

Subtitling As a Translation Assignment: Evaluating Accuracy, Acceptability, and Readability in Indonesian-English Translations

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Abstract

Teaching translation can now incorporate multimedia components like subtitles in addition to textual texts like books or documents. Subtitle and translation are related; the latter provides a dynamic medium for practicing translation and language learning. This study examines how subtitling can be incorporated into translation instruction, with a particular emphasis on Indonesian-English translations completed by fifth-semester university students. Important translation skills like vocabulary growth, understanding idiomatic expressions, and contextual adaptability are all developed by students through subtitling exercises. Students also gain an understanding of linguistic and cultural variances, which aids them in developing culturally sensitive translation techniques. This study evaluates the accuracy, readability, and acceptability of the subtitles to assess the quality of the translation. Students' translations were assessed using a qualitative methodology. This study uses a total of 204 data. The average scores are 2.65 for accuracy, 2.23 for acceptability, and 2.38 for readability aspect. The total average of the study is 2.51, which means that subtitles produced by the students are at the medium level.

Keywords: *Translation, Subtitling, Translation Quality, Accuracy, Readability, Acceptability*

Introduction

Translation is the process of transforming spoken or written material from the source language into the target language so that listeners or readers who are not familiar with the source language can understand and accept it (Newmark, 1988). Contextual, linguistic, and cultural differences are carefully taken into consideration when translating meanings between languages. In a world that is becoming more interconnected, it is a crucial tool for promoting intercultural communication. As a learning skill, translation always evolves and requires a deep comprehension of both the source and target languages in addition to the capacity to modify content without missing its meaning. In addition to linguistic transformation, translation includes negotiating and modifying meaning to satisfy target audiences' expectation while preserving the originality and clarity of the source language. Translation is now seen by industry as a way to accomplish communication objectives (business, politics, culture, etc.) (Plyth, P.S. & Craham, 2020).

In language learning, translation helps students develop the awareness of formal and functional differences and similarities between source language and target language, and this can be exactly preventing the negative interference from one language into the other (House J., 2009). Teaching translation, especially to university-level students, becomes a complex process that requires a balance between theoretical knowledge of translation and practical application. It also requires in-depth analysis in the translation process (Siddiq, Oktaviani, Herwiana, & Suryanovika, 2023). University-level translation courses aim to give students a thorough understanding of translation theories and techniques in addition to giving them practical experience in real-world translation tasks. Translation works well for some learners, such as adults, college students, or scientists who prefer a methodical comparison of the

mother tongue and a foreign language at the word, sentence, text, collocation potential, and pragmatic use levels.

Subtitling is one method that can be applied as a translation exercise. One effective translation pedagogy technique is to use subtitling as a learning exercise. In order to ensure that the meaning, tone, and cultural context that appear on the screen correspond with the audio, students must translate spoken dialogue into brief, synchronized text as part of the subtitles type of audio-visual translation. Subtitling, according to Diaz-Cintas (2013), is a translation practice that involves providing writing, typically at the bottom of the screen, that translates the source language dialogue spoken by various speakers of the language, as well as any additional spoken information that either goes audibly in the soundtrack (song lyric, voices off) or appears on the screen (letters, banners, ads). Subtitles also help students cross the distance between educational knowledge and everyday use by revealing them to real-world problems. Students can create learner-centered assignments based on interactive activities using films or brief video clips for learning translation. These assignments can be completed both individually and in groups (Biasini & Raffi, F., 2024). In addition, this assignment exposes students to the practical aspects of translation and the unique challenges posed by cultural adaptation, time, and space.

Making subtitles from short films is a great exercise for translation students that allows them to utilize the translation skills they have learned into practice. Students need to focus on crucial elements of important aspects translation. There are many opinions on how to evaluate the quality of translation Larson (1998) identifies three aspects to consider when evaluating translation quality: accuracy, clarity, and naturalness. As a result, the translation's quality is assessed based on its accuracy, clarity, and naturalness. Larson went on to say that comparing the final product (translated text) to the source text is one way to assess a translation's quality. Four methods can be used to accomplish this. First, make multiple comparisons between the translated text and the original text. Second, carefully repeat the first step one more time. Third, when verifying that the context of the information is equivalent, make sure that nothing is missing or modified. To ensure that all the information is included, make the final comparison.

In this study, the writer evaluated the translation quality using Nababan (2012) criteria. The three dimensions for evaluating the standard of translation are accuracy, acceptability and readability (Nababan, Nuraeni, & Sumardiono, 2012). This study addresses all three aspects, focusing on how well the subtitles match the target language (accuracy), can be accepted by the reader in the target language (acceptability), and are easily understood by the audience. According to Nababan (2012), accuracy is a metric for evaluating translations and determining the equivalence between the source and target languages. In this context, "equivalency" refers to how similar the two are in terms of content or message. A text may be regarded as a translation if it conveys the same meaning or message as other texts. The accuracy component can be assessed using this factor. It demonstrates how accurately the target language conveys the meaning of the source text. Acceptability is defined by Nababan (2012) as the degree to which a translation text appears natural to the target reader in relation to the target language and cultural system. Acceptability refers to how well a translation follows the laws, customs, and traditions in the target language. Acceptability assesses how naturally the translation adheres to the target language's linguistic and cultural norms. In terms of readability, Nababan (2012) defined it as the degree to which a translated text is easy to be understood by the target reader. Because reading is an essential step in any translation process, the concept of readability is critical to translation. Both the source and target languages' readability concepts must be understood by the translator in order to facilitate the translation process. Readability determines how easily the target audience can understand the translation. Its goal is to highlight the key challenges and learning outcomes associated with subtitles as a pedagogical tool in translation studies by examining the process of creating them.

The purpose of this study is to look into the quality of subtitles produced by Indonesian-English translation class students. Qualitative methods are used to thoroughly examine quality aspects by analyzing the accuracy, acceptability, and readability of translation quality aspect.

Methodology

This study used a qualitative descriptive method to evaluate the quality of Indonesian-English subtitles created by university students as part of a translation course. The study focuses on analyzing translation quality based on the established aspects of accuracy, acceptability and readability (Nababan, Nuraeni, & Sumardiono, 2012). The data used in this study is a video of translation assignment produced by a group of students in Indonesian-English Translation class. The students chose and translated an episode entitled "Nining Kesal," from Warintil Official Youtube channel. This episode originally 12:03 minutes long, was cut to a 10:53 minute clip for the translation assignment. All the dialogue in the video was translated into English and submitted as video subtitles on December 9th, 2024.

The data collected from the movie transcript and subtitles. All dialogues used in the video were translated into English. Next, the data is processed into several categories. It is divided into three aspects of translation quality which are accuracy, acceptability and readability. The level of the quality is described in this table.

Table 1. Accuracy Analysis Level

Aspect	Level (The Qualitative Parameter)		
Accuracy	3 Accurate	2 Less accurate	1 Inaccurate
	There is no distortion of meaning; the target text faithfully expresses the meaning of the words, phrases, clauses, or sentences found in the source text.	In general, the target text accurately conveys the meaning of the source text's words, phrases, clauses, and sentences. Nonetheless, meaning is still distorted.	Certain words, phrases, clauses, or sentences from the source text are either left out of the target text or their meaning is misrepresented.
Acceptability	3 Acceptable	2 Less acceptable	1 Unacceptable
	The translation appears natural, and every word, phrase, clause, and sentence in the original text adheres to the principles of the English language.	Although there are still diction and grammar errors, the translation generally sounds natural.	The translation sounds strange even though the words, phrases, clauses, and sentences are in line with the principles of the English language.
Readability	3 Readable	2 Less readable	1 Unreadable
	Words, technical terms, phrases, clauses, sentences, and translation text are all easily understood by the reader.	Although the translation is generally understandable to the reader, there is one passage that requires multiple readings to fully comprehend.	The translation is hard for the reader to understand.

The data in the table were evaluated using Nababan's (2012) assessment system based on three translation quality aspects. The level of accuracy refers to how faithfully the meaning of the source text is conveyed in the target text. Acceptability refers to how closely the translation adheres to the target language's linguistic and cultural norms. Readability refers to how easily the audience can understand the subtitles, without ambiguity or difficulty. Each aspect was rated on a 1–3 scale. 3 stands for accurate, acceptable, or readable. 2 stands for less accurate, less acceptable, and less readable. 1 stands for inaccurate, unacceptable, or readable. Once the data has been categorized, the writer report the result and explain about it.

The final step is reporting the scores of the translation quality assessment. Each translation quality component's scores will be summed up and averaged in this part. There are three potential outcomes in terms of accuracy including the accurate, less accurate, and inaccurate. Regarding acceptability, the outcomes were acceptable, less acceptable, and unacceptable. For the terms of readability, the possible outcomes include readable, less readable, and unreadable.

A good translation must be accurate, acceptable, and readable to the target reader (Nababan, Nuraeni, and Sumardiono, 2012). Each of these factors influences translation quality in various degrees. It is displayed in this table.

Table 2. The Degree of Translation Quality Aspects

No	Translation Quality Aspects	Degrees
1	Accuracy	3
2	Acceptability	2
3	Readability	1

The highest degree of translation quality aspect is accuracy. The number of degrees is 3. It is based on the fundamental concept of the translation process which is the accuracy of the information that is being transferred from the source language to the target language. The second place is acceptability with 2 as the degree. The consideration of acceptability in relation to the target language's principles, norms, and culture forms the basis of the placement. In some situations, it affects the accuracy component. To put it another way, a translation that is less acceptable is also one that is inaccurate. The last aspect, readable, is the lowest degree of all. The number of the degree is 1. The lowest readability score is attributed to the belief that the translation problem has no direct relationship with the problem of understanding the translation content. The method for assessing the subtitle can be seen in the translation quality results. It demonstrates how to use the provided assessment instrument to evaluate the translation's quality. The goal is to provide a clear image of how the translation quality assessment is used.

Findings and Discussion

Here are the total scores of the translation quality.

Table 3. The Total Score of The Translation Quality

Aspect	Level		
	3 Accurate	2 Less accurate	1 Inaccurate
Accuracy	143 (70%)	50 (25%)	11 (5%)
Acceptability	Acceptable	Less acceptable	Unacceptable
	88(43%)	74 (36%)	42 (21%)
Readability	Readable	Less readable	Unreadable
	111 (54%)	59 (29%)	34 (17%)

The analysis of 204 data points from the subtitling assignment revealed differences in translation quality across three dimensions: accuracy, acceptability, and readability. Each aspect focuses on specific challenges and strengths, offering insights into students' translation abilities and the efficacy of subtitling as a pedagogical tool.

Result of the accuracy quality of the subtitle

Table 4. The Result of The Accuracy Quality of The Subtitle

Category	Score	%
Accurate	143	70%
Less Accurate	50	25%
Inaccurate	11	5 %
Total	204	100%
Average	$\frac{(143 \times 3) + (50 \times 2) + (11 \times 1)}{204}$	2,64

The outcome of the subtitle's accuracy is displayed in the table. Based on the presented table above, 143 data or 70% are accurate, 50 data or 25% are less accurate and 11 data or 5% are inaccurate. For the overall quality of the translate subtitles, the quality score for the accuracy aspect is 2,64. This demonstrates that the students' translations have a medium level of accuracy.

A translation is considered accurate if it faithfully conveys words, technical terms, phrases, clauses, or sentences from the source language to the target language. In addition, the meaning of the subtitle is not distorted. Here are 3 examples of accurate translations along with the explanations.

Data 5

SL: *Tinggal nempatin ke mangkok lagi ni*

TL: I just need to put it in a bowl

This translation is considered as accurate. The sentence on the source language has been translated accurately to the target language. Even though the source language was not written appropriately in Indonesian, the translation already caught the equivalent of the sentence in the target text.

Data 201

SL: *Saya tidak akan mau lagi beli burger kamu*

TL: I will never buy your burger anymore

The following example show that the source sentence has been translated accurately into English. The sentence was written in a good form of Indonesian language. The students found an accurate equivalent to be written for the subtitles.

Data 19

SL: *Kau tadi mamak suruh cuci piringg kau*

TL: I've told you to wash the dishes

This translation of the data 19 is equivalent between the source and target texts. A translation that is nearly accurate is more important than a direct translation. The sentence in the target language is similar to that in the source language, just like in data 5 and 19. Both of those sentences can be regarded as accurate because they did not show any distorted meaning.

A less accurate translation is one that is only partially equivalent but distorts the meaning of the texts, phrases, clauses, and sentences. Based on 204 data, 50 data points, or 25%, are

inaccurate. The discussion of 3 examples that were considered to be less accurate is provided below.

Data 23

SL: *Kau tengok tu dibelakang itu masih kotor semua piring*

TL: Look at the kitchen! They all still dirty

The translation example is considered to be less accurate. The sentence of the source language almost conveys accurately in the target language. Nevertheless, the meaning is distorted. In the source text, it is said that the plates are still dirty. However, in the target language, the translator omitted the word plate which is the focus on the sentence. The suggested option for this translation is "Look at the kitchen! the plates are still dirty".

Data 51

SL: *Itulah kak ning cari kangkung sebiji ini susah kali sampai ke amplas amplas sana ku caranya*

TL: You know? I'm looking for this one spinach. It was so hard that I had to look for it in *Amplas*

This example demonstrates that the translation is less accurate. In the source text, the speaker said "*kangkung*". In English, *kangkung* is translated as water spinach. However, it is translated as spinach in English and *bayam* in Indonesia, both of which are different types of vegetables. This indicates that the translated text contains a distorted meaning.

Data 45

SL: *Castel, serbet serbet, dikamar mandi cuciin Castel sekalian*

TL: Castle!! Wash the napkins in the toilet too

The example of the translation shows less accurate. Same with the previous example, the translator mistakenly used the word. In the source text, *serbet* in English is called as dishcloth. Both of napkins and dishcloth are different in the meaning in English. This shows that this translation is less accurate.

Inaccurate translation happens when words, phrases, clauses, or sentences from the source text are not accurately conveyed in the target text. Out of 204 data, 11 (or 5%) are inaccurate. The explanations of the example are explained below.

Data 199

SL: *Ih NINING! Kenapa kurang ajar sekali?*

TL: Aaarghh!! Nining !!! You are so disrespectful!!

In the source language, the form of the text is in question form. However, in the translated text, the translator translates it into an imperative sentence. This shows that the translation is inaccurate.

Data 5

SL: *Kotor semua mangkok*

TL: Everything is still dirty

This example is considered less accurate. In the source language, the speaker said "*kotor semua mangkok*". If it translates into English, it should be "All of the bowls are dirty". However, in the translated text, the student did not show the translation of *mangkok* which is the main focus of the sentence in the source language. In the translated text, the translator refers to everything which differs in what is being mentioned in the source language. This means that the translation is inaccurate.

Data 39

SL: *Pauk lah kurasa kau Sum*

TL: You know that

This example is considered as inaccurate. The message in the source language is not conveyed accurately in the target language. In the source language of the subtitle, the Indonesian spoken are mixed with Medanese which shows in the word *pauk*. In Indonesian, *pauk* means *payah*. The equivalence of *pauk* in English is “terrible”. So, it shows that the translation is inaccurate.

Result of the Acceptability Quality of the Subtitle

Table 5. The Result of Acceptability of the Subtitle

Category	Score	%
Acceptable	88	43%
Less Acceptable	74	36%
Unacceptable	42	21%
Total	204	100%
Average	$\frac{(88 \times 3) + (74 \times 2) + (42 \times 1)}{204}$	2,23

The table displays the results of the accuracy of the subtitles. Based on the presented table above, 88 data or 43% are acceptable, 74 data or 36% are less acceptable and 42 data or 21% are unacceptable. For overall quality of the translated subtitle, the quality score for the acceptable aspect is 2,23. This is shown that the acceptability of the translation produced by the students is in medium level. It means that the translation quality of the translated subtitle is less acceptable for the audience.

A translation can be considered acceptable if it is naturally translated, uses terms that the reader is familiar with, and follows the principle that apply to the target language. According to the results, 88 data points, or 43%, are acceptable for translation. Here are examples of acceptable translations, along with explanations.

Data 6

SL: *Si Castel disuruh nyuci piring bukannya dicuci*

TL: I have told Castel to wash the dishes, but he didn't wash it

The translation of data 6 has been accepted. This shows that data 6 has been translated naturally, using the words or terms that are appropriate to the principles of the English language.

Data 41

SL: *Bandel kali kau.*

TL: You are so naughty!

Data 41 illustrates another example of acceptable translation. The sentence structure of the translated text in data 41 is very similar to that of the source language. The audience can accept the word choice of *bandel* translated into naughty because it conveys a natural impression in the translated text. This indicates that the translation of data 41 is acceptable.

Data 138

SL: *Panas sekali hari, lemas aku capek*

TL: It's so hot today. I'm feeling weak and tired

Data 138 indicates that the translation is appropriate. The selected source language equivalent that can be used as the translated text. The reason for this is that the translated text's meaning and the source language's sentence structure are essentially the same.

Less acceptable translation sounds natural, but there are a few grammatical errors in the subtitle. From the 204 data, 74 data points or 36% are less accurate. The discussion of 3 examples of less acceptable translation can be seen below.

Data 44

SL: *Ih ya ampun, kaca kaca steling ini pun belum di lap si Castel lho*

TL: My goodness! This steeling glasses not wiped yet by Castel

This is an illustration of a translation that is not as acceptable. The sentence structure in data 44's translation is incomplete. It is discovered that the target text contains grammatical errors. "The steeling glasses have not yet been wiped by Castel" is one possible option for the target text. This indicates that the translation is not as good.

Data 2

SL: *Weh dah masak ini ni*

TL: It's done

This is an example of something less acceptable. The translation's structure is already good, but its equivalence cannot be accepted. In the source text, the speaker stated that her meal had been cooked. However, in the target language, the chosen equivalent is unacceptable. The source text can be translated without being overly specific. This demonstrates that the translated text is less acceptable in the translation.

Data 143

SL: *Inikan minum kayak ini aja udah segar lagi*

TL: Drinking something like this already make me feels refreshing again

This is the example of less acceptable translation. The translation of data 44 is not complete in the sentence structure. The option that can be used is "the steeling glasses have not been wiped by Castel yet." This shows that the translation is less acceptable.

Unacceptable translation indicates that the translation is unnatural, and contains unusual terms or expressions for the audience, and breaks the principle of language in TL. As a result, the target reader cannot grasp the original meaning in the source language. According to the study's findings, 42 data points (21% of the total) are considered unacceptable.

Data 156

SL: *Ini punya siapa? mau makan pun tak jadi*

TL: Who hasn't eaten?

The translation of data 156 is not acceptable. In the source text, the speaker inquired as to where the meals belonged. However, it is translated as "who hasn't eaten?", which has a different meaning than the source language. This indicates that the translation is unacceptable in the target language.

Data 76

SL: *Aduh kenapa ini?*

TL: Why is this?

Data 76 indicates that the translation is unacceptable. In this case, the subtitle should read "what happened". However, the students interpreted it as "why is this". It is well-written in English, but the meaning is very different from the original language. The students' translated texts sound unnatural in English, particularly the source text in data 76. It indicates that the translated text is not acceptable in the target language.

Data 27

SL: *Beli mesin cuci piring napa mak macam yang diluar negri itu mak e*

TL: Buy a dishwasher mom, just like the other country

Data 27 shows an unacceptable translation. The sentence in the translated text sounds unnatural in English. It shows that it is a direct translation, and the meaning of the source text in the subtitle is not properly translated. That is why it is unacceptable in the target language.

Result of the readability quality of the subtitle

Table 6. The Result of the Readability of the Subtitle

Category	Score	%
Readable	111	54%
Less readable	59	29%
Unreadable	34	17%
Total	204	100%
Average	$\frac{(111 \times 3) + (59 \times 2) + (34 \times 1)}{204}$	2,38

The table shows the subtitle's accuracy. According to the table above, 111 data points (54%) are accurate, 59 data points (29%) are less accurate, and 34 data points (17%) are inaccurate. The overall quality score for the translated subtitle is 2.38 in terms of accuracy. This demonstrates that the students' translations are acceptable at the medium level. It means that the translation quality of the translated subtitle is less readable by the audience.

A translation is readable if the intended reader can easily understand the translation results. A total of 111 data points (54% of the research object) are readable. The examples of readable data are as follows.

Data 10

SL: *Ngak dengar lho mak*

TL: I didn't hear it, Mom

Data 10 shows a readable translated subtitle. We can see that the words used are easy for the audience to read and understand.

Data 130

SL: *Kalau sendiri malas lah aku*

TL: But if I have to go alone, I'm not interested

Data 130 shows a change in sentence structure. Nevertheless, the translation of source language to target language demonstrates that the audience can easily understand the translation shortly after only one reading. That is why it is identified as readable.

Data 153

SL: *Bentar biar kuambil*

TL: Hold up let me get it for you

Similar to the previous data, this data is deemed readable. Both the source text and the target text convey the same message.

Less readable translation means the translation that needs to read more than just once to understand the meaning. The following examples are the example of less readable translation along with the explanation.

Data 57

SL: *Ya kangkung kau gratis lho Sum*

TL: Yeah, your *kangkung* is free, Sum

Some parts of data 57 remain untranslated. In English, Kangkung can be translated as water spinach. Based on the data, the translation did not fully commit to using the same word for the translated text. The data used for *kangkung* translation included spinach, *kangkung*, and water spinach. If *kangkung* is directly written in English with subtitles, not all audiences will understand what it means. If the audience is not paying attention to detail while watching the video, they may become confused about the meaning of *kangkung*. That is why this is considered as less readable translation subtitle.

Data 33

SL: *Macam cinderella lho disuruh mamak tirinya*

TL: I'm like a Cinderella who was told by her stepmom

Data 33 shows a less readable translation. However, in order for the audience to fully understand the translated text, it must be read carefully. The meaning in the source language is not poorly translated in the target language, which shows many possibilities of translation that may cause the audience to be confused when reading it.

Data 194

SL: *Nining, perempuan janda pesugihan, airnya kena ke saya*

TL: Nining!! Widow involved in *pesugihan*, the water hit me!

Data 194's translation contains an untranslated section. The word "Pesugihan" is not translated into the target language. According to KBBI, *pesugihan* is a ritual that people use to gain instant wealth. This case is similar to the example of data 57. That is why this is regarded as a less readable translation subtitle.

The last one is unreadable translation. a translation that is unreadable is difficult for readers to understand. In the subtitle, there are 34 data or 17% included as unreadable translation. The followings are the example of the data.

Data 65

SL: *kau bantulah aku napa lap steling ini.*

TL: Why don't you help me to wipe this cart?

The translation data 65 shows unreadable data. The meaning of the source language in this data 65 is not transferred well in the target language. What is meant by "steling" in the source language is a part of a stall that made from steel. However, it is mistakenly translated as cart in translated text that carrying different meaning. That is why it is considered as unreadable translation. It makes the audience confuse to accept understand the translation.

Data 16

SL: *Biar pekak kau sekalian kau*

TL: Let's all be deaf!

Data 16 displays unreadable translation. The meaning in the translated text is unclear to the audience. The translation could be, "Go ahead and make yourself completely deaf!" This version effectively conveys the message in the translated text.

Data 27

SL: *beli mesin cuci piring napa mak macam yang diluar negri itu mak e*

TL: Buy a dishwasher mom, just like the other country

Data 27 displays unreadable translation. The translation is done literally. It is less acceptable, but the meaning itself may cause confusion in the audience. The translation could be "Buy a dishwasher, Mom, like the ones they have aboard." Using this translation, the audience can easily understand the meaning.

The final discussion is the assessment. The assessment of translation quality serves to determine how good the translation is. A translation of the source text is considered high-quality if it is accurate, acceptable, and readable on the target language. It means that the translations are able to attach to the target language's principles and sentence structure while also being easily understood by the audience or target reader. The translation quality can only be used to assess the translation quality. The outcomes will be presented as follows:

Table 7. The Outcomes of the Translation Quality Assessment

Quality aspects assessment	Average score
Accuracy	2,65x3=7,95
Acceptability	2,23x2=4,46
Readability	2,38x1=2,38
Total	15,07
Average	15,07:6= 2,51

The assessment of translation quality results in an overall average score of 2.51. The subtitle quality is already good, and the audience should be able to understand it easily. Still, there are certain issues regarding accuracy, acceptability, and readability. The translation is not very accurate because there are numerous inaccurate changes in the meaning of the translated text. Acceptability requires the translator to pay attention to some of the words in the translated text and determine an acceptable equivalence in the target language. The majority of the translated text in the subtitle is readable, but there are a few minor mistakes.

Conclusion

Based on the findings and discussions, the students produced a total of 204 data for their translated transcript. There are 143 data points that are 70% accurate, 50 data points that are 25% less accurate, and 11 data points that are 5% inaccurate. In terms of acceptability, there are 88 data points (43%) that are acceptable, 74 data points (36% less acceptable), and 42 data points (21% unacceptable). In terms of readability, there are 111 data points (54% readable), 59 data points (29% less readable), and 34 data points (17%) that are unreadable. The average translation quality of the student-produced subtitles is 2.51, indicating that the translation is of medium quality.

The accuracy score is 2.65, acceptability is 2.23, and readability is 2.38. This demonstrates that the students did a good job translating the video. The average score for accuracy is higher than for other translation quality aspects. Nonetheless, there are numerous factors to consider during the translation process. Some of the translated text does not make sense. Even the students do not translate all words. This is because they are unfamiliar with certain words or the source language. In the video, the speakers use a variety of Indonesian local languages and accents. Some of them have Medanese, Sundanese, and Javanese language accents. The speaker additionally includes language into their speech, which makes it difficult for students to determine the equivalence of words or sentences. The translation quality assessment led to medium results.

The writer offers several suggestions for this study. For the lecturer, the writer hopes that this will be a useful activity for students to improve their translation skills. This type of activity can be used by lecturers to introduce additional levels of translation difficulties, particularly when dealing with culture in the target language. For other researchers interested in conducting similar research, particularly on the translated text/subtitle produced by students, it is recommended that they investigate alternative translation quality methods and conduct more research on translation quality.

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