it to speak and write properly⁶³. In Indonesia, English is taught from elementary school to University⁶⁴⁶⁵⁶⁶ level. This⁶⁷ means that the learners have learned⁶⁸ it for more than 10 (ten) years, but in fact^{69,70} many of them are not able to speak or write well. However, in the late 2 (two) decades, Indonesian students of University are obliged to write their abstracts of theses or dissertation⁷¹ in two languages, Indonesian and English. It is expected⁷² that not only can Indonesian readers read it but also those of other countries whose native languages are not Indonesian. Therefore, abstract⁷³ should be written as well as possible because it represents the whole⁷⁴ content of dissertation⁷⁵ or research.

Referring to the explanation above, some PhD⁷⁶ students ask somebody elses⁷⁷ or translators to translate their abstracts, and some others do it by themselves. The translators who are requested to translate⁷⁸ are not always professionals either because many of them do not focuss⁷⁹ on one kind of text but all kinds.⁸⁰ Those facts make the quality of translation not as good as what it is expected⁸¹. Besides, the researcher also found some facts⁸² that many abstracts did not fulfill the requirement as what the abstract should have been written⁸³⁸⁴⁸⁵⁸⁶. Some abstracts did not have introduction⁸⁷, objective, or conclusion. Many of the

abstract writers might forget about this. The number of paragraphs were also⁸⁸ varies⁸⁹, consisting of 5 (five) paragraphs⁹⁰, 4 (four), 3 (three), even 1 (one) paragraph⁹¹. One paragraph⁹¹ consisted of more than one main ideas⁹² or even more⁹³, e.g. introduction⁹⁴ and objective or the aim of a study. If this happened, the organization of text was not good⁹⁵ and it might cause the text⁹⁶ not⁹⁷ coherence⁹⁸. Due to the fact that⁹⁹ abstract is an important¹⁰⁰ part of one research, and is often read by another researcher or writer as a reference, abstract text and its translation result should be written¹⁰¹ as well as possible. Otherwise, it could mislead the target readers. However¹⁰² to obtain the good¹⁰³ quality of translation product¹⁰⁴ concerning with¹⁰⁵ accuracy, acceptability, and readability is not such an easy¹⁰⁶ work to do. According to Halliday (1980) and Baker (1991)¹⁰⁷ there are 3 (three) major¹⁰⁸ difficulties in translating the source text into the target one faced by the translators. Those are how to find the most appropriate, accurate and acceptable¹⁰⁹ equivalence related to lexical equivalence, grammatical / syntactic¹¹ / linguistic¹¹¹ equivalence, and textual equivalence that covers cohesion and coherence of the discourse. The other reason might be caused¹¹² that in¹¹³ Indonesia¹¹³ it has not been established the standard yet how to write a good abstract. Therefore this research is necessary to conduct so that some problems of abstract writing and its translation result might be overcome¹¹⁵. Among those three difficulties only¹¹⁶ two: grammatical¹¹⁷ equivalence¹¹⁷, and textual equivalence that will be analyzed¹¹⁸ in this research. To obtain the quality of abstract¹¹⁹ translation of dissertation^{120,121}, some raters are required to make the assessment of¹¹⁹ it.

In line with some problems stated above, this research was aimed at¹²³ investigating : (1) the writing format of dissertation abstract; (2) the abstract¹²⁴ structure and its coherence of text used both in source¹²⁵ text and target one; (3) Describing and explaining about the result¹²⁶ quality of

the abstract translation of dissertation in accordance with its accuracy.

Review of Related Literature/References

The Meaning of Abstract

According to Oxford Advanced Learner's Dictionary written by Hornby (1974: 4): 'Abstract is a short account, e.g. of the chief points of a piece of writing, a book, speech, etc'. Meanwhile in Webster's Desk Dictionary of the English Language, it is said that 'Abstract' is a summary of a statement, etc' (Webster, 1983: 4). Based on these two definitions it can be assumed that abstract especially related to the result of research, and other scientific article of writing for a journal is a kind of short or very brief of condensed text of final report that represents all activities that the writer or researcher has done which is limited between 250 up to 500 words or written within two pages at the most or less.

Besides the result of research, there are some other writings that can be condensed into an abstract text, such as books, and articles in a journal. As what Susan Gilbert (1985: 1) said that 'Abstract is a short informative or descriptive y of a longer report. It is a condensed version of an original work: a book, journal article, technical report, patent, or sometimes a speech or an interview'

Furthermore, Judith Kilborn (1998: 1) wrote one article in Literacy Education Online (LEO:

1) concerning with this definition. It was stated that an abstract was a condensed version of a longer piece of writing that highlighted the major points covered, concisely described the content and scope of the writing, and reviews the writing's contents in abbreviated form.

However, among those several definitions and explanation¹⁵⁸ stated above, it seems that the closest idea related to abstract¹⁵⁹ text as a result of a study is the definition stated¹⁶⁰ by Judith Kilborn.

The Structure of Abstract

In general, the structure of abstract that must be written¹⁶¹ as the result of research consists of 3 (three) major¹⁶² parts: opening, body, and closing. 1) Opening, tells about a brief explanation about the topics or title and the reason for choosing it and conducting the research; 2) Body is the main activity or all activities that the researcher has done that covers all important things¹⁶³ conducted during the research, the kind or identity of research, the statement¹⁶⁴ of the problems, the objective / aims, and methodology supported by some¹⁶⁵ theories; and 3) Closing, is the final result of research, dconclusion,¹⁶⁶ and its¹⁶⁷ implications, and suggestion if necessary.

Meanwhile, Koopman (1997: 1) said that the structure of abstract¹⁶⁸ must cover 5 (five) aspects: motivation / introduction,¹⁶⁹ objective / goal / aim,¹⁷⁰ approach / methodology,¹⁷¹ results, and conclusion.¹⁷² 1) Motivation or introduction means the reason for choosing the topics and conducting the research; 2) Objective or Goal. Usually¹⁷³ this part is stated in the form of¹⁷⁴ statement¹⁷⁴ of the problems that will become the focuss¹⁷⁵ of discussion. In this section, the objective of research and its hypothesis as the main base of¹⁷⁶ theory¹⁷⁶ are also stated;¹⁷⁷ 3) Approach is methodology¹⁷⁸ which is used to analyze the data so that the result of research can fulfill as what it is¹⁷⁹ expected; 4) Result is an answer or the result of the research finding

according to the statement of the¹⁸⁰ problems;¹⁸¹ and 5) Conclusion is a statement¹⁸² that infers or concludes the result of discussion and findings and its¹⁸³ implications of the answers stated in the statement of the problems.

Moreover, ¹⁸⁴the similar ¹⁸⁵opinion was also stated by Owen D Williamson (2007 : 3). He said that to make a good or perfect text, besides those five aspects, abstract. Should be accomplished with ¹⁸⁶coherence ¹⁸⁷of text. 'Abstract should consist of 1) introduction, 2) aims, 3) methods, 4) results / discussion, 5) conclusions, 6) coherence'.

Among those several requirements of the structure of abstract writing, it seems that Williamson's is the most complete. ¹⁸⁸Due to the fact that one text should consist of one or more than one paragraphs, each paragraph should cohere one another, and each ¹⁸⁹paragraph ¹⁹⁰that consists of several sentences, each sentence should ¹⁹¹cohere one another to make it unity. One text is considered to be coherence if there is some appropriate connecting word between one sentence and another, or between one paragraph and another. The word that connects one sentence and another, one ¹⁹²paragraph and another ¹⁹³is called 'lexical or grammatical ¹⁹⁴ohesion ¹⁹⁵'. Therefore, to obtain a ¹⁹⁶good coherence of ¹⁹⁷text, the most appropriate lexical or grammatical cohesion. Joan Cutting (2002:13) said that the ¹⁹⁸coherence of text ¹⁹⁹is determined by the choice of words or lexical equivalence and ^{201,202}grammatical equivalence. ²⁰³This means that one ²⁰⁴text is ²⁰⁵considered whether its ²⁰⁶coherence of ²⁰⁷text is ²⁰⁸good or not is determined by those two aspects of language, the most appropriate words and grammatical structures used in the text. ²⁰⁹The same idea about the importance of coherence of one text was also stated by Reiss and Vermer in ^{210,211}Jeremy Munday (2000 : ²¹²79).

Abstract and Translation

As it is stated previously ²¹³that ²¹⁴abstract as a result of research (in Indonesia) is written in two languages, Indonesian and its ²¹⁵translation that is in English. This ²¹⁶phenomena makes some of the ²¹⁷PhD students specifically try hard to translate it by themselves. Meanwhile, many others who feel that their English is not good enough, tend to ask somebody ²¹⁸elses or translators to ²¹⁹translate it for

them. The problem is that most of the translators in Indonesia are not professionals. ²²⁰ This means that they are willing to ²²¹ translate all kinds of ²²² texts although it seems that it is impossible for a translator to ²²³ translate all kinds of ²²⁴ texts to obtain a good quality of translation. ²²⁵ This makes the quality of translation work not satisfy as what ²²⁶ it is expected. As it is ²²⁷ often stated ²²⁸ by many experts of translation and linguistics that ²²⁹ translation is not such an easy work to ²³⁰ do, so that only a certain number of people ²³¹ are able to accomplish this hard work. Therefore, a translator must specialize or ²³² focuss on ²³³ one certain kind of text if he wants to obtain a good quality of translation ^{234,235} especially related to its accuracy, acceptability, and readability.

According to Halliday and Hassan (1980), and Baker (1991), some problems usually encountered by a translator are much related to find the Lexical Equivalence (Equivalence at word level and above word level), Grammatical / Syntactic Equivalence, and Textual Equivalence (related to Cohesion and coherence). ²³⁶ Furthermore, the coherence of text is much influenced by the ²³⁷ appropriateness in the use of grammatical and or lexical cohesion to connect ²³⁸ between one sentence and another or between one paragraph and another of a text.

Below is the figure describing ²³⁹ about the cohesion of text by Joan Cutting.

Cohesion

Lexical

Grammatical

Reference Substitution Ellipsis Conjunction

Repetition Synonym Super ordinates General Words

Figure 1. Cohesion²⁴⁰ of Text According to Joan Cutting (2002: 13)

In line with the problems²⁴¹ about translation²⁴² stated above, the researcher found some problems²⁴³ encountered by both the abstract writers of dissertation²⁴⁴ and the translator²⁴⁵ who were in charged to translate²⁴⁶ the abstract text into English.²⁴⁷ It was found²⁴⁸ that some abstracts consisted of only one paragraph, three, or four. Some of them did not have introduction²⁴⁹, objective, or conclusion. It seemed that the product of translation just tended to follow the source text. For example, If the source text did not have introduction²⁵⁰ or objective, the translator did not try to make it correct. This²⁵¹ meant that if the source text was not correct, the target text was automatically not correct²⁵² either.

Research Methodology

The research methodology used was descriptive qualitative, and the strategy employed was embedded²⁵³ case study. The research data were 15 (fifteen) texts of dissertation²⁵⁴ abstract consisting of 7 (seven) texts²⁵⁵ of medical science, and the 8 (eight) others were taken²⁵⁶ from engineering²⁵⁷ department. Those texts were²⁵⁸ written in Indonesian as a source text,²⁵⁹ and the result of their translation in English²⁶⁰ as a target one. The data collected were the number of paragraphs, abstract²⁶¹ structure used, lexical cohesion, grammatical cohesion, and coherence of text²⁶², and the result of assessment²⁶³ given by the raters.

To obtain the required data, the researcher made some questionnaire and did interviewing ²⁶⁵ ²⁶⁶ to some raters. Those requested to assess the quality of translation were all well dedicated ²⁶⁷ experts both in translation and linguistics studies. The result of their assessment was used as an instrument to analyze the data and made a conclusion. ²⁶⁸

Discussion and the Results of Study

There are 3 (three) problems to answer in this research: 1) the writing format of dissertation ²⁶⁹ abstract; 2) the Abstract Structure and its Coherence of Text both ²⁷⁰ Source Text and Target One; and ²⁷¹ 3) The Accuracy Level of Translation Result of Dissertation Abstract.

The Writing Format of Dissertation Abstract

Based on the finding, among the fifteen abstracts analyzed, there were two kinds of format writing, in accordance with ²⁷² the number of paragraphs, and the number of abstract structures. Moreover, the tabulation about these two variations, ²⁷³ and percentage ²⁷⁴ could be seen in table ²⁷⁵ ²⁷⁶ below.

The Abstract Assessment Based on the Number of Paragraphs

Below was the table that showed about the abstract assessment based on the writing format in accordance with the Number of Paragraphs and the Number ²⁷⁷ ²⁷⁸ Abstract Structures. ²⁷⁹

Table 4.1 The Tabulation of Abstract Structure and the Number of Paragraphs Each Abstract Text of Dissertation

No. Data

Introduction

Objective

Methodology

Result

Conclusion

Number of Paragraphs

M-1

V

V

V

V

V

5

M-2

V

V

V

V

-

4

M-3

V

V

V

V

V

1

M-4

V

V

V

V

-

1

M-5

V

V

V

V

V

5

M-6

V

V

V

V

V

5

M-7

-

V

V

V

V

5

E-1

V

-

V

V

-

3

E-2

V

V

V

V

-

3

E-3

V

-

V

V

-

4

E-4

V

V

V

V

-

4

E-5

V

-

V

V

-

3

E-6

V

V

V

V

-

3

E-7

V

-

V

V

V

3

E-8

V

-

V

V

-

3

Deviation

%

6,666%

33,333%

0%

0%

60%

73,333%

Note: M-1: Medical Science, Abstract Text 1 (One)

E-7 : ²⁸⁰Engineering Department, Abstract Text 7 (Seven)

The table above showed that among the 15 (fifteen) abstract texts analyzed in accordance with²⁸¹ the structure of abstract, it was found²⁸² that:

Abstract Text that Only Had 1 (one) paragraph

Among the 15 (fifteen) texts of abstracts analyzed there²⁸³ were 2 (two) texts or 13, 33% only had one paragraph. They were data no. M3 and M4. These two texts were written in one paragraph only, however²⁸⁴ they consisted of more than three structures of abstracts. Data no. M3 consisted of all the five (5) structures of abstract: introduction, objective, methodology, result, and conclusion. While data no. M4 consisted of 4 (four) structures of abstract:

introduction, objective, methodology, and result without conclusion. These two abstracts were not acceptable because two two²⁸⁵ texts were not coherence.

According to the theory, the coherence of text was stated²⁸⁶ that one paragraph should have consisted of one main idea only. Therefore to be coherence, data no. M3, for example, should have been written in 5 (five) paragraphs not one²⁸⁷

only. Here is the example of data (abstract) that consisted of one paragraph, data no. M3:

Abstract Texts Consisted of 3 (three) Paragraphs

Three were 6 (six) texts of abstracts or 40% that had 3 (three) paragraphs. They were data no. E1-E2-E5-E6-E7-E8. Although these six texts of abstracts had the same number of paragraphs, they had different numbers of their abstract structures. For example, 3 (three) data E1-E5 and E8 that consisted of 3 (three) structures of abstracts, the first paragraph was written 'introduction',²⁸⁸ the second was methodology, and the third was the result of the research,²⁸ and the two other stuctucres²⁹⁰ were missing (not written). Meanwhile, the three other data: E2-E6, and E7, although they only consisted of 3 (three) paragraphs, these texts in fact^{291,292} had 4 (four) abstractct²⁹³ structures. Data no. E2²⁹⁴ for example, the first paragraph was introduction²⁹⁵, the second consisted of objective and methodology, and the third was the result of research.²⁹⁶ Meanwhile²⁹⁶ data E6, the first paragraph was introduction and objective, the second was methodology, and the third was the result of the research. Data no. E7, paragraph one was introduction²⁹⁷, two methodology²⁹⁸ and result, paragraph three was conclusion²⁹⁹.

Abstrak Texts that Had 4 (four) Paragraphs

There were 3 (three) abstract texts³⁰⁰ or 20% belonged to this criteria³⁰¹. They were data no. M2-E3 and E4. These three data, although they were written³⁰² in 4 (four) paragraphs, not all had 4 (four) structures of abstracts. Only data no. M2 dan E4³⁰⁴ that had 4 (four) structures of abstract: paragraph one was introduction, two was objective, three was methodology, and four was the result, and both were³⁰³ not completed with conclusion³⁰⁵. But data no. M2, introduction and objective^{306,307} were written³⁰⁹ in one paragraph, in the first paragraph. While data no. E3, paragraph one was³¹⁰ introduction³¹¹, two was also introduction³¹² added by some

suggestion, ³¹³ paragraph three was methodology, and four was the result of research.

Abstract Texts Written in 5 (five) Paragraphs.

There were 4 (four) abstract texts or 26,666% that consisted of 5 (five) paragraphs. ³¹⁴ Some data that belonged to this category were M1-M5-M6 and M7. Among these four, only three abstract texts or (20%) ³¹⁵ that had complete structures and written in five paragraphs: data no. M1-M5 and M6. These three data were written correctly: paragraph one: introduction, two: objective, three: methodology, four: result, and five: conclusion. While data no. M7, although it ³¹⁶ was written in five paragraphs, ³¹⁷ it did not have ³¹⁸ introduction. Paragraph one was the objective that had to ³¹⁹ be written ³²⁰ on the first paragraph, two: methodology, three: the result, four: ³²¹ conclusion, and five: suggestion.

Based on the findings and discussion above ³²¹ it could be concluded that among those 15 (fifteen) abstract texts analyzed, there were only 3 (three) texts or (20%) categorized as good abstracts. Those texts were data no. M-1, M-5, and M-6. Meanwhile, data no. M-7, although

³²² it consisted of 5 (five) paragraphs, ³²³ it did not have ³²⁴ introduction. Therefore, ³²⁵ it was not categorized as a good abstract.

The abstract Assessment Based on the Number of Abstract Structures Used in Each Text of Abstract

Besides writing format and the number of paragraphs, ³²⁶ it was also found some texts that did not fulfill the criteria of text writing of ³²⁷ dissertation abstract.

Many of them were not provided with 5 (five) structures of abstract completely. Some missed ³²⁸ introduction, objective, or conclusion. Based on table 4.1 above, ³²⁹ it could be described that among the 15 (fifteen) texts of abstract:

There were 4 (four) texts of abstract or 26,66% that were provided with the 5 (five) structures of abstract completely: introduction, objective, methodology, results, and conclusion. Those four texts were data no. M1, M3, M5, and M6. 1 (one) text or 6,66% missed introduction. The text belonged to this category was data no. M7

There were 5 (five) texts or 33,33% which were not completed³³⁰ with objective or aims. Those texts were data no. E1, E3, E5, E7, and E8.

The most texts were not provided³³² with conclusion³³³. There were 9 (nine) texts or³³⁴ 60% belonged to this category. Those nine texts were data no. M2, M4, E1, E2, E3, E4, E5, E6, and E8.

Based on the result of findings³³⁵ explanation above, among those 15 (fifteen) abstracts, it could be concluded³³⁶ that there were only 4 (four) texts³³⁷ or 26,66% classified as good abstracts that fulfilled as what Koopman and Williamson suggested.

In accordance with the result of findings and discussion above, the following³³⁸ was the Structure of Abstract Assessment and its Coherence of Text both³³⁹ Source Text and Target One.³⁴⁰ Below was the table about it:

1. The Assessment of Abstract Structure and its Coherence of Text both Source Text and Target One

To analyze the structure of abstract³⁴¹ and its coherence of text³⁴², the researcher adopted the theory suggested by Koopman (1997) and Owen D Williamson (2007). As it was stated³⁴³ previously that a good abstract should cover 5 (five) structures such as³⁴⁴: 1) motivation / introduction, 2) aims / objective, 3) methods / approach³⁴⁵, 4) results, 5) conclusion, and accomplished with the other aspect, that was 'coherence' of text, so that the text³⁴⁶ would be united. Below was the table about the Structure of Abstract Assessment and its Coherence of Text

both Source Text and Target One as a result of combination³⁴⁷ of the two tables before:

Table 4.2. The Tabulation of Average Score as a Whole (Raters1-2-3) Structure of Abstract: Structure, Cohesion, and Coherence St & Tt

No. Data

The Average Score as a Whole; Structure of Abstract: Structure, Cohesion, and Coherence of Text (St & Tt)

Rater-1

Rater-2

Rater-3

Average

St

Tt

St

Tt

St

Tt

St

Tt

M-1

2,66

2,00

3,00
2,33
2,33
2,33
2,66
2,22
M-2
2,33
2,00
3,00
2,33
3,00
2,00
2,77
2,11
M-3
1,66
1,66
2,33
2,33
2,00
2,00
2,00
2,00
M-4
1,66
1,00

2,00
1,66
2,00
2,00
1,88
1,55
M-5
2,66
2,00
3,00
2,33
3,00
2,00
2,88
2,11
M-6
3,00
2,66
3,00
2,00
2,00
1,33
2,66
2,00
M-7
2,66
2,66

1,00

1,00

2,33

2,33

2,00

2,00

E-1

2,00

1,66

2,00

2,00

2,00

2,00

2,00

1,88

E-2

2,33

2,00

2,33

1,66

2,00

2,00

2,22

1,88

E-3

1,66

1,33

1,66

1,00

2,66

2,66

2,00

1,66

E-4

2,33

2,00

1,66

1,00

2,33

2,33

2,11

1,77

E-5

1,00

1,00

1,66

1,00

2,00

2,00

1,55

1,33

E-6

2,00

1,66

1,66
1,00
2,00
2,00
1,88
1,55
E-7
1,66
1,33
1,33
1,00
2,00
2,00
1,66
1,44
E-8
2,66
2,00
1,33
1,00
2,33
2,33
2,11
1,77
Total
32
27,33

31,00

23,66

34,00

31,33

32,38

27,27

Average

2,15

1,82

2,06

1,57

2,26

2,08

2,15

1,81

Note: St : Source Text Tt : Target Text

Score 3 : Good 2 : Not so Good 1 : Not Good / Bad

Based on table 4.2 above it could be seen that the average score of abstract structure (consisting of 'Structure, Cohesion, and Coherence) of St and Tt could be described as follows:

Among the 15 (fifteen) texts of dissertation abstract analyzed, most of them or 13 (thirteen) data or around 86,66 % declined their scores. In another word, the score of target text (Tt) was getting lower or 'worse' than the source text (St).

Those thirteen texts were data no M1: its St was 2,66 and its Tt declined into 2,22 (the highest score); Data no. M2: its St was 2,77 and its Tt became 2,11 (the second highest of the first); M4 and so forth, see table 4.3 above.

Among the 15 (fifteen) texts of dissertation abstract analyzed, There were only 2 (two) or 13,33% data no M3, and M7 that the score of St and Tt remained the same (did not decline). The average scores of those two texts were the same: '2' with the predicate 'Not So Good'.³⁴⁸

Based on point 'a and b',³⁴⁹ it could be concluded that no text increased their scores.

The first highest score of St was data no. M5. This data was at first the score for the St was 2,88 with its predicate 'quite good or be about good'.³⁵⁰ But its Tt declined into 2,11 with the prediacate³⁵¹ 'a little bit good'.³⁵²

Meanwhile, the average score of the second highest³⁵³ for the St was data no. M2. This datum was at first scored St 2,77 with the predicate 'quite good or be about good'.^{354 355 356} ' but its Tt went down to 2,11 with the predicate³⁵⁷ 'a little bit good'.³⁵

The next texts were data no. M1 and M6 that occupied the third highest³⁵⁹ score for their Source texts (St). Their scores³⁶⁰ of these two data were the same: 2,66 with the predicate "quite good or be about good".³⁶¹ but its Tt of data no. M1 became 2,22. This score was the same as the score obtained by data no. M5 and M2 that their scores of source texts were the first and second highest.

Even this score was a little bit higher than that of obtained by data no. M5 and M2 from which their Tts were only 2,11. Therefore, the average score³⁶² for the Tt data no M1 became the highest eventhough³⁶³ its difference was not so significant. Meanwhile, data no. M6 which its St occupied the same position as M1, its Tt declined quite deeply³⁶⁴, that was '2' with the predicate 'not so good'.³⁶⁵

The fourth (4th) rank was obtained³⁶⁶ by data no. E2. The score of St was 2,22 and declined into 1,88 with the predicate 'almost bad'.³⁶⁷

The next was data no. E4 and E8. The scores of these two data for the St were the same: 2,11 and their Tt were too: 1,77.

There were 4 (four) texts that their scores of St were the same: 2,00. The four texts that belonged to this category were data no. M3-M7-E1 and E3. Among these four, the scores for the two texts: data no. M3 and M7 did not decline, but the two others did. Data no. E1, from 2,00 became 1,88, and data no. E3 from 2,00 declined into 1,66.

The 7th rank was data no. M4 and E6. These two data got 1,88 for their St,³⁶⁸ and declined at the same scores: 1,55 for their Tt..³⁶⁹

The 8th position was data no. E7. Its score for St was 1,66 and declined into 1,44 for the Tt.

The lowest score was data no. E5 with its³⁷⁰ score³⁷¹ for the St was 1,55, and Tt was 1,33. This³⁷² was the abstract text that got the lowest score or the worst for both St and Tt.

Based on the finding result and discussion above, it could be concluded that the average score of the whole text structure of dissertation abstract and its coherence of text, the Source Text (St) was '2,15' (with its predicate a little bit good or about less good), while its Target Text (Tt) declined into '1,77' (with its predicate less good or about not good³⁷³).^{374 375}

The Assessment³⁷⁶ of Accuracy on the Translation Result of Dissertation Abstract
In this section, the researcher would like to answer the second question on the accuracy level of the translation result of dissertation³⁷⁷ abstract in English. As an instrument to analyze the data, the researcher required the range of scores: 3 – 2 – 1. Score '3' for 'Accurate'; '2': Less Accurate; and '1' : Not Accurate. But having been investigated, the finding result showed that the average scores became more than 3 (three) variations after those three scores were combined and devided.³⁷⁸ Those variations of score were: '3 – 2,66 - 2,33 – 2 – 1,66 – and 1,33'.

However, according to Rochayah Machali (2000, 119-120), it was said that there were 5 (five) classifications or categories of score³⁷⁹. They were: A (86-90: almost perfect), B (76-85: very excellent), C (61-75: excellent), D (46-60: fair) and E (20-45: inaccurate / bad). Therefore, the researcher would like to adopt this theory by simplifying those 6 (six) variations of score³⁸⁰ into 5 (five) as it was showed³⁸¹ on table 4.3³⁸² below:

Table 4.3b. Clasification³⁸³, Category, and Percentage³⁸⁴ of the Average Scores of Accuracy on the Translation Result of Dissertation Abstract

Scores

No. Data

Total

Category

Percentage

(%)

3

M2P3

1

Accurate

/Almost Perfect (A)

1,92%

2,66

M2P1, M7P1, M7P3.

3

Almost Accurate / Very

Excellent (B)

5,76%

2,33

M1P1, M5P5, M7P2, M7P4, E2P1, E2P2, E4P3, E4P4,

E6P3, E8P3

10

A little bit Accurate / Excellent ©

19,23%

1,66 – 2

M1P2, E1P4, M4P1, E6P1, M6P4, E1P1, E1P2, E1P3, E3P1, E3P2, E3P3, E4P1,
E4P2, E6P1, E7P3, E8P1 M1P3, M2P2, M2P4, M3P1, M5P1, M5P2,
M5P3, M5P4,

35

Less Accurate

/ Fair (D)

67,31%

M6P2, M7P5, E2P3, E3P4, E5P1, E5P2, E5P3, E6P2, E7P1, E7P2,
E8P2

1 – 1,33

M1P5, M6P3, M6P5

3

Not Accurate / Bad (E)

5,76%

TOTAL

52

52

100%

Note: M4P1: Abstract Text of Medical Science no 4 Paragraph 1 ³⁸⁵ E3P3 : Abstract Text of engineering Department no. 3 Paragraph 3

Based on table 4.3 ³⁸⁶ above it was known ³⁸⁷ that among those 52 data analyzed related to ³⁸⁸ accuracy level of text could be described as follows:

The first highest score of accuracy level was only 1 (one) or around 1,92%. ³⁸ This ³⁹⁰ meant that the average ³⁹¹ score of this text was '3' ³⁹² and its category was 'Accurate or Almost Perfect (A)' ³⁹³. It was said so because the Source text (St) was translated into Target text (Tt) accurately. The ³⁹⁴ text that got score '3' from the three raters was datum no. M2P3.

The second highest score was '2,66' with its category 'Almost Accurate or Very Excellent (B)' ³⁹⁵. There were 3 (three) texts ³⁹⁶ or 5,76% belonged to this category. ³⁹⁸ This score was obtained from the three raters, and one of them only gave score '2'. So the composition of this score might be 3 – 3 – 2; 2 – 3 – 3; or 3 – 2 – 3. The texts that got the average score of '2,66' were data no. M2P1, M7P1, M7P3.

Here is the example of text scored '2,66':

Example, datum no. M2P1:

Source Text Target Text

(M2p1)Penelitian ini diawali ³⁹⁹ (1) dengan masalah ⁴⁰⁰ rendahnya ⁴⁰¹ pemanfaatan ⁴⁰² pelayanan ⁴⁰³ Puskesmas ⁴⁰⁴

⁶⁰³ (2) di mana ⁴⁰⁵ realisasi ⁴⁰⁶ tidak ⁴⁰⁷ sesuai ⁴⁰⁸ dengan ⁴⁰⁹ target ⁴¹⁰ yang ⁴¹¹ telah ⁴¹² ditentukan. Tujuan ⁴¹³ dari ⁴¹⁴ penelitian ⁴¹⁵ ini ⁴¹⁶ adalah ⁴¹⁷ menganalisis ⁴¹⁸ pengaruh ⁴¹⁹ nilai ⁴²⁰ pribadi ⁴²¹ terhadap ⁴²² evaluasi ⁴²³ outcome, ⁴²⁴ sikap, ⁴²⁵ keputusan ⁴²⁶ memanfaatkan ⁴²⁷ pelayanan ⁴²⁸ Puskesmas, ⁴²⁷ pengaruh ⁴²⁸ niat dan

(M2p1)This study begins with the problem of low utilization of services in health centers (1) where the target is not in accordance with the realization.⁴²⁹ The purpose of this study was to analyze the influence of personal value, outcome evaluation, attitude, intention, and perceived behavioral control on decision-making processes, decisions, and actions in

perceived behavioral control terhadap proses pengambilan keputusan, keputusan, dan tindakan memanfaatkan pelayanan Puskesmas. utilizing public health center services.

Based on data above Rater⁴³⁰ 1 and 2 gave score '3', while Rater 3 gave '2'. So the total score given by those three Raters was 3 – 3 – 2 evided⁴³¹ by 3⁴³² was '2,66'. The third highest score was '2,33' with its category: 'A little bit Accurate or Excellent ©'.⁴³³ There were 10 (ten) texts or 19,23% that got this average score of '2,33'. They were data no. M1P1, M5P5, M7P2, M7P4, M2P1,E2P2⁴³⁴, E4P3, E4P4, E6P3, and E8P3. This '2,33' was obtained⁴³⁵ from the average score of : 2 – 2 – 3;^{436,437} 2 – 3 – 2; or 3 – 2 – 2. The datum below was an⁴³⁸ example that got the average score of '2,33'.

Datum no. E4P3:

Source text Target text

(E4p3)Metoda penelitian yang digunakan adalah kombinasi antara kualitatif^{439,440 441} dan kuantitatif dengan pendekatan sosiologi tentang ruang public.⁴⁴² Data primer⁴⁴³ diperoleh dari pengamatan terhadap perilaku pengguna ruang public di lokasi⁴⁴⁴ 445⁴⁴⁶ 447^{448,449} 450,451⁴⁵² 453⁴⁵⁴ 455⁴⁵⁶ 457⁴⁵⁸ 459^{460,461} 462⁴⁶³ 464,465^{466,467} 468

penelitian. Analisa yang digunakan adalah analisa domain, komponensial, dan analisa proses (tipo-morfologi) untuk menemukan dan menjelaskan proses pembentukan ruang public eksklusif dan inklusif.

(E4p3)The research method used was combination of qualitative and quantitative method applied for sociological approach for social space. Primary data was compiled from field study and observation to the behavior of the user when using the open space. Three types of analysis were used in order to understand and to explain the formation process of exclusive and inclusive public space. Those are domain analysis, componential analysis, and process analysis (typo-morphology).

Based on datum no. E4P3, Rater 1 and 3 gave score '2', and Rater 2 gave '3'. So the composition of score was: 2 – 3 – 2. The total was 7 divided by 3 = '2,33'.

The fourth category was the scores between '1,66 and 2'. This score was categorized as 'Less Accurate or Fair (D)'. It dominated this category because it was found that 35 texts or around 67,31% belonged to this group. This score was obtained from the average score between '1,66' and '2'. Score '2' was obtained when all of the the three raters gave score '2', while '1,66' was obtained when one of the raters gave score '1' on that text. There were 19 texts that obtained the average score of '2 or 36,53%. Those data were no. M1P3, M2P2, M2P4, M3P1, M5P1, M5P2, M5P3, M5P4, M6P2, M7P5, E2P3, E3P4, E5P1, E5P2, E5P3, E6P2, E7P1, E7P2, and E8P2. Meanwhile there were 16 texts or 30,76% scored '1,66'. Those data were no. M1P2, E1P4, M4P1, E6P1, M6P4, E1P1, E1P2, E1P3, E3P1, E3P2, E3P3, E4P1, E4P2, E6P1, E7P3, E8P1. Below was the example of datum scored '2'.

Datum no. E7 P1:

St Tt

(T7p1)Surabaya sebagai kota terbesar kedua di Indonesia setelah Jakarta, dihadapkan pada (1) kemacetan lalu lintas dan polusi. Hal ini disebabkan karena kepadatan lalu lintas dari berbagai kendaraan di jalan arteri baik primer maupun sekunder (2). Pertumbuhan kendaraan (3) dan sepeda motor untuk 5 tahun terakhir, membuat jalan dipenuhi dengan berbagai macam persoalan. Sekarang, Surabaya mengandalkan sektor perdagangan dan jasa 58%, sektor industri 41% dan sektor pertanian 1% telah membuat pertumbuhan kota amat cepat. Sehingga penduduk dapat dengan mudah membeli mobil maupun sepeda motor guna membantu mereka melakukan aktivitas mereka. Pemerintah lokal dalam posisinya belum dapat mengimbangi pembangunan jalan raya baru untuk melayani kegiatan mereka dalam berkendara dengan perilaku baik. Permasalahan yang timbul adalah mengkaji kinerja jalan-jalan arteri di Kota Surabaya (6), memetakan pertumbuhan jalan arteri dari tahun ke tahun,

(T7p1a)Surabaya as the second biggest city in Indonesia after Jakarta is faced by(1) traffic congestion and pollution . It is caused by the density from various vehicles on either primary or secondary artery road (2). The growth of cars (3) and motorcycles have (4) made the road full with(5) various problem for the last 5 years. Now, Surabaya which relies on the trade and services sector of 58%, industry sector of 41% and agriculture sector of 1% has made the city grow very quickly. Hence, people can easily buy cars and motorcycles to help them in many activities. The Local Government in its position could not balance the building of a new road to service their activities through activities driving in good manner.

The problems occur ⁵⁰⁵ is to inform the level of services of artery road, (6) to make a ⁵⁰⁶ mapping the growth of artery road from year to year, to ⁵⁰⁷ optimize artery road ⁵⁰⁸ basic in traffic management by spatial planning.

melakukan optimalisasi jalan arteri berdasarkan sistem manajemen lalu lintas secara spasial.

The lowest score was that of between '1' and '1,33' with its category 'Inaccurate or Bad (E)'. ⁵⁰⁹ There were 3 (three) texts ⁵¹⁰ or 5,76% belonged to this category. They were data no. 'M1P5, M6P3, and M6P5'. Score '1' ⁵¹¹ was obtained when the three raters gave the same ⁵¹² score: '1', while '1,33' ^{513,514} was obtained when one of the three ⁵¹⁵ raters scored '2' on that datum. So the variations of score might be like this: '1 – 1 – 2, 1 – 2 – 1 – or 2 – 1 – 1'. However, no text got the average score '1'.

Based on the finding result and discussion above ⁵¹⁶ it could be concluded that the average score of accuracy for the abstract translation of ⁵¹⁷ dissertation was '1,97' and categorized as 'Less Accurate or Fair (D)'. ⁵¹⁸ The score of '1,97' ⁵¹⁹ was obtained as the average score ⁵²⁰ given by the three raters: rater 1 gave '1,98', rater 2 gave '2,05', and rater 3 gave '1,88'.

5. Conclusion

In line with the data analysis and discussion, among the 15 (fifteen) dissertation abstracts investigated, it could ⁵²¹ be concluded that there were some variations of the writing format of ⁵²² dissertation abstract. The 3 (three) main conclusions were as follows:

There were two kinds of writing format of dissertation abstract, in accordance with: (a) The number of paragraphs: There were 2 (two) texts or (13,33%)

consisted of 1 (one) paragraph, 6 texts or (40%) had 3 paragraphs, 3 texts or (20%) consisted of 4 (four) paragraphs, and 4 (four) texts or 26,66% had 5 (five) paragraphs; (b) The number of abstract structure: 1 (one) text (6,66%) missed 'introduction', 4 (four) texts or (26,66%) did not have 'objectives', 6 (six) texts or (40%) did not have 'conclusion', and only 4 (four) texts or 26,66% had complete abstract structure: introduction, objective, methods, results / discussion, and conclusion.

The average score of the whole text structure of abstract dissertation and its coherence of text in accordance with: (a) The Source Text: There were 3 (three) categories consisted of 4 (four) texts or 26,66% as 'Good'; 9 (nine) texts or 60% were categorized as 'Not so Good'; and 2 (two) texts or 13,33% were 'Bad'; (b) There were only 2 (two) categories of target text: 10 (ten) texts or 66,66% were classified as 'Not so Good'; and the 5 (five) others or 33,33% were 'Bad'.

Therefore, The average score of the whole text structure of abstract dissertation and its coherence of text could be concluded that the source text was '2,15' and categorized as 'Good' (C), meanwhile the target one declined into '1,77' and categorized as 'Not so Good or Fair' (D).

3). Meanwhile, the accuracy of abstract translation of dissertation was found that the average score of accuracy was '1,97'. This could be interpreted that the accuracy level of translation text of dissertation abstract written by PhD students was 'Less Accurate / Fair (D)'.

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Authors

Sukirmiyadi. T140306003. 2014. 'A STUDY ON THE QUALITY OF ABSTRACT TRANSLATION OF DISSERTATION FROM INDONESIAN INTO ENGLISH'.⁵⁶⁸
DISSERTATION. Doctorate Program, Concentrating on Translation Studies. Postgraduate Program, Sebelas Maret University. Surakarta. Supervisors: I. Prof. DR. Sri Samiati Tarjana;
II. Prof. Drs. M.R. Nababan, M.A, M.Ed, Ph.D.

1.	The abstract, or An abstract	Determiner Use (a/an/the/this, etc.)	Correctness
2.	important → essential, crucial, critical	Word Choice	Engagement
3.	due to the fact that → because, since	Wordy Sentences	Clarity
4.	result/discussion	Improper Formatting	Correctness
5.	in fact	Wordy Sentences	Clarity
6.	fact,	Comma Misuse within Clauses	Correctness
7.	completely → ultimately	Word Choice	Engagement
8.	an abstract → an outline, a summary	Word Choice	Engagement
9.	be written	Passive Voice Misuse	Clarity
10.	, it → ; it	Punctuation in Compound/Complex Sentences	Correctness
11.	This	Intricate Text	Clarity
12.	good → functional	Word Choice	Engagement
13.	the abstract, or an abstract	Determiner Use (a/an/the/this, etc.)	Correctness
14.	¶ Moreover...	Intricate Text	Clarity
15.	focus → focus	Misspelled Words	Correctness
16.	what	Pronoun Use	Correctness
17.	This	Intricate Text	Clarity
18.	translation → reading, conversion	Word Choice	Engagement
19.	especially → primarily	Word Choice	Engagement

20.	, especially	Punctuation in Compound/Complex Sentences	Correctness
21.	is expected	Passive Voice Misuse	Clarity
22.	the study	Determiner Use (a/an/the/this, etc.)	Correctness
23.	was aimed	Passive Voice Misuse	Clarity
24.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
25.	, and	Punctuation in Compound/Complex Sentences	Correctness
26.	both in → both in	Improper Formatting	Correctness
27.	the source	Determiner Use (a/an/the/this, etc.)	Correctness
28.	about	Wrong or Missing Prepositions	Correctness
29.	result → resulting	Misuse of Modifiers	Correctness
30.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
31.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
32.	<i>Besides, it was intended to analyze and describe about the result quality of the abstract translation of dissertation in accordance with its accuracy.</i>	Wordy Sentences	Clarity
33.	the embedded, or an embedded	Determiner Use (a/an/the/this, etc.)	Correctness
34.	the text	Determiner Use (a/an/the/this, etc.)	Correctness
35.	questionnaire → questionnaires	Incorrect Noun Number	Correctness

36.	interviewing → interview	Incorrect Verb Forms	Correctness
37.	to	Wrong or Missing Prepositions	Correctness
38.	made a conclusion → concluded	Wordy Sentences	Clarity
39.	<i>was found</i>	Passive Voice Misuse	Clarity
40.	<i>This</i>	Intricate Text	Clarity
41.	<i>be interpreted</i>	Passive Voice Misuse	Clarity
42.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
43.	PhD → Ph.D.	Comma Misuse within Clauses	Correctness
44.	; → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
45.	<i>be concluded</i>	Passive Voice Misuse	Clarity
46.	of → in	Wrong or Missing Prepositions	Correctness
47.	the writing	Determiner Use (a/an/the/this, etc.)	Correctness
48.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
49.	<i>were written</i>	Passive Voice Misuse	Clarity
50.	abstract → geometric, conceptual, intellectual	Word Choice	Engagement
51.	structure → structures	Incorrect Noun Number	Correctness
52.	abstracts → summaries	Word Choice	Engagement
53.	general,	Comma Misuse within Clauses	Correctness
54.	abstract → conceptual, geometric, intellectual	Word Choice	Engagement

55.	the abstract, or an abstract	Determiner Use (a/an/the/this, etc.)	Correctness
56.	structure → composition, construction	Word Choice	Engagement
57.	<i>Therefore, in general the quality of abstract structure and its coherence of text was not so good, and the result of its translation of the target text was worse than that of the source text.</i>	Wordy Sentences	Clarity
58.	the accuracy	Determiner Use (a/an/the/this, etc.)	Correctness
59.	important → critical	Word Choice	Engagement
60.	, both	Punctuation in Compound/Complex Sentences	Correctness
61.	Indonesia,	Punctuation in Compound/Complex Sentences	Correctness
62.	in order to → to	Wordy Sentences	Clarity
63.	properly → correctly	Word Choice	Engagement
64.	is taught	Passive Voice Misuse	Clarity
65.	school to → school to	Improper Formatting	Correctness
66.	University → university	Confused Words	Correctness
67.	<i>This</i>	Intricate Text	Clarity
68.	leant → leaned	Mixed Dialects of English	Correctness
69.	in fact	Wordy Sentences	Clarity
70.	fact,	Comma Misuse within Clauses	Correctness
71.	dissertation → dissertations	Incorrect Noun Number	Correctness
72.			

	<i>is expected</i>	Passive Voice Misuse	Clarity
73.	the abstract	Determiner Use (a/an/the/this, etc.)	Correctness
74.	whole → entire	Word Choice	Engagement
75.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
76.	PhD → Ph.D.	Comma Misuse within Clauses	Correctness
77.	elses → else	Misspelled Words	Correctness
78.	translate → bring, explain, turn	Word Choice	Engagement
79.	 focuss → focus	Misspelled Words	Correctness
80.	<i>The translators who are requested to translate are not always professionals either because many of them do not focuss on one kind of text but all kinds.</i>	Wordy Sentences	Clarity
81.	<i>is expected</i>	Passive Voice Misuse	Clarity
82.	facts → points	Word Choice	Engagement
83.	to what	Wrong or Missing Prepositions	Correctness
84.	abstract → summary	Word Choice	Engagement
85.	<i>been written</i>	Passive Voice Misuse	Clarity
86.	<i>Besides, the researcher also found some facts that many abstracts did not fulfill the requirement as what the abstract should have been written.</i>	Wordy Sentences	Clarity
87.	an introduction	Determiner Use (a/an/the/this, etc.)	Correctness
88.	were → was	Faulty Subject-Verb Agreement	Correctness
89.	were also varied, were also varying	Incorrect Verb Forms	Correctness

90.	paragraphs → articles, sections, items	Word Choice	Engagement
91.	paragraph → section, item, article	Word Choice	Engagement
92.	ideas → idea	Incorrect Noun Number	Correctness
93.	or even → or even	Improper Formatting	Correctness
94.	e.g.,	Comma Misuse within Clauses	Correctness
95.	good → right	Word Choice	Engagement
96.	, and	Punctuation in Compound/Complex Sentences	Correctness
97.	text → document, book, version	Word Choice	Engagement
98.	, not	Comma Misuse within Clauses	Correctness
99.	Due to the fact that → Because, Since	Wordy Sentences	Clarity
100.	important → essential, integral	Word Choice	Engagement
101.	<i>be written</i>	Passive Voice Misuse	Clarity
102.	However,	Comma Misuse within Clauses	Correctness
103.	good → excellent	Word Choice	Engagement
104.	product → products	Incorrect Noun Number	Correctness
105.	with	Wrong or Missing Prepositions	Correctness
106.	an easy	Determiner Use (a/an/the/this, etc.)	Correctness
107.	1991),	Comma Misuse within Clauses	Correctness
108.	major → significant	Word Choice	Engagement

109.	, and	Punctuation in Compound/Complex Sentences	Correctness
110.	grammatical/syntactic	Improper Formatting	Correctness
111.	syntactic/linguistic	Improper Formatting	Correctness
112.	be caused	Passive Voice Misuse	Clarity
113.	that in → that in	Improper Formatting	Correctness
114.	Indonesia,	Punctuation in Compound/Complex Sentences	Correctness
115.	be overcome	Passive Voice Misuse	Clarity
116.	, only	Punctuation in Compound/Complex Sentences	Correctness
117.	equivalence,	Punctuation in Compound/Complex Sentences	Correctness
118.	be analyzed	Passive Voice Misuse	Clarity
119.	the abstract	Determiner Use (a/an/the/this, etc.)	Correctness
120.	To obtain the quality of abstract translation of dissertation	Misplaced Words or Phrases	Correctness
121.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
122.	make the assessment of → assess	Wordy Sentences	Clarity
123.	was aimed	Passive Voice Misuse	Clarity
124.	abstract → conceptual, geometric, theoretical, intellectual	Word Choice	Engagement
125.	the source	Determiner Use (a/an/the/this, etc.)	Correctness

126.	result → resulting	Misuse of Modifiers	Correctness
127.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
128.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
129.	<i>the abstract translation of dissertation in accordance with its accuracy.</i>	Incomplete Sentences	Correctness
130.	Accodrding → According	Misspelled Words	Correctness
131.	Accodrding to → According to	Improper Formatting	Correctness
132.	Dictionary written	Improper Formatting	Correctness
133.	written by → written by	Improper Formatting	Correctness
134.	etc.	Comma Misuse within Clauses	Correctness
135.	↓ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
136.	Meanwhile,	Comma Misuse within Clauses	Correctness
137.	Meanwhile in → Meanwhile in	Improper Formatting	Correctness
138.	Dictionary of → Dictionary of	Improper Formatting	Correctness
139.	of the → of the	Improper Formatting	Correctness
140.	it is → it is	Improper Formatting	Correctness
141.	is said → is said	Improper Formatting	Correctness
142.	said that → said that	Improper Formatting	Correctness
143.	etc.	Comma Misuse within Clauses	Correctness
144.	especially → primarily	Word Choice	Engagement
145.	other → another	Determiner Use (a/an/the/this,	Correctness

etc.)

146.	kind of	Weak or Uncertain Language	Delivery
147.	is → are	Faulty Subject-Verb Agreement	Correctness
148.	athe → the	Misspelled Words	Correctness
149.	<i>Based on these two definitions it can be assumed that abstract especially related to the result of research, and other scientific article of writing for a journal is a kind of short or very brief of condensed text of final report that represents all activities that the writer or researcher has done...</i>	Hard-to-read text	Clarity
150.	some other writings can	Wordy Sentences	Clarity
151.	be condensed	Passive Voice Misuse	Clarity
152.	books,	Punctuation in Compound/Complex Sentences	Correctness
153.	what	Pronoun Use	Correctness
154.	an original	Determiner Use (a/an/the/this, etc.)	Correctness
155.	interview.	Closing Punctuation	Correctness
156.	was stated	Passive Voice Misuse	Clarity
157.	writing → book, paper, novel, essay	Word Choice	Engagement
158.	explanation → explanations	Incorrect Noun Number	Correctness
159.	the abstract	Determiner Use (a/an/the/this, etc.)	Correctness
160.	stated → indicated	Word Choice	Engagement
161.	be written	Passive Voice Misuse	Clarity

162.	major → significant	Word Choice	Engagement
163.	importatant → important	Misspelled Words	Correctness
164.	research → study, investigation	Word Choice	Engagement
165.	or → of	Confused Words	Correctness
166.	dconclusion → conclusion, conclusions	Misspelled Words	Correctness
167.	<i>Opening, tells about a brief explanation about the topics or title and the reason for choosing it and conducting the research; 2) Body is the main activity or all activities that the researcher has done that covers all important things conducted during the research, the kind or identity of resear...</i>	Hard-to-read text	Clarity
168.	the abstract	Determiner Use (a/an/the/this, etc.)	Correctness
169.	motivation/introduction	Improper Formatting	Correctness
170.	objective / goal → objective/goal	Improper Formatting	Correctness
171.	goal / aim → goal/aim	Improper Formatting	Correctness
172.	approach/methodology	Improper Formatting	Correctness
173.	Usually,	Comma Misuse within Clauses	Correctness
174.	a statement, or the statement	Determiner Use (a/an/the/this, etc.)	Correctness
175.	fofusse → focus	Misspelled Words	Correctness
176.	the theory, or a theory	Determiner Use (a/an/the/this, etc.)	Correctness
177.	<i>are also stated</i>	Passive Voice Misuse	Clarity
178.	a methodology	Determiner Use (a/an/the/this, etc.)	Correctness

179.	<i>is expected</i>	Passive Voice Misuse	Clarity
180.	problems; → problems,	Punctuation in Compound/Complex Sentences	Correctness
181.	5,	Comma Misuse within Clauses	Correctness
182.	statement → report, announcement, account	Word Choice	Engagement
183.	<i>according to the statement of the problems; and 5) Conclusion is a statement that infers or concludes the result of discussion and findings and its implications of the answers stated in the statement of the problems.</i>	Wordy Sentences	Clarity
184.	the similar → a similar	Determiner Use (a/an/the/this, etc.)	Correctness
185.	<i>was also stated</i>	Passive Voice Misuse	Clarity
186.	the coherence, or a coherence	Determiner Use (a/an/the/this, etc.)	Correctness
187.	the text	Determiner Use (a/an/the/this, etc.)	Correctness
188.	Due to the fact that → Because, Since	Wordy Sentences	Clarity
189.	paragraph → item, section, article	Word Choice	Engagement
190.	consists → includes	Word Choice	Engagement
191.	cohere → harmonize, cleave, adhere, stick	Word Choice	Engagement
192.	paragraph → item, article, section	Word Choice	Engagement
193.	is → are	Faulty Subject-Verb Agreement	Correctness
194.	ohesion → cohesion	Misspelled Words	Correctness
195.	; → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness

196.	good → sound, functional	Word Choice	Engagement
197.	the text	Determiner Use (a/an/the/this, etc.)	Correctness
198.	coherence → sense, integrity, integration, logic	Word Choice	Engagement
199.	is determined	Passive Voice Misuse	Clarity
200.	by the choice of → by choice of	Determiner Use (a/an/the/this, etc.)	Correctness
201.	grammatical → syntactic	Word Choice	Engagement
202.	grammatical → logical	Word Choice	Engagement
203.	This	Intricate Text	Clarity
204.	text → book, version, document, paragraph	Word Choice	Engagement
205.	is considered	Passive Voice Misuse	Clarity
206.	coherence → integration, fusion, consistency, sense	Word Choice	Engagement
207.	text → writing, book	Word Choice	Engagement
208.	good → functional	Word Choice	Engagement
209.	text → book	Word Choice	Engagement
210.	Reiss and Vermer also stated the same idea about the importance of coherence of one text	Passive Voice Misuse	Clarity
211.	Vermer → Vermeer	Misspelled Words	Correctness
212.	2000- → 2000:	Improper Formatting	Correctness
213.	, that	Punctuation in Compound/Complex Sentences	Correctness
214.	that abstract → the abstract	Determiner Use (a/an/the/this, etc.)	Correctness

etc.)

215.	translation,	Punctuation in Compound/Complex Sentences	Correctness
216.	phenomena → phenomenon	Determiner Use (a/an/the/this, etc.)	Correctness
217.	PhD → Ph.D.	Comma Misuse within Clauses	Correctness
218.	elses → else	Misspelled Words	Correctness
219.	translate → convert, transcribe	Word Choice	Engagement
220.	<i>This</i>	Intricate Text	Clarity
221.	translate → bring	Word Choice	Engagement
222.	texts,	Punctuation in Compound/Complex Sentences	Correctness
223.	a translator can't translate	Wordy Sentences	Clarity
224.	texts → books, documents, paragraphs	Word Choice	Engagement
225.	<i>This</i>	Intricate Text	Clarity
226.	it	Pronoun Use	Correctness
227.	<i>is expected</i>	Passive Voice Misuse	Clarity
228.	<i>is often stated</i>	Passive Voice Misuse	Clarity
229.	translation → reading	Word Choice	Engagement
230.	do,	Punctuation in Compound/Complex Sentences	Correctness
231.	are able to → can	Wordy Sentences	Clarity
232.	fofuss → focus, focussed	Misspelled Words	Correctness

233.	certain → particular, specific	Word Choice	Engagement
234.	especially → primarily	Word Choice	Engagement
235.	, especially	Punctuation in Compound/Complex Sentences	Correctness
236.	coherence → sense, integration, integrity, logic	Word Choice	Engagement
237.	is much influenced	Passive Voice Misuse	Clarity
238.	<i>Furthermore, the coherence of text is much influenced by the appropriateness in the use of grammatical and or lexical cohesion to connect between one sentence and another or between one paragraph and another of a text.</i>	Wordy Sentences	Clarity
239.	about	Wrong or Missing Prepositions	Correctness
240.	The cohesion	Determiner Use (a/an/the/this, etc.)	Correctness
241.	about → with	Wrong or Missing Prepositions	Correctness
242.	the translation	Determiner Use (a/an/the/this, etc.)	Correctness
243.	problems → issues, difficulties	Word Choice	Engagement
244.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
245.	were → was	Faulty Subject-Verb Agreement	Correctness
246.	to translate → of translating	Incorrect Verb Forms	Correctness
247.	<i>In line with the problems about translation stated above, the researcher found some problems encountered by both the abstract writers of dissertation and the translator who were in charged to translate the abstract text into English.</i>	Wordy Sentences	Clarity

248.	<i>was found</i>	Passive Voice Misuse	Clarity
249.	<i>an introduction</i>	Determiner Use (a/an/the/this, etc.)	Correctness
250.	<i>an introduction</i>	Determiner Use (a/an/the/this, etc.)	Correctness
251.	<i>This</i>	Intricate Text	Clarity
252.	correct → right, exact	Word Choice	Engagement
253.	<i>an embedded</i>	Determiner Use (a/an/the/this, etc.)	Correctness
254.	<i>the dissertation</i>	Determiner Use (a/an/the/this, etc.)	Correctness
255.	texts → versions, books, documents	Word Choice	Engagement
256.	<i>were taken</i>	Passive Voice Misuse	Clarity
257.	<i>the engineering</i>	Determiner Use (a/an/the/this, etc.)	Correctness
258.	<i>were written</i>	Passive Voice Misuse	Clarity
259.	text,	Comma Misuse within Clauses	Correctness
260.	<i>Those texts were written in Indonesian as a source text, and the result of their translation in English as a target one.</i>	Wordy Sentences	Clarity
261.	<i>the abstract, or an abstract</i>	Determiner Use (a/an/the/this, etc.)	Correctness
262.	<i>the text</i>	Determiner Use (a/an/the/this, etc.)	Correctness
263.	<i>the assessment</i>	Determiner Use (a/an/the/this, etc.)	Correctness

264.	questionnaire → questionnaires	Incorrect Noun Number	Correctness
265.	interviewing → interview	Incorrect Verb Forms	Correctness
266.	to	Wrong or Missing Prepositions	Correctness
267.	well dedicated → well-dedicated	Misspelled Words	Correctness
268.	made a conclusion → concluded	Wordy Sentences	Clarity
269.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
270.	both → . Both, ; both	Punctuation in Compound/Complex Sentences	Correctness
271.	; and → , and, ;	Misuse of Semicolons, Quotation Marks, etc.	Correctness
272.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
273.	variations,	Comma Misuse within Clauses	Correctness
274.	the percentage	Determiner Use (a/an/the/this, etc.)	Correctness
275.	be seen	Passive Voice Misuse	Clarity
276.	the table	Determiner Use (a/an/the/this, etc.)	Correctness
277.	about	Wrong or Missing Prepositions	Correctness
278.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
279.	<i>Below was the table that showed about the abstract assessment based on the writing format in accordance with the Number of Paragraphs and the Number Abstract Structures.</i>	Wordy Sentences	Clarity
280.	E-7: E-7:	Improper Formatting	Correctness

	→		
281.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
282.	<i>was found</i>	Passive Voice Misuse	Clarity
283.	, there	Punctuation in Compound/Complex Sentences	Correctness
284.	however,	Comma Misuse within Clauses	Correctness
285.	two two	Misspelled Words	Correctness
286.	<i>was stated</i>	Passive Voice Misuse	Clarity
287.	, not	Comma Misuse within Clauses	Correctness
288.	! → ;	Misuse of Semicolons, Quotation Marks, etc.	Correctness
289.	, and the → . The	Hard-to-read text	Clarity
290.	stuctures → structures	Misspelled Words	Correctness
291.	, in fact,	Comma Misuse within Clauses	Correctness
292.	in fact	Wordy Sentences	Clarity
293.	abstractet → abstract	Misspelled Words	Correctness
294.	, for	Punctuation in Compound/Complex Sentences	Correctness
295.	an introduction, or the introduction	Determiner Use (a/an/the/this, etc.)	Correctness
296.	Meanwhile,	Punctuation in Compound/Complex Sentences	Correctness
297.	an introduction, or the introduction	Determiner Use (a/an/the/this, etc.)	Correctness

298.	methodology → methodologies	Incorrect Noun Number	Correctness
299.	the conclusion, or a conclusion	Determiner Use (a/an/the/this, etc.)	Correctness
300.	, or	Punctuation in Compound/Complex Sentences	Correctness
301.	this criteria → these criteria	Determiner Use (a/an/the/this, etc.)	Correctness
302.	were written	Passive Voice Misuse	Clarity
303.	abstract → outline, summary	Word Choice	Engagement
304.	an introduction, or the introduction	Determiner Use (a/an/the/this, etc.)	Correctness
305.	were not completed	Passive Voice Misuse	Clarity
306.	<i>M2 dan E4 that had 4 (four) structures of abstract: paragraph one was introduction, two was objective, three was methodology, and four was the result, and both were not completed with conclusion</i>	Incomplete Sentences	Correctness
307.	a conclusion, or the conclusion	Determiner Use (a/an/the/this, etc.)	Correctness
308.	, and	Comma Misuse within Clauses	Correctness
309.	were written	Passive Voice Misuse	Clarity
310.	paragraph → section, article, item	Word Choice	Engagement
311.	an introduction, or the introduction	Determiner Use (a/an/the/this, etc.)	Correctness
312.	an introduction, or the introduction	Determiner Use (a/an/the/this, etc.)	Correctness
313.	paragraph → section, article, item	Word Choice	Engagement

314.	Some data → Some data	Improper Formatting	Correctness
315.	that had	Pronoun Use	Correctness
316.	was written	Passive Voice Misuse	Clarity
317.	it	Pronoun Use	Correctness
318.	an introduction	Determiner Use (a/an/the/this, etc.)	Correctness
319.	be written	Passive Voice Misuse	Clarity
320.	on → in	Wrong or Missing Prepositions	Correctness
321.	, it	Punctuation in Compound/Complex Sentences	Correctness
322.	it → It	Improper Formatting	Correctness
323.	, it → ; it, , and it, . It	Punctuation in Compound/Complex Sentences	Correctness
324.	an introduction	Determiner Use (a/an/the/this, etc.)	Correctness
325.	was not categorized	Passive Voice Misuse	Clarity
326.	was also found	Passive Voice Misuse	Clarity
327.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
328.	the introduction	Determiner Use (a/an/the/this, etc.)	Correctness
329.	be described	Passive Voice Misuse	Clarity
330.	, which	Punctuation in Compound/Complex Sentences	Correctness

331.	<i>were not completed</i>	Passive Voice Misuse	Clarity
332.	<i>were not provided</i>	Passive Voice Misuse	Clarity
333.	the conclusion, or a conclusion	Determiner Use (a/an/the/this, etc.)	Correctness
334.	, or	Punctuation in Compound/Complex Sentences	Correctness
335.	the findings	Determiner Use (a/an/the/this, etc.)	Correctness
336.	<i>be concluded</i>	Passive Voice Misuse	Clarity
337.	texts → texts, text	Misspelled Words	Correctness
338.	In accordance with → By, Following, Per, Under	Wordy Sentences	Clarity
339.	, both	Punctuation in Compound/Complex Sentences	Correctness
340.	<i>In accordance with the result of findings and discussion above, the following was the Structure of Abstract Assessment and its Coherence of Text both Source Text and Target One.</i>	Wordy Sentences	Clarity
341.	the abstract	Determiner Use (a/an/the/this, etc.)	Correctness
342.	the text	Determiner Use (a/an/the/this, etc.)	Correctness
343.	<i>was stated</i>	Passive Voice Misuse	Clarity
344.	as:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
345.	methods/approach	Improper Formatting	Correctness
346.	text → book, version	Word Choice	Engagement
347.	a combination, or the combination	Determiner Use (a/an/the/this, etc.)	Correctness

etc.)

348.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
349.	↵ → ;	Misuse of Semicolons, Quotation Marks, etc.	Correctness
350.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
351.	prediacate → predicate	Misspelled Words	Correctness
352.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
353.	second highest → second-highest	Misspelled Words	Correctness
354.	the good	Determiner Use (a/an/the/this, etc.)	Correctness
355.	good,!	Punctuation in Compound/Complex Sentences	Correctness
356.	, but	Punctuation in Compound/Complex Sentences	Correctness
357.	predicate → word, verb	Word Choice	Engagement
358.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
359.	third highest → third-highest	Misspelled Words	Correctness
360.	scores → ratings	Word Choice	Engagement
361.	the good	Determiner Use (a/an/the/this, etc.)	Correctness
362.	score → rating	Word Choice	Engagement
363.	eventhough → even though	Misspelled Words	Correctness

364.	deeply → profoundly	Word Choice	Engagement
365.	good.	Closing Punctuation	Correctness
366.	was obtained	Passive Voice Misuse	Clarity
367.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
368.	St,	Comma Misuse within Clauses	Correctness
369.	Tt. → Tt., Tt...	Closing Punctuation	Correctness
370.	, with	Punctuation in Compound/Complex Sentences	Correctness
371.	score → rating	Word Choice	Engagement
372.	This	Intricate Text	Clarity
373.	predicate → word, verb	Word Choice	Engagement
374.	good → okay	Word Choice	Engagement
375.	<i>Based on the finding result and discussion above, it could be concluded that the average score of the whole text structure of dissertation abstract and its coherence of text, the Source Text (St) was '2,15' (with its predicate a little bit good or about less good), while its Target Text (Tt) declin...</i>	Hard-to-read text	Clarity
376.	Asessment → Assessment	Misspelled Words	Correctness
377.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
378.	devided → divided	Misspelled Words	Correctness
379.	the score, or a score	Determiner Use (a/an/the/this, etc.)	Correctness
380.	the score	Determiner Use (a/an/the/this, etc.)	Correctness

etc.)

381.	showed → shown	Incorrect Verb Forms	Correctness
382.	on → in	Wrong or Missing Prepositions	Correctness
383.	Clasification → Classification	Misspelled Words	Correctness
384.	Percentage → Percentage	Misspelled Words	Correctness
385.	E3P3: → E3P3:	Improper Formatting	Correctness
386.	above,	Punctuation in Compound/Complex Sentences	Correctness
387.	was known	Passive Voice Misuse	Clarity
388.	the accuracy	Determiner Use (a/an/the/this, etc.)	Correctness
389.	This	Intricate Text	Clarity
390.	meant that → meant that	Improper Formatting	Correctness
391.	score → rating	Word Choice	Engagement
392.	, and	Punctuation in Compound/Complex Sentences	Correctness
393.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
394.	text → book, version	Word Choice	Engagement
395.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
396.	, or	Punctuation in Compound/Complex Sentences	Correctness
397.	. This	Improper Formatting	Correctness

398.	<i>was obtained</i>	Passive Voice Misuse	Clarity
399.	<i>ini</i>	Unknown Words	Correctness
400.	<i>diawali</i>	Unknown Words	Correctness
401.	dengan → Dengan	Misspelled Words	Correctness
402.	<i>masalah</i>	Unknown Words	Correctness
403.	<i>rendahnya</i>	Unknown Words	Correctness
404.	<i>pemanfaatan</i>	Unknown Words	Correctness
405.	<i>pelayanan</i>	Unknown Words	Correctness
406.	di → Di	Improper Formatting	Correctness
407.	realisasi → realises, realise	Misspelled Words	Correctness
408.	<i>tidak</i>	Unknown Words	Correctness
409.	<i>sesuai</i>	Unknown Words	Correctness
410.	<i>dengan</i>	Unknown Words	Correctness
411.	<i>telah</i>	Unknown Words	Correctness
412.	<i>ditentukan</i>	Unknown Words	Correctness
413.	<i>dari</i>	Unknown Words	Correctness
414.	<i>penelitian</i>	Unknown Words	Correctness
415.	<i>ini</i>	Unknown Words	Correctness
416.	adalah → Adalah	Misspelled Words	Correctness
417.	<i>menganalisis</i>	Unknown Words	Correctness
418.	<i>pengaruh</i>	Unknown Words	Correctness

419.	nilai → Nilai	Misspelled Words	Correctness
420.	pribadi → private	Misspelled Words	Correctness
421.	terhadap	Unknown Words	Correctness
422.	evaluasi	Unknown Words	Correctness
423.	sikap	Unknown Words	Correctness
424.	keputusan	Unknown Words	Correctness
425.	memanfaatkan	Unknown Words	Correctness
426.	pelayanan	Unknown Words	Correctness
427.	pengaruh	Unknown Words	Correctness
428.	niat	Unknown Words	Correctness
429.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
430.	, Rater	Punctuation in Compound/Complex Sentences	Correctness
431.	evided → divided	Misspelled Words	Correctness
432.	3 → three	Improper Formatting	Correctness
433.	; → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
434.	, E2P2	Improper Formatting	Correctness
435.	was obtained	Passive Voice Misuse	Clarity
436.	of: → of:	Improper Formatting	Correctness
437.	of:	Misuse of Semicolons, Quotation Marks, etc.	Correctness
438.	was an → was an	Improper Formatting	Correctness

439.	Metoda penelitian	Improper Formatting	Correctness
440.	penelitian	Unknown Words	Correctness
441.	penelitian yang	Improper Formatting	Correctness
442.	digunakan	Unknown Words	Correctness
443.	adalah	Unknown Words	Correctness
444.	kombinasi	Unknown Words	Correctness
445.	antara → Antara	Misspelled Words	Correctness
446.	kualitatif → qualitative	Misspelled Words	Correctness
447.	kualitatif dan → kualitatif dan	Improper Formatting	Correctness
448.	dan kuantitatif	Improper Formatting	Correctness
449.	kuantitatif	Unknown Words	Correctness
450.	kuantitatif dengan	Improper Formatting	Correctness
451.	dengan	Unknown Words	Correctness
452.	pendekatan	Unknown Words	Correctness
453.	sosiologi	Unknown Words	Correctness
454.	tentang	Unknown Words	Correctness
455.	ruang → Ruang	Misspelled Words	Correctness
456.	ublic → public	Misspelled Words	Correctness
457.	diperoleh	Unknown Words	Correctness
458.	dari	Unknown Words	Correctness
459.	pengamatan	Unknown Words	Correctness

460.	pengamatan terhadap	Improper Formatting	Correctness
461.	terhadap	Unknown Words	Correctness
462.	perilaku	Unknown Words	Correctness
463.	pengguna	Unknown Words	Correctness
464.	pengguna ruang → pengguna ruang	Improper Formatting	Correctness
465.	ruang → Ruang	Misspelled Words	Correctness
466.	ruang ublic → ruang ublic	Improper Formatting	Correctness
467.	ublic → public	Misspelled Words	Correctness
468.	lokasi	Unknown Words	Correctness
469.	penelitian	Unknown Words	Correctness
470.	digunakan	Unknown Words	Correctness
471.	adalah → Adalah	Misspelled Words	Correctness
472.	adalah analisa → adalah analisa	Improper Formatting	Correctness
473.	analisa	Unknown Words	Correctness
474.	analisa domain → analisa domain	Improper Formatting	Correctness
475.	komponensial → componential	Misspelled Words	Correctness
476.	analisa	Unknown Words	Correctness
477.	tipe → Tipo	Misspelled Words	Correctness
478.	morfologi	Unknown Words	Correctness
479.	untuk → Untuk	Misspelled Words	Correctness
480.	menemukan	Unknown Words	Correctness

481.	<i>menjelaskan</i>	Unknown Words	Correctness
482.	menjelaskan proses	Improper Formatting	Correctness
483.	<i>pembentukan</i>	Unknown Words	Correctness
484.	ruang → Ruang	Misspelled Words	Correctness
485.	ruang ublic → ruang ublic	Improper Formatting	Correctness
486.	ublic → public	Misspelled Words	Correctness
487.	<i>eksklusif</i>	Unknown Words	Correctness
488.	inklusif → inclusive	Misspelled Words	Correctness
489.	a combination	Determiner Use (a/an/the/this, etc.)	Correctness
490.	method → methods	Incorrect Noun Number	Correctness
491.	a sociological	Determiner Use (a/an/the/this, etc.)	Correctness
492.	to → of	Wrong or Missing Prepositions	Correctness
493.	<i>were used</i>	Passive Voice Misuse	Clarity
494.	in order to → to	Wordy Sentences	Clarity
495.	the score	Determiner Use (a/an/the/this, etc.)	Correctness
496.	devided → divided	Misspelled Words	Correctness
497.	<i>was categorized</i>	Passive Voice Misuse	Clarity
498.	; → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
499.	<i>was found</i>	Passive Voice Misuse	Clarity

500.	<i>was obtained</i>	Passive Voice Misuse	Clarity
501.	<i>was obtained</i>	Passive Voice Misuse	Clarity
502.	the the three	Misspelled Words	Correctness
503.	<i>was obtained</i>	Passive Voice Misuse	Clarity
504.	19 texts obtained	Wordy Sentences	Clarity
505.	is	Redundant Words	Correctness
506.	a mapping	Determiner Use (a/an/the/this, etc.)	Correctness
507.	optimalize → optimize	Misspelled Words	Correctness
508.	basic → essential, primary, necessary	Word Choice	Engagement
509.	↓ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
510.	, or	Punctuation in Compound/Complex Sentences	Correctness
511.	<i>was obtained</i>	Passive Voice Misuse	Clarity
512.	score → rating	Word Choice	Engagement
513.	<i>was obtained</i>	Passive Voice Misuse	Clarity
514.	obtained → achieved, accomplished, captured	Word Choice	Engagement
515.	raters → assessors, evaluators	Word Choice	Engagement
516.	, it	Punctuation in Compound/Complex Sentences	Correctness
517.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness

518.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
519.	<i>was obtained</i>	Passive Voice Misuse	Clarity
520.	given → is given	Incorrect Verb Forms	Correctness
521.	<i>be concluded</i>	Passive Voice Misuse	Clarity
522.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
523.	texts → books, versions, documents	Word Choice	Engagement
524.	texts → books, versions, documents	Word Choice	Engagement
525.	<i>were categorized</i>	Passive Voice Misuse	Clarity
526.	, or	Punctuation in Compound/Complex Sentences	Correctness
527.	texts → books, documents	Word Choice	Engagement
528.	<i>were classified</i>	Passive Voice Misuse	Clarity
529.	<i>The average score of the whole text structure of abstract dissertation and its coherence of text in accordance with: (a) The Source Text: There were 3 (three) categories consisted of 4 (four) texts or 26,66% as 'Good'; 9 (nine) texts or 60% were categorized as 'Not so Good'; and 2 (two) texts or 13...</i>	Hard-to-read text	Clarity
530.	The → the	Confused Words	Correctness
531.	<i>be concluded</i>	Passive Voice Misuse	Clarity
532.	catagorized → categorized	Misspelled Words	Correctness
533.	the abstract	Determiner Use (a/an/the/this, etc.)	Correctness
534.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness

etc.)

535.	<i>was found</i>	Passive Voice Misuse	Clarity
536.	<i>This</i>	Intricate Text	Clarity
537.	<i>be interpreted</i>	Passive Voice Misuse	Clarity
538.	dissertation → thesis, essay	Word Choice	Engagement
539.	the dissertation	Determiner Use (a/an/the/this, etc.)	Correctness
540.	PhD → Ph.D.	Comma Misuse within Clauses	Correctness
541.	; → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
542.	Hasnawi → Hassan	Misspelled Words	Correctness
543.	Qinai → Qinghai	Misspelled Words	Correctness
544.	, and	Comma Misuse within Clauses	Correctness
545.	dalam → Dalam	Improper Formatting	Correctness
546.	, and	Comma Misuse within Clauses	Correctness
547.	, and	Comma Misuse within Clauses	Correctness
548.	Cataloging-in-Publication	Misspelled Words	Correctness
549.	, and	Comma Misuse within Clauses	Correctness
550.	Linguistics → Linguistic	Confused Words	Correctness
551.	Mifftin → Mifflin	Misspelled Words	Correctness
552.	Course book → Coursebook	Confused Words	Correctness
553.	<i>How to Write and Publish Scientific Papers.</i>	Incomplete Sentences	Correctness

554.	the State	Determiner Use (a/an/the/this, etc.)	Correctness
555.	Translation and Language	Incomplete Sentences	Correctness
556.	on → in	Wrong or Missing Prepositions	Correctness
557.	, 2006	Punctuation in Compound/Complex Sentences	Correctness
558.	dalam → Dalam	Misspelled Words	Correctness
559.	London: → London:	Improper Formatting	Correctness
560.	, and	Punctuation in Compound/Complex Sentences	Correctness
561.	Prentice Hall → Prentice-Hall	Misspelled Words	Correctness
562.	Franfurt → Frankfurt	Misspelled Words	Correctness
563.	Sidiropoulou,	Punctuation in Compound/Complex Sentences	Correctness
564.	The Information	Determiner Use (a/an/the/this, etc.)	Correctness
565.	, University	Punctuation in Compound/Complex Sentences	Correctness
566.	Webster,	Punctuation in Compound/Complex Sentences	Correctness
567.	<i>How to Write a Better Abstract; Sydney: Spine Society of Australia.</i>	Incomplete Sentences	Correctness
568.	↵ → !	Misuse of Semicolons, Quotation Marks, etc.	Correctness
569.	<i>A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613g-a-study-on-the-quality-of-abstract-translation-of-	Originality

[dissertation-from-indonesian-into-english.html](#)

570.	<i>A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English</i> Sukirmiyadi, Sri Samiati Tarjana, M.R. Nababan Department of Linguistics, Postgraduate Program, Sebelas Maret University, Surakarta Indonesia Sukirmiyadi Ph.D Student of Linguistics Department, Majoring in...	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
571.	<i>Received: February 24, 2014 Accepted: March 11, 2014 Published: April 29, 2014</i> doi:10.5296/ijl.v6i2.5552 URL: http://dx.doi.org/10.5296/ijl.v6i2.5552	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
572.	<i>Abstract Abstract is one of the important parts in one research due to the fact that it is a kind of short condensed text to represent the whole text. As one research that consists of some aspects such as introduction, objective, methodology, result / discussion, and conclusion, so that an abstract...</i>	"A Study on the Quality of Abstract Translation of ... https://www.questia.com/library/journal/1P3-3384664211/a-study-on-the-quality-of-abstract-translation-of	Originality
573.	<i>Keywords: Quality of translation, Dissertation abstract, Abstract structure, Coherence, Accuracy</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
574.	<i>Introduction In this globalization era, English is becoming more and more important because English is used as a means of International communication among nations both spoken and written. Therefore, most of the countries in the world, including Indonesia learn it in order to be able to use it to s...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
575.	<i>about the result quality of the abstract translation of dissertation in accordance with its accuracy.</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-	Originality

[of-abstract-translation-of-dissertation-from-indonesian-into-english.html](https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html)

<p>576. <i>The Meaning of Abstract According to Oxford Advanced Learner's Dictionary written by Hornby (1974: 4): 'Abstract is a short account, e.g. of the chief points of a piece of writing, a book, speech, etc'. Meanwhile in Webster's Desk Dictionary of the English Language, it i...</i></p>	<p>A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html</p>	<p>Originality</p>
<p>577. <i>contents in abbreviated form. However, among those several definitions and explanation stated above, it seems that the closest idea related to abstract text as a result of a study is the definition stated by Judith Kilborn. The Structure of Abstract In general, the structure of abstract that must b...</i></p>	<p>A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html</p>	<p>Originality</p>
<p>578. <i>according to the statement of the problems; and 5) Conclusion is a statement that infers or concludes the result of discussion and findings and its implications of the answers stated in the statement of the problems. Moreover, the similar opinion was also stated by Owen D Williamson (2007 : 3). He ...</i></p>	<p>A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html</p>	<p>Originality</p>
<p>579. <i>Abstract and Translation As it is stated previously that abstract as a result of research (in Indonesia) is written in two languages, Indonesian and its translation that is in English. This phenomena makes some of the PhD students specifically try hard to translate it by themselves. Meanwhile, many...</i></p>	<p>A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html</p>	<p>Originality</p>
<p>580. <i>Below is the figure describing about the cohesion of text by Joan Cutting. Cohesion</i></p>	<p>A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html</p>	<p>Originality</p>
<p>581. <i>Reference Substitution Ellipsis Conjunction Repetition Synonym Super ordinates General Words Figure 1. Cohesion of Text According to Joan</i></p>	<p>A Study on the Quality of Abstract Translation of ...</p>	<p>Originality</p>

Cutting (2002: 13) In line with the problems about translation stated above, the researcher found some problems encountered by both the abstract writers of di...

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582.	<i>The Writing Format of Dissertation Abstract Based on the finding, among the fifteen abstracts analyzed, there were two kinds of format writing, in accordance with the number of paragraphs, and the number of abstract structures. Moreover, the tabulation about these two variations, and percentage cou...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
583.	<i>The Abstract Assessment Based on the Number of Paragraphs Below was the table that showed about the abstract assessment based on the writing format in accordance with the Number of Paragraphs and the Number Abstract Structures. Table 4.1 The Tabulation of Abstract Structure and the Number of Paragr...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
584.	<i>Deviation % 6,666% 33,333% 0% 0% 60% 73,333% Note: M-1: Medical Science, Abstract Text 1 (One) E-7 : Engineering Department, Abstract Text 7 (Seven) The table above showed that among the 15 (fifteen) abstract texts analyzed in accordance with the structure of abstract, it was found that: Abstract T...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
585.	<i>introduction, objective, methodology, and result without conclusion. These two abstracts were not acceptable because two two texts were not coherence. According to the theory, the coherence of text was stated that one paragraph should have consisted of one main idea only. Therefore to be coherence,...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
586.	<i>it consisted of 5 (five) paragraphs, it did not have introduction. Therefore, it was not categorized as a good abstract. The abstract Assessment Based on the Number of</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
587.	<i>The abstract Assessment Based on the Number of</i>	A Study on the Quality of Abstract	Originality

	<i>Abstract Structures Used in Each Text of Abstract Besides writing format and the number of paragraphs, it was also found some texts that did not fulfill the criteria of text writing of dissertation abstract. Many of them were not provided with 5 (five)...</i>	Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	
588.	<i>No. Data The Average Score as a Whole; Structure of Abstract: Structure, Cohesion, and Coherence of Text (St</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
589.	<i>Note: St : Source Text Tt : Target Text Score 3 : Good 2 : Not so Good 1 : Not Good / Bad Based on table 4.2 above it could be seen that the average score of abstract structure (consisting of 'Structure, Cohesion, and Coherence) of St and Tt could be described as follows: Among the 15 (fifteen) tex...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
590.	<i>or 'worse' than the source text (St). Those thirteen texts were data no M1: its St was 2,66 and its Tt declined into 2,22 (the highest score); Data no. M2: its St was 2,77 and its Tt became 2,11 (the second highest of the first); M4 and so forth, see table 4.3 above.</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
591.	<i>Among the 15 (fifteen) texts of dissertation abstract analyzed,</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
592.	<i>Among the 15 (fifteen) texts of dissertation abstract analyzed, Ther were only 2 (two) or 13,33% data no M3, and M7 that the score of St and Tt remained the same (did not decline). The average scores of those two texts were the same: '2' with the predicate 'Not So Good'. Based on point 'a and b', ...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality

593. <i>rank was obtained by data no. E2. The score of St was 2,22 and declined</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
594. <i>The next was data no. E4 and E8. The scores of these two data for the St were the same: 2,11 and their Tt were too: 1,77. There were 4 (four) texts that their scores of St were the same: 2,00. The four texts that belonged to this category were data no. M3-M7-E1 and E3. Among these four, the scores ...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
595. <i>rank was data no. M4 and E6. These two data got 1,88 for their St, and declined</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
596. <i>position was data no. E7. Its score for St was 1,66 and declined into 1,44 for the</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
597. <i>The lowest score was data no.E5 with its score for the St was 1,55, and Tt was 1,33. This was the abstract text that got the lowest score or the worst for both St and Tt. Based on the finding result and discussion above, it could be concluded that the average score of the whole text structure of di...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
598. <i>The Asessment of Accuracy on the Translation Result of Dissertation Abstract In this section, the researcher would like to answer the second question on the accuracy level of the translation result of dissertation abstract in English. As an instrument to analyze the data, the researcher required th...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality

599.	<i>M1P2, E1P4, M4P1, E6P1, M6P4, E1P1, E1P2, E1P3, E3P1, E3P2, E3P3, E4P1, E4P2, E6P1, E7P3, E8P1</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
600.	<i>M6P2, M7P5, E2P3, E3P4, E5P1, E5P2, E5P3, E6P2, E7P1, E7P2, E8P2 1</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
601.	<i>Note: M4P1: Abstract Text of Medical Science no 4 Paragraph 1 E3P3 : Abstract Text of engineering Department no. 3 Paragraph 3 Based on table 4.3 above it was known that among those 52 data analyzed related to accuracy level of text could be described as follows: The first highest score of accuracy...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
602.	<i>of them only gave score '2'. So the composition of this score might be 3 – 3 – 2; 2 – 3 – 3; or 3 – 2 – 3. The texts that got the average score of '2,66' were data no. M2P1, M7P1, M7P3. Here is the example of text scored '2,66': Example, datum no. M2P1: Source Text Target Text (M2p1)Penelitian ini ...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
603.	<i>Tujuan dari penelitian ini adalah menganalisis pengaruh nilai</i>	The Effect of Value and Reference Group on Young Consumer ... http://journal.ipb.ac.id/index.php/jcs/article/view/10692	Originality
604.	<i>perceived behavioral control terhadap proses pengambilan keputusan, keputusan, dan tindakan memanfaatkan pelayanan Puskesmas. utilizing public health center services. Based on data above Rater 1 and 2 gave score '3', while Rater 3 gave '2'. So the total score given by those three Raters was 3 – 3 ...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
605.	<i>The fourth category was the scores between '1,66</i>	A Study on the Quality of Abstract	Originality

and 2'. This score was categorized as 'Less Accurate or Fair (D)'. It dominated this category because it was found that 35 texts or around 67,31% belonged to this group. This score was obtained from the average score between '1,66' and '2'. Score '2'...

Translation of ...
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606. The lowest score was that of between '1' and '1,33' with its category 'Inaccurate or Bad (E)'. There were 3 (three) texts or 5,76% belonged to this category. They were data no. 'M1P5, M6P3, and M6P5'. Score '1' was obtained when the three raters gave the same score: '1', while '1,33' was obtained w...

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607. The average score of the whole text structure of abstract dissertation and its coherence of text in accordance with: (a) The Source Text: There were 3 (three) categories consisted of 4 (four) texts or 26,66% as 'Good'; 9 (nine) texts or 60% were categorized as 'Not so Good'; and 2 (two) texts or 13...

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611.	<i>Thesis: State University of Malang, Graduate Program in English</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
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614.	<i>Hasan, Ruqaya. (1985). An Introduction to Functional Grammar. Great Britain: Edward Arnold Publishers Ltd. Hartono. (2000). Studi tentang Metode Terjemahan yang Digunakan Mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. ITB Central Library- Welcome I Powered by GDL4.2. Ha...</i>	A Study on the Quality of Abstract Translation of ... https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html	Originality
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627.	<p>FROM INDONESIAN INTO ENGLISH'. DISSERTATION. Doctorate Program, Concentrating on Translation Studies. Postgraduate Program, Sebelas Maret University. Surakarta. Supervisors: I. Prof. DR. Sri Samiati Tarjana; II. Prof. Drs. M.R. Nababan, M.A, M.Ed, Ph.D.</p>	<p>A Study on the Quality of Abstract Translation of ...</p> <p>https://id.123dok.com/document/z1l2613q-a-study-on-the-quality-of-abstract-translation-of-dissertation-from-indonesian-into-english.html</p>	Originality