

**DISCOURSE ANALYSIS OF GRAMMATICAL COHESIVE DEVICES
IN UNDERGRADUATE THESIS BACKGROUNDS**

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Presented to
State Islamic Institute of Kediri
In Partial Fulfillment of The Requirements
For The Degree of *Magister* in English Language Education



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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
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DECLARATION OF AUTHENTICITY

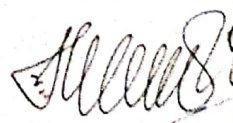
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Background

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement of the degree of *Magister* (S2) in English Study Program, state Islamic Institute of Kediri.

Kediri, 17 December 2021

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IN UNDERGRADUATE THESIS BACKGROUNDS

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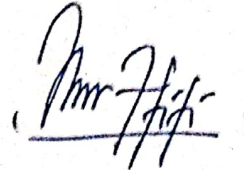
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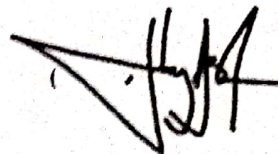
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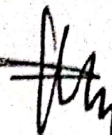
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MOTTO

Sejak kita menginginkan kebahagiaan, sejak itu pula kesabaran menjadi kewajiban kita. Ketika hal-hal terlalu sulit untuk ditangani, mundurlah dan hitung nikmat-nikmat yang telah Allah selipkan dalam kesulitan mu. Berdoalah Allah mendengarmu. Bersabarlah Karena Allah akan menjawab doamu pada waktu yang tepat.

DEDICATION

I dedicate my thesis to:

My beloved parents “Sugianto” and “Zulaikah”

Who never stop giving the best one for me,
who never stop praying and fighting for me.

My beloved only sister “Amalia Nur Sholihah”

She is my unconditional love and my mirror.

My beloved husband “Arrofik”

Let's be better and stronger person!

My dear daughter “Alea Yasmin Zafira R.”

Who taught me the meaning of patience in life

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Sincerely, the writer realizes that this thesis is not perfect one. The writer will always appreciate for the constructive criticism and suggestion from the readers. Hopefully, this thesis will be useful for everyone who deals with teaching and learning English especially in Linguistics field.

Kediri, December 23rd 2021

Diyah Nurin Lae Liya

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ABSTRACT

Nurin, Diyah. 2021. "Discourse Analysis of Grammatical Cohesion Devices in Undergraduate Thesis Background". A Thesis. School of Graduate Program State Islamic Institute of Kediri. Advisor" (I) Dr. Toyyibah, S.S., M.Pd., (II) DR. Ary Setya Budhi Ningrum, M.Pd.

Keywords: *Discourse Analysis, Grammatical Cohesion*

Grammatical cohesive devices are significant components in writing that contribute to the text's organization and comprehensiveness. Therefore, it is necessary for students to comprehend these rules. This study was carried out to determine the varieties of grammatical cohesion that students often use and coherence in the background of under graduate thesis.

This qualitative research applies a discourse analysis as the research method. The objects of this research are 21 research backgrounds in thesis produced by undergraduate students of the English Language Education Study program in 2020/2021 academic years that taken from etheses.iainkediri.ac.id. In analyzing the data, the researcher used Halliday and Hasan' theory about Cohesive devices especially the one which is focused on grammatical cohesive device.

The findings demonstrated that the implementation of grammatical cohesion devices in their writing quite varied. The conjunction device is the most commonly used type by students, accounting for 83% of all devices used; reference devices account for 16% of all devices used. As for other devices that are rarely used and not used at all are substitution devices and ellipsis devices with a total of 1% for substitution devices and 0% for ellipsis devices. In addition, there are some mistakes in using the grammatical cohesion devices. In the use of grammatical cohesion devices there are 15% use of inappropriate references and 8% use of inappropriate conjunctions. The findings show that students are more accustomed to using references and conjunctions than substitutions and ellipsis.

From the results of the study, it can be noticed that the students' able to develop texts is good, this can be seen from the results of observations that show the least errors in the use of grammatical cohesive devices. In addition, their writings has connectivity in the text so that it can be easily understood by readers. From observations, they have used almost all grammatical cohesion devices except the ellipsis devices; this may be due to a lack of understanding about this device.

Data 16

A. Background of the Research

Speaking ability refers to verbal communication ability in a practical, precise, and functional using target language (Othman, Sahamid, Zulkefli, Hasyim, & Mohammad, 2015). The essential goal of teaching speaking is to encourage students to be able to speak in target language effectively and spontaneously. In contrast, it becomes something to fear for students because their less ability caused by less practice. Some reasons may influence them in their speaking improvement such as lack of confidence, fluency and pronunciation, and accuracy (Florez, 1998). However, it plays great role for students' future because it takes numerous aspects in life such as in college, community, and workplace.

The factor that also influences the speaking skill of students is their self-confidence. It is also important because students who have low selfconfidence tend to shy to have public speaking or practice their speaking in front of other people. Making up their minds and taking responsibilities are also difficult for them (Sar, Ramazan, & Isiklar, 2010). Afraid of miss-pronunciation, grammar, and lack of motivation indicate the less selfconfidence of students which cause them not to start to speak. However, having good self-confidence will encourage the students to learn and have easier speaking practice. The less ability of speaking skill and less confident in public speaking are the factors of job or education competition inability. The low self-confidence also occurs because of the minimum stimulation from internal and external which leads to the students' stagnancy.

Relying upon speaking skill and self-confidence are not enough for students. They need brilliant idea and analysis in their context of speaking. The cognitive skill namely critical thinking plays great role in the success of the students. Critical thinking is valuable for students either in academic context or carrier. It has accepted much attention from educational stakeholders since it has been approved as fundamental skills for growing workforce of the 21st century. Furthermore, those skills need to be considered since demographic bonus need to be prepared by young generation to develop the country and to compete in industrial revolution 4.0.

Since speaking ability and critical thinking need to be the main focus of the education, there are many students get lost in those skills. Less stimulation can be the factor of that problem. It is really rare to see language teaching method which intensively combines the language ability of the students and critical thinking. Moreover, stimulating critical thinking cannot be instantly taught and it needs to be continuously. Based on the study of People Management Association of the Philippines, four out of ten new graduates failed to get a job because of lack of critical thinking and communication competencies (Aclan & Aziz, 2015).

Many educationalists believe that a lot of activities for evaluative learning to enhance speaking skill should be incorporated in subject which aims at improving critical thinking skill and self-confidence. Bringing controversial issue into learning situation can create new environment and develop the tension that maintained rational judgment, reflection, and consideration of viewpoints (Zare & Othman, 2015). In this context, many studies suggest and show that debate is a useful approach to sustain critical thinking, self-confidence and speaking skill. Debate is well known as arguing two opposite sides which arguing the ideas. It consists of

argument for and against a given proposition and it helps students to defend their opinion and express their feeling (Wulandari & Ena, 2018). Many senior high schools in Indonesia facilitate the students with debate as their extracurricular. Moreover, annual event of debate competition also hold Indonesia to intensify the enthusiasm of students.

Involving students in debate improves material mastery in promoting active learning. It rises up the students to articulate argument in its important terms, sustain a principle by acquiring and utilizing data and evidence, communicate and categorize information in comprehensively, also rebut the contrasting argument by assessing and analyzing it which is in a line with speaking ability of the students and their critical thinking (Zare & Othman, 2015). In debate, students encouraged to reveal the issue based on their team position, either affirmative or opposition one. In stage of case building, they have to analyze their issue and communicate it with their friend. In this stage, their critical thinking in term of problem solving and oral communication ability are used. In debate section, they have to show their opinion based on their viewpoints, deliver and answer Point of Interruption (POI) and rebut their opponent's argument. It obviously required their competence in public speaking and fast analysis using their critical thinking.

Study conducted by Pezhman Zare and Moomala Othman (2015) focused on the perception of University students toward British style debate. Before taking the data, short training about classroom debate given by the researcher. The result shows that students found classroom debate is constructive, innovative and useful approach to develop critical thinking and speaking ability in teaching learning. Other study, conducted by Astri Wulandari and Ouda Teda Ena (2018) shows that debate activities develop high school students public speaking, help them to enrich their vocabulary, and boost their confidence.

This study aims at the relationship among debate method, critical thinking, and self-confidence to enhance students' speaking skill. This present study uses path analysis to reveal those independent and dependent variables. It is different from previous studies research which focuses on how students' perspective on debate to develop their critical thinking and oral communication skill or other research that only focus on debate in developing senior high school students speaking skill.

Data 17

A. Background of the Study

English is considered as a globalized language and easily accepted in the eyes of the world. As an international language, the role of English has been strengthened, whereas English influences international media, business and politics. In some countries like America, Canada, United Kingdom, Australia, and Netherland, English is utilized as the first language. In the mean time, in Indonesia, English becomes a foreign language.

As the result, English is learnt by the students in Indonesia as a foreign language after learning their national or local language. Consequently, English is difficult to learn due to big differences between the two languages which influence the students ability in studying skill of the language.

There are four important skills in learning English which are classified again into two sections. Those are receptive and productive skills. Reading and listening skills are categorized as receptive skills, because the students are involved in receiving messages. Writing and speaking skills are regarded as productive skills which the students are involved in a language production (Harmer, 1991). However, this research focuses only on productive skills particularly in writing.

As a productive skill, writing needs the process in which the students have to learn words, phrase, clauses, and to arrange them into a grammatically correct sentence, so it makes writing become the hardest skill to learn for second and foreign language learners. This skill is not a simple task which requires plenty of time to not only generate and organize ideas, but also to translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process that requires many practices to be a good writing.

However, it is supported by Richard and Renandya (2002). They say that writing is not an easy skill, because it is generating, organizing, and translating the ideas into an easy and enjoyable text to read.

According to Littlefair (1991), there are some types of writing texts which each of them has their own rules and functions, such as descriptive text, narrative text, recount text, report text, and argumentative text. In this study, the writer focuses on students' descriptive writing. Meanwhile, the students often make errors in using subject verb agreement when they write a descriptive text. The students have several kinds of rules to determine the verb which agrees with its subject.

Based on the interview with the English teacher of SMKN 2 Kediri in preliminary study, the teacher says that the students have learnt tenses so many times, but when there is a writing practice, some students still find it difficult to apply the basic grammar such as the use of subject verb agreement. So, there are still many errors found in their writing.

Moreover, a telephone interview was carried out to the eleventh grade students of SMKN 2 Kediri by the researcher. Some students say that sometimes they find difficulties to differentiate whether the sentence is verbal or nominal, and they have to use singular or plural verb. As the result, when they practice in writing, they often use verb which is not suitable for the subject such as a singular verb for a plural subject or vice versa and the misuse of to be in the nominal sentence.

Here, there is a difference between learners' mother tongue and English. In an English sentence, the verb changes according to when the event occurs such as in the present, in the past and in the future, while in an Indonesian sentence, there is no changing even though the event comes in different times. As a consequence, subject-verb agreement errors are often made by the students because of the difference. Interestingly, errors are important in a process of learning and they may actually become an essential part in learning a language. There are some previous studies related to the theoretical bases above which have some discussion about the topic of this study. The discussion came previously by Noori et al. (2015), Karim et al. (2015), Alahmadi (2019), and Murshidi (2014).

Noori et al. (2015) conducted a study the frequency of subject-verb agreement errors, the prevalent type of errors and the causes of such errors among thirty (30) Iraqi secondary school students. The result of this study revealed that the most subject-verb agreement errors was the use of verb *be*.

Karim et al. (2015) analyzed errors of agreement between subject and verb among tertiary level EFL learners at the International Islamic University Chittagong, Bangladesh. They found that the students committed highest number of errors of agreement between verb and plural subject.

Alahmadi (2019) investigated and classified subject-verb agreement grammatical errors made by Saudi students in the foundation year at Taibah University. The study found that singular subjects appeared to be the most committed in students' writing.

Murshidi (2014) investigated frequent grammatical error which is the subject-verb agreement and some punctuation errors which were made by 15 male students from different colleges in the United Arab Emirates University. The finding showed that the most frequent for subject-verb agreement error is the singular verb not to agree with the plural subject. Moreover, the punctuation errors were capitalization, comma, period, semicolon, and quotations.

Error analysis is needed in language learning because the output of the study can be useful to find out the students' difficulties which sometimes bring errors, so it can reduce the students' errors. However, making error is a part of learning.

Considering the importance of learning, understanding and mastering subject-verb agreement in a sentence and the fact that students often make errors in the learning process, the researcher is interested in analyzing the errors made by the students in using subject-verb agreement in writing descriptive text. Thus, this research is entitled "Subject-Verb Agreement Errors in Writing Descriptive Text Made by the Eleventh Grade Students of SMKN 2 Kediri".

Data 18

A. Background of The Study

Vocabulary is one of the most important language components in learning English, Nation (2001). Learning vocabulary can help students learn English and support them in mastering other language components. The vital role of vocabulary knowledge in English as “language teachers technology that has gained interest and attention of many generally recognize the importance of vocabulary researchers is introducing new words with compute learning and are exploring more improve of vocabulary teaching programs or software“s. Promoting it” As a result, it is important for Nowadays, there are numerous materials for foreign researchers to investigate ways to improve direct language learning in addition to the traditional grammar instruction of foreign language vocabulary. Therefore, books and dictionaries such as workbooks, charts, how to teach vocabulary and use it in a productive way posters, newspapers, picture cards and so on. Computers, have become main concerns of learners as well as multimedia and the internet can also be used as a teachers.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornberry (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.

In SMK Pawyatan Daha 1 Kediri, there were several problems in the teaching and learning process, especially in the tenth grade. English language skills of students especially vocabulary are also very low. This is indicated by the percentage of students score in sub-standard assignments and more than 10 students must join in the repair class to increase their score.

The role of vocabulary knowledge about playing in the accumulation of old and old languages is neglected. However, Conscious Vocabulary receives a lot of information in confinement. This is one of the basic development, research and benefits that can be developed by the company Nunan (2005).

Using computer technology with the aim of helping students to learn vocabulary is one of the ways in which Computer Assisted Language Learning (CALL) has been used in Indonesian. Using computer technology with the aim of helping students to learn vocabulary is one of the ways in which Wondershare Quiz Creator in Indonesian. Especially in vocabulary learning. The computer will make it easier for us to learn it. In this case students will be discussed with technologies that facilitate classroom learning. Likewise the teacher will be more practical in learning. Regarding that, the big challenge the teacher's face recently is how technology and media and when to use new digital technology and appear for teach and learn various subjects. How and when to use or the application of digital technology to teach is very easy and much the teacher cannot use digital technology or even for produce digital media to support their teaching practices.

According to Warschauer and Healey (2001), it is a resurrection communication mediated computers and the internet, more than others, who have been changing the form of computer use for language learning at the end of the 20th century. It seems computers both in the community and in the classroom have been

changed from tools to information the process and display of tools for communication with the help of the Internet. Computer-assisted language learning and multimedia laboratories can provide training on oral and visual aspects of language communication in general and vocabulary learning in Indonesian specifically, Salaberry (2001). Educators Rost (2002) indicate that the current computer technology has many advantages for second language learning.

Computer Assisted Language Learning (CALL) can help language learners become more independent in language learning. Some stakeholders, Salaberry, Rost (2002) show that computer technology today can have many advantages for second language learning. Computer technology, software, and Language learning programs can provide more second language students independence from the class so students have the choice to work on their learning ingredients anytime and anywhere. According to Kruidenier (2002). Undoubtedly technology has impacted and influenced the lives of everyone more or less. In recent years, advancement and ease of using technology has made everyone wonder how technology can improve the way we do things. Applying technology to learning and teaching a second or foreign language is an important educational issue.

CALL is not without criticism. According to Davis (2006), one of them the important problem with using technology in the language teaching environment is that language education is in danger of being taken over by computer programmers, software developers, hardware vendor or technician. High-cost software, computer programs, lack of technicality supported by practitioners and also negative attitudes by teachers and students.

The researcher did an observation at SMK Pawyatan Daha 1 Kediri. The researcher found problems that are faced at class X ATK 1 of SMK Pawyatan Daha 1 Kediri. An interview with the English teacher, has shown some reasons why the researcher chooses vocabulary mastery" for this research. Mrs. Siti Mardiyah shared that the vocabulary of the students of X ATK 1 class is low, the students got some problems in selecting appropriate vocabulary, organizing information, generating ideas, making grammatical sentence, spelling The explanation above is supported by the result of interview. The interview is conducted to know students" opinion about English. When they are asked about English, most of them answer that English is very difficult especially in vocabulary mastery.

Data 19

A. Background of the Study

Reading is one of four skills that needed to be mastered by the students as the way for making success the learning process. It also has big effect and some roles to comprehend the text. To make the reader easy in their understanding, not just textual meaning but also essential meaning of the text, the reader must be aware their goals. Thus, they must have good reading comprehension.

Having good reading comprehension is not easy. It happens not only on comprehending the second language (L2) text but also on comprehending the first language (L1) text. To help the reader from misunderstanding of the text that using L2 in written text, some previous study showed that using reading strategy could make the reader successful on their comprehension.

Reading strategy can support reader's comprehension to get the high score of understanding. It means that reading strategy can help the reader to make a progress, which is useful in learning process. Michael Pressley (2000) said, there are some strategies to enhance reader's comprehension. Those are vocabulary mastery, predictions include inference, building the prior knowledge, think-aloud, visual representations, summarizing and questioning (Stephanie, 2014). Its statement was similar with Mariotti's statement (2010) which indicated some techniques that can help the reader comprehend. Those are focus on background and related it with the reader's prior knowledge and experience, vocabulary mastery, providing sufficient time for reading and writing in the classroom granting students the opportunity to discuss and using reading strategy (Stephanie, 2014).

Both of the researchers agree that vocabulary mastery is one of important element that effect reader comprehension. Vocabulary mastery has high score, which enhances reader understanding. Verhoeven (2003) strengthened Pressley and Mariotti's study in his recent study. He noticed that vocabulary mastery has strong effect on L2 reading ability (William, 2009). On the contrary, some studies showed that mental translation supports reader's comprehension. Kern (2000) investigated that mental translation can make accurate understanding of the text. Mental translation is one of reading strategies that can influence reading comprehension (William, 2009).

To know whether vocabulary mastery or reading strategy has direct and indirect effect on reading comprehension, the author is conducted the study in State Islamic Institute of Kediri (IAIN Kediri). The object of the study is giving the evidence that show "The Effect of Vocabulary Mastery on Students" Reading Comprehension with Reading Strategy as Intervening Variable.

Data 20

A. Background of the Study

Nowadays, much information delivered in digital and it is dominated by English language. So, to get the information must understand English well. Since advent new electronics or technologies has profoundly transformed earlier methodologies, providing both teachers and learners to explore the material of language. Technology is one of the essential parts of the profession by using facilitate learners' learning. In the last few years, one of the technologies used to develop and help the learner in the process of learning language skills is Google Translate.

Many people just know the use of Google Translate as the translator from one language to other language, but there are some secret features that no many person know. Some of the features are thesaurus, examination, and learning tool. As thesaurus that can use to look for the synonym of the word, usually in button of the box translate. Helpful in the correct the typo of word is one of the secret features as examination. The last as the learning tool, today the in Google Translate there is a features to help student to study listening and how to say a word correctly like native speaker.

Today, technology has been an important part of teaching and learning process and technology has the potential to change the exiting language teaching methods. Richard (2015) said that students can learn easily by using technology, much information there but it makes students sometimes difficult to select their material because of too much information. In the other hand, students bringing manual dictionary in the campus and it is not easy and when we want to fulfill the assignment sometimes need more than one dictionary. So, many students use an online dictionary because easy to bring and many materials include in an online dictionary. Today, the easier of the technology makes the students to choose learn by the internet. They can reach information about the lesson they did not get in the school or book.

Studying English with the material itself can be obtained from books, newspapers, magazines, or the internet. There can also be material support in the form of a dictionary, there are two types of a dictionary, that is a paper dictionary and an electronic dictionary or a web-based dictionary such as Google Translate. Jabak (2019) in her study stated that many people have left the paper dictionary and switched to electronic dictionaries and Google Translate because it's easier to apply, more practice, and also faster to translate any word or text. The result from research by Briggs (2018) with the entitled "Neural Machine Translation Tools in the Language Learning Classroom: Students' Use, Perceptions, And Analyses" that now the teacher need a media to teach English, Web-based machine translation (WBMT) can help them to develop their productive and analytic English skill.

A study by Susan et al. (2014) found that Google Translate is a translation engine that is widely used to translate from one language to another language. On the other hand, Google Translate is web-based languages and one free application by Google Inc. Google Translate itself launched in April 2006 and every day more than 500 million people use it. Google Translate becomes popular product by Google as one of the products to develop language students. Now, Google

Translate has many kind ways to translate, such as translate by text, translate by photo or scan, and translate by voice. To access Google Translate can by page or online and by application, it can be online or offline wit application.

A research conducted by Chandra & Yuyun. (2018) entitled “The Use of Google Translate in Efl Essay Writing”. They assumed that in Google Translate, vocabulary becomes the most used, followed phrase, sentence, spelling, and the last grammar. Google Translate became a dictionary, by Google Translate they mostly understanding vocabulary items itself. In writing skill, vocabulary the top list in component, without know the meaning of vocabulary the writer cannot finish her / his writing. Limited vocabulary as well as weakness in grammatical and all components in writing skill.

Another previous study by Amanah (2017) in his thesis entitled “Errors Made by Google Translate and Its Rectification by Human Translators”. She assumed that Google Translate can help the students to get the general idea from translated word or text by Google Translate despite requires editing in some of the sentences. The students cannot get a specific idea of what they mean. To improve their skill is very limited with a little information by themself.

As a result, based on the theoretical above, the researcher decides to conduct a study entitled “PERCEPTIONS TOWARD THE USE OF GOOGLE TRANSLATE IN ESSAY WRITING OF THE ENGLISH DEPARTMENT STUDENTS OF IAIN KEDIRI”.

Data 21

A. Background of the Study

Translation becomes a subject in university, but it is totally different in school where there is no translation subject. Translation is neglected in second or foreign language classrooms because it is considered an inadequate reminder of old teaching methodologies, especially those associated with the grammartranslation method. Guerra (2014: 154) stated that several scholars and foreign language native teachers argue that translation should be avoided in the language classroom, since it is not a useful tool when acquiring a foreign language (as opposed to its usefulness in the teaching of translation for professional purposes, in translator training courses). In foreign language teaching contexts nowadays, translation seems to be still largely ignored and discriminated. Whereas, translation is important in EFL classroom.

Translation is an important element in the process of communicating to those who are not native speakers of English. Translation is used in many activities such as transferring information, rendering other culture and many others (Satria, 2014). It is also used for many printed media such as reports, papers, articles, books, magazines, and novels. Actually, these media use many other languages. Because of that, there must be language barriers that obstruct the reading process. Here, the role of translation is really important. It is used in order to transfer knowledge and gathering information.

In addition to its critical role in transferring knowledge and information, Murtisari stated in Siregar (2016:228) proposed that translation is paramount in the

development of national languages by enlarging their capacities whether it is in vocabulary and organization of ideas. Because English has become an international language, there are still many people who are not fluent in using English. Translation is needed to help people to understand English in order to overcome this case.

As a technique for learning a foreign language, translation is a double-edged instrument: translation has a special purpose to show students' knowledge about foreign languages, either as a form of control or to practice their intelligence to develop their competence (Newmark, 1988: 7). This is its strong point in foreign-language classes, which has to be sharply distinguished from its normal use in transferring meanings and conveying messages.

Translation can be defined as an activity of transferring a language to another language. The exact equivalent words in terms of meaning and culture in the target language are needed to translate the words in the source language. Translation is the act of transferring meaning from one language into its equivalent in another language. There are two terms in translation called source language and target language. Source language (SL) is the language that is going to be translated, whereas target language (TL) is the language that has been translated. Newmark & Machali (1988:7) stated that translation is the process of "recreate" where the source language is translated into the target language without changing the actual meaning. In line with Newmark, Nida and Taber (1974:12) state that translation is a process in reproducing receptor language which has the closest natural equivalent with the source language message.

Some requirements are needed to translate the source language properly. It does not only require knowledge of grammar, the culture of both languages, but also adequate vocabulary mastery so that the equivalent word represents the message delivered well by the speaker or the writer of the source language (Akhsanah, 2019). The aim of translation is to present two languages crosscultural communication among people so there is no misunderstanding.

It is called a good translation if the transferring of the idea from source language to target language is as similar as in the original text. That is why the translator has to understand the source text before transferring the idea into another language. The translator should produce the text equivalent enough to the grammar and linguistic feature of the target language or the target language has textual equivalent to the source language that the reader can understand the text with ease (Savitri, 2018).

There is one theory of translation that should be learned for the translator. The theory is named quality of the translation. The quality is related to the extent of accuracy, clarity and naturalness as stated by Larson in Savitri (2018:4). As mentioned by Sudirman (2014:1687) that accuracy and clarity of translation equivalences become a central issue to convey the messages from the source text to the target language. The idea from the source language should be transferred accurately into the target language with the correct words choice. Sariasih & Zaim (2015:10) stated that the low quality of students' translation is largely categorized as inaccurate textual in that errors are caused by lack of knowledge and practice, only a few of them are classified into translations which are almost inadequate. The

message in source language should be well distributed to the target language that it has similar information that the writer wish to communicate to the reader.

Meanwhile, Nerudova (2012:8) says that translation is always connected with the notion of quality. Translation quality is always a tricky issue and subject to an extensive discussion. There are various translation grading systems. It can be assumed that translation quality become an important issue to be discussed through analyzing students' translation. The challenge for translator itself is not only about transferring the meaning from source language to target language. In order to obtain a good quality translation, there are much consideration should be taken. Measuring the quality of translation is not about whether quality can be measured and which is the best measurement tool used by researchers but rather emphasizes how researchers are able to describe the quality of translations based on relevant theories and can be adjusted for English-Indonesian of the translation quality assessment. Furthermore, the assessment towards translation quality in this research focuses in three things namely accuracy, readability and acceptability.

However, the students in schools also should be taught about the translation because translation can be used by the students as a way to improve or learning their English skill. According to an observation by the researcher in MAN 5 Kediri, it is found that the translation method used by the English teacher is dictation. The students do not translate a text by themselves, however the teachers help them and dictate the text sentence by sentence. Hence, the researcher wants to conduct a research in class X MIA-1 to find out how the quality of students' translation without any help of the teachers.

This study seeks to discover the quality of students' translation. The purpose of this study is to perceive the ability of students in translating descriptive text. Based on the reasons and the background above, the researcher wants to conduct the research which the title is "AN ANALYSIS OF TRANSLATION QUALITY AND TRANSLATION PROCEDURES ON DESCRIPTIVE TEXTS TRANSLATED BY THE STUDENTS OF MAN 5 KEDIRI".