



The Quality of Taxonomy Translation in English Indonesian Latin by Biological Education Students

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Abstract. Translation of literacy in english, Indonesian and latin has a strategic position in the biological sciences that must be studied with good quality for students so that the development of science. The purpose of this study is to examine the quality of taxonomy translation in English, Indonesian and Latin with regard to biology education. This research is a quantitative-descriptive research. The test method is used to collect data on the ability to translate in biology education learning by using the google form media provided through the biology student WhatsApp group due to the Covid-19 pandemic in the form of 10 questions with a blend of English, Latin and Indonesian about taxonomy. There are 13 respondents who are ready to answer the test. The test is given for 1 credit which is about 45 minutes as the deadline. The data analysis technique in this study is descriptive quantitative which uses three lines of research activities, namely data reduction, data display, and conclusion drawing/verification. The results obtained by respondents find it easier to translate test questions in short sentences. The quality of taxonomy translations related to English, Indonesian and Latin have good quality because from the first session, namely translation into the target language English, 4 of the total questions were obtained with the percentage of success by students in translating well above 50%. Likewise for the results of the translation with the target language Indonesian, the respondents managed to answer all questions well with a percentage above 50%. Here it can be seen that, translating into the target language Indonesian is still easier for respondents to produce because all questions are of high value than translating into the target language English.

Keywords: Biology, English, Taxonomy, Translation

Introduction

Biology education students cannot be separated from the category of expertise where the knowledge becomes the order of choice for future education and career demands. To become an expert in the science of biology education, the mastery of Latin literacy in taxonomy learning must be mastered with good translation quality so that the application of this binomial nomenclature is in accordance with the categories and classifications of certain organisms that are the target of learning. Likewise, English which is an international language should be mastered exclusively for biology students because the world order has entered the era of globalization and digital. Translation of literacy in Latin and English has

a strategic position in the biological sciences that must be studied with good quality for students so that the development of science. Biological education that continues to develop and advance is not only applied domestically but can be spread internationally in scientific academic relations in accordance with developments. technology and information (Zepetnek, 2002; Muller-Wille & Reeds, 2007; Widarwati, 2015; Hugenholtz et al., 2021).

In research related to organisms, they are intrinsically dependent on taxonomy for reproducibility. This is because the identification error has a very significant impact on the conclusion (Zeppelini et al., 2021). Plant taxonomy can result in significant changes from fluctuations in native plant communities along with community stability and invasiveness due to invasive alien plants (IAP) as the cause (Wang et al., 2021). Alien plants as invaders are the cause of a significant shift in the structure and function of the environment. The invader has a role in reducing the taxonomic diversity of plants on a small scale. Although the invaders are disruptive, the higher diversity of native plants has contributed to securing community stability on a larger scale (Wang et al., 2018). Phylogenetics in plant communities has a large potential influence as information data for plant diversity in the future where the range of distribution extends to new urban areas. In urban areas, native and imported plant species can be found. The two types of plants include growing spontaneously and others being cultivated. Spontaneity of plant growth may be influenced by climate. Meanwhile, the cultivated plants are influenced by the city wealth and the nature and extent of green space (Zhu et al., 2019). With the large diversity of plants, it is necessary to understand the scientific naming of biology in Latin so that it can be translated with quality into Indonesian and even English. However, taxonomic errors can be found very much in the literature. Such errors may occur due to citation errors by the author regarding binomials and incorrect family assignments, misspellings of nicknames, misspellings of generic names and inappropriate synonyms. Therefore, understanding the translation of taxonomies from Latin to the target language is very necessary (Bennert & Balick, 2014; Thomson et al., 2018).

Language is a fundamental aspect to transfer knowledge and practice related to biological sciences, especially in conservation studies or applied ecology. Therefore, if there is a language barrier, it can cause policies and interactions in the use of knowledge to have a negative impact (Angulo et al., 2021). In biology education, students learn scientific terminology related to the language of biology in terms of living things (organisms) such as plants, animals and humans. Scientific terminology in biology education is closely related to language literacy possessed by students in the biology education study program. The terminology of this diversity of organisms may differ from one another. These individual specificities can be measured and registered, and they can be called 'observable differences' or 'new departures' which is useful to avoid questionable terms. After all, they are change, and many biologists agree on a uniform word for 'variation' (Scripture, 1922). Language literacy in question is related to the translation ability by students which can be of good quality. If translated correctly, it has the advantage that the instrument in the translated study is accurate, easy to understand, accessible, and culturally appropriate for the target audience and produces data that is accurate and validly understood (Weeks et al., 2007). In general, the terminology of scientific language literacy in biology education is Latin. Systematics using Latin is commonplace in biology education as introduced by the Swedish expert Carl Von Linne with the seven hierarchies of binomial nomenclature known as a separate branch of science, namely taxonomy (Merriam, 2004; Dutta et al., 2007; Akihito, 2010).

Biology education has a role in developing knowledge regarding science which is very fundamental for the benefit of the general public. Biology is the study of all things related to all living things both living on land, waters, and in the air (Aseptianova, et al., 2018).

Learning biology education requires students to understand the naming of organisms based on taxonomy in latin so that the dissemination of information on this study can be accessed globally. Therefore, the position of the linkage of english to biology education is also very strategic in order to increase the usefulness of knowledge between nations regarding science that can be accessed globally with the development of technology and digital information media. In accordance with Kurniawan et al. (2015) that biology is a field of science that has many terminology. Based on the scientific structure according to the BSCS (Biological Science Curriculum Study), the terms and objects that number in the thousands are difficult to learn. One of the biological education terminology that is often discussed is the classification (taxonomy) and scientific nomenclature of plants (Plantae). Students are led to get to know the classification and scientific nomenclature for plants that use Latin or other languages that are latinized based on android in this digital era.

The concept of plant taxonomy to be understood by students had difficulty of 8% for plant hierarchies and 16% for plant nomenclature as well as determining factors for taxonomy learning difficulties namely materials, learning resources, teaching materials, teaching media and learning activities (Aswin, et al., 2018). The characteristics of students who do not like biology lessons in the form of lack of interest in participating in the learning and teaching process, lack of concentration, lack of understanding, lack of ability and difficulty in memorizing Latin terms in the biological material (Rusgiarti, 2014). Ali & Kordofani (2015) added that taking photos with a digital camera after confirming at the campus institution is a way to classify the characteristics of species, especially plants, to further identify synonyms or similarities based on scientific references from taxonomic experts. According to Afroz et al. (2018), taxonomic revisions are still possible where each species is described based on updated nomenclature, important synonyms, flowering and fruiting periods, examination of specimens, chromosome number, habitat, distribution, economic value, breeding methods and even naming. English with the national language where local specimens are studied for example naming in English, Bangladeshi or other language.

The important role is contained in the learning of taxonomy by Benjamin Bloom objectively in the development of assessments on measuring the level of cognitive skills at a higher or lower level where the level of mastery of students in studying taxonomic information levels also has continuity with the investigation of exam questions from general English courses based on higher or higher low level of thought orders (Koksal & Ulum, 2018). Here are the levels of thinking with more contextual. HOTSEP taxonomy is at the highest level because it has a focus on measuring innovation development. Then proceed with the lower level, namely provide problem-solving. The last is criticizing the problem which is at the lowest level. The continuity between students' thinking levels such as HOTSEP taxonomy or lower levels will affect the quality of the results or translation products that will be obtained in the taxonomy translation of biology education with a combination of three languages in the form of English, Indonesian and Latin (Ichsan & Rahmayanti, 2020).

In biology education, it is related to Latin as the international language of naming organisms and english as the global language of global communication, including the scientific language of the development of science. Sueb (2016) conveys about the special principles of literacy in translating english related to biology such as do not use any software when translating sentences from inglish to indonesian or indonesian to english, including not using google translate but with the help of existing dictionaries and references. On the other hand, Ruslan et al. (2016) introduced the relation of literacy in translating latin to the naming of plants and animals in biology education with the help of Android in the form of a latin dictionary application with the brute force method and

autocomplete feature with the results of a dictionary search test in less than a second. Then, Husni (2016) gives the reason for choosing an android-based application for the development of an online latin dictionary related to biology education because smartphone users in Indonesia are the majority. Based on GFK data, android controls 59.91% of the market in Indonesia. In addition, Android programming is now easier, because it is supported by many programming editors, such as Android Studio, Eclipse and NetBean.

One aspect of translating literacy with regard to biology referring to Nababan's speech (2008) is competence in the field of science, but realistically, someone who wants to translate biology education must become a biologist. From Nababan's statement, it can be understood that students who have not obtained an academic degree of bachelor, master or doctoral degree can be actors in identifying the quality of Latin and English translations related to biology education. One of the translation literacy studies related to biology, such as the research of Palha et.al (2018) which discusses the translation of gene expression control as a key feature of various biological processes. While the relationship of Latin in biology education according to Tsalatsatunnisa et al. (2018) is referred to as binomial nomenclature where latin shows the closeness or kinship of each plant and animal species.

English is a compulsory subject for countries that do not speak English in daily communication, including in Indonesia, starting from elementary school to higher education (Ulfa & Bania, 2019). There are some doubts about the quality of translation in the translation of literary works (from Indonesian to English) due to loss of information, addition of information, and skew of information (Yasin et al., 2018). How to handle doubts about the quality of translation, refers Mustafa et al. (2017) to stating that Teachers (educators) need to pay attention to the most serious errors before addressing other errors. Likewise, the influence of english on biology education which allows scientific renewal regarding the knowledge of organisms that are increasingly up-to-date can be introduced scientifically to various groups with the help of modernization of information technology so that important information can be accessed easily and spread quickly worldwide. The following are three aspects of proving that a translation regarding biology education is of good quality or not, namely the readability aspect is a condition where the reading material can be understood and understood easily by the reader and is able to read it at an optimal speed (Lee & French, 2011). The aspect of accuracy is the equivalence of words between the source language and the target language while the acceptability aspect is the result of a translation that has a degree of fairness to the culture, norms and rules of the target language (Sutantohadi, 2017). More understanding for better translation is needed to increase the important role of translation in contributing to the dissemination of scientific knowledge among people of all backgrounds (Sharkas, 2009).

In the digital era until early 2021 during the Covid-19 pandemic, traditional learning with an emphasis on offline learning has turned into a blend of online learning in accordance with the implementation of the new normal system (Bania, et al., 2020). Language literacy related to biology education gets refreshed with the help of the latest technology, especially those developed by Google companies such as the use of the google translate application which can be applied to Android-based communication tools, but the use of these applications cannot immediately produce Latin and English translation literacy products into English. Equivalent, acceptable and legible in Indonesian, it is necessary to test the quality of the translation. Adjustment to the development of social media and digital information technology as well as the state of the world that is in the new normal system requires students to have the ability to translate literacy in Latin language binomial naming in taxonomy in the Biology Education study program of good quality and have English literacy skills so that the science of biology education in Indonesia at the international level. (Costa, et al., 2015; Pourdana & Rajeski, 2014; Amin & Mirza, 2020). Therefore, the researcher

moves to conduct research with the title "The Quality Of Taxonomy Translation In English And Indonesian By Biological Education Students" which aims to examine the ability to translate Latin and English literacy in relation to digital biology education in relation to the quality of translation in the form of accuracy, acceptability and readability.

Methods

Population is the subject of research. The population in this study were students of biology education at Samudra University. The sample is part of the population (part or representative of the population under study). In order to collect data, this sample was chosen randomly by asking the biology education lecturer for help to distribute a test in the form of a google form via WhatsApp to the biology education group (Nguyen, et al., 2018; Susilawati & Supriyatno, 2020). There are 13 respondents who are ready to answer the test. The test is given for 1 credit which is about 45 minutes as the deadline. The test results data were analyzed to determine the level of literacy quality in translating latin and english related to biology education. Translating literacy skills were assessed on the level of accuracy, acceptability and readability using an assessment instrument by Nababan et al. (2012). Sentences that are translated with a language translator machine, the translation results are somewhat different in language. The result of the translation looks ambiguous or the language is confusing. Even when we translate between languages, without using punctuation, the translation results will have different meanings.

This study uses a digital test method with a quantitative descriptive approach. This study aims to analyze and describe facts in the form of literacy quality in translating latin and english related to biology education. The test method was used to collect data on the ability to translate literacy in biology education. Due to Covid-19, the test question is in the form of a Google Form sent via the Whatssp application to biology education students at Samudra University in 2021 (Sahin & Dungan, 2014; Bensalem, 2018; Rerung & Hartono, 2020; Kusumayanthi & Fitria, 2020). The WhatsApp application with its relation to learning functions as a mediating educator for reflection in classroom practice, improving critical and general writing skills,pursue learning activities in blended learning integration, and support learning outside the language classroom (Amin & Sundari, 2020).

The data collection procedure was taken when all research objects consisting of 13 respondents who came from biology education students finished translating digitally via google forms which were given only 45 minutes. Questions used as data analysis in the form of 5 questions derived from Indonesian sentences combined with Latin scientific names to be translated into English and there are also 5 questions in English source language mixed with Latin scientific names to be translated into Indonesian. After the deadline for answering questions via digital runs out, the respondent's answers will automatically enter the admin or researcher google form account. Then, the researcher analyzed the translation quality of the questions related to the taxonomy along with its continuity with Indonesian and English to determine the level of the respondents' translation quality through a study of accuracy, acceptability and readability.

The data analysis technique in this study is descriptive quantitative which uses three lines of research activities, namely data reduction, data display, and conclusion drawing/verification according to Miles & Hubermann (2005). Data reduction in this study was analyzed to classify, direct, and organize the data in such a way that the final conclusions can be drawn and verified. Qualitative data can be reduced by means of strict selection, through summarizing and changing the data in the form of rankings. Data display

was carried out to validate qualitative analysis including designing tables to combine information arranged in a coherent form. The conclusion of the data from the research was carried out to verify the validity of the truth test about the quality of the translation so that it was accurate, acceptable and readability.

Results and Discussion

Taxonomy Translation Results Into English

In the development of learning media that leads to advances in technology and information, students are required to succeed in 21st century competition (Ulfah, et al., 2021). Education that contains the concept of 21st century learning is included in the field of collaboration between translation and biology studies in accordance with the era of the industrial revolution 4.0 (Santi, et al., 2021). In the 21st century learning is not only required to be skilled in the academic field but includes communication and collaboration such as the combination of translation and biology studies in this research (Mukarramah, et al., 2021). The use of up-to-date learning media in data acquisition, such as giving tests, can increase students' intelligence and interest (Zulherman, et al., 2021). In the implementation procedure to obtain appropriate data as a way to improve the quality of learning that follows the modernization trend, it is carried out digitally through the use of smartphone applications which in this case is the distribution of tests via WhatsApp (Malik & Ubaidillah, 2021). The benefits of applying digital technology can reduce the impact of the spread of Covid-19 (Maison, et al., 2021).

The results of data analysis related to the translation of interrelated biology education are Indonesian language questions mixed with Latin to English as many as 5 questions which were answered voluntarily by 13 respondents from biology education at Samudra University in 2021. The following describes the description of the information on the test results that have been loaded in the Table 1.

Table 1. Quality of translation in English

No.	Question	Answer	Quality of Translation	Result
1	Saya membeli <i>Hippopotamus amphibius</i>	I bought Hippopotamus (5 Respondents)	Good	38% Good
		I bought a hippo (5 Respondents)	Not Good	& 62%
		I bought a Hippopotamus amphibius (3 Respondents)	Not Good	Not Good

2	Rahmat dan Tina makan Durio zibenthinus kemarin	Rahmat and tina ate the durian yesterday (11 respondents)	Good	84% Good &
		Rahmat and Tina ate Durio zibenthinus yesterday (1 respondent)	Not Good	16% Not Good
		Grace and Tina eat durian yesterday (1 respondent)	Not Good	
3	Ibuku sedang menanam Mentomori Brunfelsia aniflora sekarang	My mother is planting Jasmine mentomori right now (9 Respondents)	Good	84% Good &
		My mother is planting jasmine right now (2 Repondents)	Good	16% Not Good
		my mother is planting Mentomori Brunfelsia aniflora right now (2 Repondents)	Not Good	
4	Ada banyak Cocos nucifera	There are many coconuts (10 Respondents)	Good	77% Good &
		There are lots of cocus nucifera (2 Respondents)	Not Good	23% Not Good
		There are kota of coconuts (1 respondent)	Not Good	
5	Oryza sativa dan Musa paradisiaca	Rice and banana (11 Respondents)	Good	85% Good & 15% Not Good
		Oryza sativa and Musa paradisiaca (2 Respondents)	Not Good	

From the information above, it can be explained that there are significant problems related to the quality of translation related to biology education which also has links to three languages such as Indonesian, English and Latin, in the form of emphasis by students as respondents who have problems translating Latin on test questions. The test results by

the respondents occurred because Latin is a foreign scientific name, rarely heard, poorly understood and little available auxiliary media and the media is still a book which not all students have the book (Amri & Jafar, 2016). One of the Latin language teaching media can use the Cambridge Latin Course as it is carried out for students in the west where they admit that Latin is difficult (Bennett, 2021).

In the first translation quality, it was found that only 5 students or 38% of the total respondents produced quality translations in terms of accuracy, acceptability and readability. This is because they changed the Latin language, namely *Hippopotamus amphibius* to Hippopotamus in English, while other respondents rewrote it or abbreviated in non-standard language. Translation into Hippo in English is less acceptable. A translation of a scientific text will be rejected by the target reader if the translation is expressed in slang, including for respondents who incidentally are academics at universities in answering tests as a reference for collecting research data (Nababan, et al., 2012). The result of the translation into hippo is also less accurate because the translation still feels natural but for the target reader it causes confusion in the use of the terminology of the word hippo which is an abbreviation of the word hippopotamus and besides that, what makes it less accurate in translation can also be caused by a minor grammatical error (Aresta, et al., 2018). Regarding the readability aspect, the word hippo also causes impaired reading fluency where the target reader in terms of the quality of the translation raises questions within a few minutes whether the word is formal or not. The readability aspect in the nature of the translation process always involves the source language and the target language at the same time (Nababan, et al., 2012). Finally, there are 3 respondents who rewrote the Latin name Hippopotamus amphibius as a translation into English, so the quality of this translation is not good.

Regarding the answer to the second question, it has led to a proud decision because accuracy, acceptability and readability are accurate, acceptable and well read. A statement or text is called a translation if it has an equivalent relationship with other texts by referring to the similarity of messages and language forms (Nababan, et al., 2012). 84% or as many as 11 respondents managed to answer with good translation quality, especially in the transition of meaning from Latin, namely *Durio zibenthinus* to the target language, namely durian. Durian is also called the king of fruit, which is a fruit that grows in the tropics with a unique taste and aroma (Lestari, et al., 2011). Meanwhile, the remaining two other respondents translated poorly, such as one respondent rewritten scientific names in Latin and another did inaccurate, unacceptable and unreadable translations for translating the name *Rahmat* in Indonesian into "Grace" in English. The translation of the name in a respondent's answer above is caused by the use of assistance in the use of a digital translation machine, which mostly causes disorientation and negligence if the translator is not aware. Sentences that are translated with a language translator machine, the translation results are somewhat different in language. The result of the translation looks ambiguous or the language is confusing. Even when we translate between languages, without using punctuation, the translation results will have different meaning (Palupi, 2019). Nababan et al. (2012) stated that the translation will be rejected by the target readers if its disclosure is contrary to the rules, norms and culture of the target language. Also, the same respondent who translated the name "Rahmat" into "Grace" made the wrong translation which did not change the verb into "V2" or "ate" because the test question was in the form of a source sentence in the past.

For the translation of question number three, the results are also satisfactory, for the English translation is good. In teaching Latin literature, there is an effective way to make the language easy to understand by translating it into the mother tongue, namely through L2 to L1 equivalence (Carter, 2019). There are two types of answers, namely jasmine

mentomori which shows specifically or only jasmine from the Latin source language is *Mentomori Brunfelsia aniflora* because in terms of accuracy of the message, acceptability and readability well achieved. Jasmine is a herbaceous plant that grows vines in the shape of a flower like a trumpet with a fragrant aroma (Hermawan, et al., 2020). Meanwhile, only 16% of the respondents did not translate Latin into English as the target language. Nababan et al. (2012) stated deletion and addition are two translation techniques to overcome the problem of equivalence. The two translation techniques do not mean that they are meant to reduce or add information at will, but rather so that the translation results are easily understood and accepted by the readers of the translation. Regarding the use of present continuous tenses in the target translations is correct because the word 'sedang' in Indonesian signifies an action that is taking place right now. present continuous tenses is often used in English grammar to describe a continuing action which is unfinished (Pereira, et al., 2020)

The results of the translation of test question number four resulted in a good quality of translation by ten respondents were able to distinguish the transition of the meaning of 'banyak' in Indonesian to the word 'many' for positive sentences and not translating with 'much' because it is intended for interrogative or negative sentences. Many is associated with discrete, countable entities whose numbers can be measured by whole numbers, while much is associated with non-discrete entities for which quantities must be measured by rational numbers (Rett, 2017). The addition of the letter 's' at the end of the target word 'coconut' has made it clear that the plural function to 'coconuts' is the respondent's success in understanding grammar according to the questions asked in the test on the source language (Goncalves et.al., 2020). However, there is still one answer that does not translate Latin into English and there is a respondent who answers the test by writing the word 'kota' in the target language in English so that there is no connection with the question that makes it difficult to understand the translation result so that the accuracy, acceptability and readability is not good (Nababan et al., 2012; Muchtar & Kembaren, 2018).

Table 1 also shows that short questions can produce a dominant success for the respondents as much as 85% to produce a good quality translation of the Indonesian language test combined with Latin to the target language in English. As for the quality of the translation that is not good, there are only two respondents because translators do not translate Latin nouns into the target language. The evaluation of the tests held is very important (urgent) in its position and function to measure the level of ability and understanding of students (Solichin, 2017). In translation, it is not allowed to only rewrite the language as in the example of rewriting Latin names not to English. The culture of the writer of the source language text is very different from the culture of the reader of the target language text. Translation is aimed at readers of the target language text so that the translator's attention must be directed to finding an equivalent that is in accordance with the culture of the target language text reader. Language that seems foreign should be avoided because the translation must be like an original work not as a translation work (Nababan, et al., 2012).

Taxonomy Translation Results Into Indonesian

This session is the result of a data study regarding the answers to the Indonesian translation, which are from English combined with Latin. The number of test questions is 5 questions which are participated voluntarily by a sample of 12 respondents from students of the University of Samudra's biology education study program in 2021, the results of the analysis are in the form of translation quality as follows.

Table 2. Quality of translation in Indonesian

No.	Question	Answer	Quality of Translation	Result
1	Rahmat drinks <i>Daucus carota</i> juice	Rahmat minum jus wortel (12 Respondents)	Good	100% Good
2	An <i>Artamus leucorynchus</i> eats apple	Seekor kekep babi makan apel (5 respondents) Seekor burung kekep babi makan apel (5 respondents) Seekor burung makan apel (2 respondents)	Good Good Not Good	83% Good & 17% Not Good
3	Bos sondaicus is on the hotel	Sapi ada di hotel (12 Respondents)	Good but Less Acceptable	100% Good but Less Acceptable
4	I paint Lysmata grabhami	Saya melukis udang (8 Respondents) Saya mengecat Udang (3 Respondents) Saya menggambar udang (1 respondent)	Good Not Good Not Good	77% Good & 23% Not Good
5	Mr. Tono looks Saccharum officinale	Pak Tono melihat tebu (10 Respondents) Pak Tono terlihat tebu (1 respondent) Pak Toni melihat tebu (1 respondent)	Good Not Good Not Good	83% Good & 17% Not Good

In Table 2, it can be explained that the results of the answers to the first question carried out by 12 respondents are good quality translations that are accurate, acceptable and legible for translation from a combination of English and Latin to Indonesian as the target language with a percentage of 100. The correct answer is 'Jus Wortel' in Indonesian which previously was '*Daucus Carota* Juice' has a good fruit extract in the form of provitamin A as an antioxidant (Fikselova, et al., 2008). Accuracy is an evaluation of translation which refers to whether or not the target language text is equivalent to the

source language text. Acceptability refers to the conformity of the translation with the rules, norms and culture that apply to the target language. Readability is the relationship between reading activities smoothly between the source language and the target language that has been translated. All aspects of the quality of the translation have been implemented at this point (Nababan, et al., 2012).

For question number two, only 83% of the total respondents understand that the Latin *Artamus leucorhynchus* is a type of bird, although some translate it as "kekep babi" without the word 'burung' (bird in English). Thus, the translation results are accurate and legible, although the acceptance is still lacking for translations that do not compare the word 'burung' to the word 'kekep babi' become 'burung kekep babi'. While the rest of the respondents only translate as bird (*burung* in Indonesian) in general without giving an explanation of the type or more detailed types of birds according to the scientific name of the test on the question so the quality of the translation is bad. Although, a translation is accurate in terms of content or the message, the translations rejected by the target reader if the mode of expression contrary to the norms, rules and culture of the target (Nababan, et al., 2012). This corresponds to Newman (1985) stated that a translation may be clear, but still entirely unsatisfactory, if it does not appeal to the reader.

Furthermore, regarding the translation of the test questions for number 3 in the Latin section, it has been translated very well by all respondents, namely '*Bos sondaicus*' to '*sapi*'. However, the main problem lies in translating the preposition of the word 'on' in the source sentence into '*di*' (translate as 'at' in English). Supposedly the preposition 'on' should be translated to '*di atas*' in the target language. The preposition 'on' is translated as '*di atas*' in Indonesian which must meet the requirement that the surfaces of objects that are in the top and bottom positions must touch each other while those that are not in direct contact are called 'above' (Bania, et al., 2021). This unacceptableness occurs because the translation into Indonesian is not fully disclosed based on Indonesian grammatical rules so that the translation becomes unnatural and difficult to understand. A technical term may have an accurate equivalent in the target language, but the translator does not necessarily use the equivalent because it can result in an unacceptable translation for the target reader (Nababan, et al., 2012).

Likewise, the quality of translation number 4, regarding the translation of Latin to Indonesian, is good, where all respondents translate into '*udang*' from the previous source language word namely '*lysmata grabhami*'. However, the main obstacle is the translation of the word 'paint' which means '*melukis*' which is accurate, acceptable and readability, while '*menggambar*' (draw in English) and '*mengecat*' (tint in English) in Indonesian are poor quality translations. Cross culture understanding is difficult in its existence in translation activities because of cross-cultural differences between one language and another (Brislin, 1970). After that, Yousefi (2017) stated that it is really important especially for readers to read translations which convey the true meaning and ideology of the source text. The three differences in the translation of the word 'paint' give rise to their own fluency and barriers to readability aspects because they involve the culture of the target language where the acceptability aspect also plays an important role in accordance with Indonesian grammar rules and the most suitable equivalent is the word '*melukis*' while others are lacking in terms of translation quality (Nababan, et al., 2012).

Finally, the quality of the translation of the last question on the Latin source language test session combined with English into the target language in Indonesian was 10 respondents or 83% of the total successfully translating Latin and English into Indonesian accurately, acceptably and readability where the latin '*Saccharum officinale*' has been translated to '*tebu*' in Indonesian and about the choice of tenses or grammatical rule

is good. In English, '*Saccharum officinale*' is sugar-cane (Tweneboah, 1981). Then also, there is a translation that is not good because it uses the prefix 'ter-' to the verb in Indonesian, namely '*terlihat*' which is understood to mean to provide information that the incident occurred accidentally, whereas the test questions illustrate that the incident took place consciously. The word 'looks' translated into '*terlihat*' is unacceptable and feels unnatural because it does not feel like an original work with its relation to the rules of the target language (Nababan, et al., 2012). In addition, there are also translations that incorrectly rewrite the pronoun of the word "Tono" from the source language to "Toni" in the target language. Due to an error in inputting the name from Tono to Toni, it caused a poor translation. Kamil (2014) stated that the specification of a good translation that a translator should do is create and choose a natural and clear translation to achieve the goal of generating the actual text message. In the same concept as Razmjou (2004), the point is to get a good quality translation, it is important to pay attention to understanding the value of the source text within the framework of the source language discourse so that the translator must have an awareness of cultural differences and various discourse strategies in the source language and target language.

Conclusion

The results obtained from the analysis of the quality of the Latin taxonomy translation into English and Indonesian are good. The first session questions where the combination of Indonesian and Latin sentences to be translated into English obtained 4 test questions with the percentage of student success in translating above 50%. Then, in the question session with English and Latin sentences translated into Indonesian with good results with a percentage above 50% as well. This indicates that the quality of the translations by the object of research are successful in terms of accuracy, acceptability and readability.

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