

**COMPARING THE QUALITY OF TRANSLATION PRODUCED BY
INTROVERT AND EXTROVERT STUDENTS USING
INDIVIDUAL AND COLLABORATIVE
TRANSLATION**

THESIS

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ABSTRAK

Rahmi Putri Nanda. 2022. Membandingkan Kualitas Terjemahan yang Dihasilkan oleh Siswa Introvert dan Ekstrovert dengan Menggunakan Penerjemahan Individu dan Kolaboratif.

Penelitian ini bertujuan untuk membandingkan kualitas terjemahan yang dihasilkan oleh mahasiswa introvert dan ekstrovert dengan menggunakan dua variasi kegiatan penerjemahan yang berbeda. Penelitian ini merupakan studi komparatif kausal yang membandingkan dua variabel yang berbeda (variasi aktivitas penerjemahan; penerjemahan kolaboratif-individu dan kepribadian; introvert-ekstrovert) atau minat pada beberapa variabel dependen (kualitas terjemahan, persepsi dan preferensi). Data penelitian ini dianalisis dengan menggunakan analisis statistik yaitu analisis varians dua jalur dan independent sample t-test. Hasil penelitian ini menunjukkan bahwa tidak ada perbedaan yang signifikan pada kualitas terjemahan siswa antara penerjemahan individu dan kolaboratif dan tidak ada perbedaan yang signifikan pada kualitas terjemahan siswa antara siswa introvert dan ekstrovert. Dari angket tanggapan persepsi dan data yang dianalisis dengan menggunakan analisis statistik, menunjukkan bahwa tidak ada perbedaan yang signifikan antara siswa introvert dan ekstrovert pada persepsi mereka tentang variasi aktivitas penerjemahan yang berbeda. Dalam membandingkan dan menganalisis dengan menggunakan analisis statistik untuk persepsi siswa antara terjemahan individu dan kolaboratif menunjukkan bahwa ada perbedaan yang signifikan pada persepsi siswa antara terjemahan individu dan kolaboratif. Untuk analisis preferensi siswa introvert dan ekstrovert, ditemukan bahwa terdapat perbedaan preferensi aktivitas yang signifikan antara siswa introvert dan ekstrovert. Terakhir, ada dua variabel dependen yang dibandingkan untuk menemukan interaksi antara variasi aktivitas penerjemahan dan karakteristik kepribadian. Ditemukan bahwa tidak ada interaksi antara variasi kegiatan penerjemahan; terjemahan individu dan kolaboratif dan dua karakteristik kepribadian yang berbeda; introvert dan ekstrovert terhadap kualitas terjemahan dan terdapat interaksi antar kegiatan penerjemahan; terjemahan individu dan kolaboratif dan karakteristik kepribadian; ekstrovert dan introvert pada persepsi siswa.

Kata kunci: Kualitas terjemahan, variasi kegiatan penerjemahan dan karakter kepribadian

ABSTRACT

Rahmi Putri Nanda. 2022. Comparing the Quality of Translation Produced by Introvert and Extrovert Students Using Individual and Collaborative Translation.

This research aims to compare the quality of translation produced by introvert and extrovert students by using two different variations of translation activity. This research was causal comparative study which compared two different variables (variations of translation activity; individual-collaborative translation and personality; introvert-extrovert) or interest on some dependent variables (quality of translation, perception and preference). The data of this research were analyzed by using statistical analysis which was two way analysis of variance and independent sample t-test. The result of this research showed that there is no significant difference on students' translation quality between individual and collaborative translation and there is no significant difference on students' translation quality between introvert and extrovert students. From the responses questionnaire of perception and analyzed data by using statistical analysis, it showed that there was no significant difference between introvert and extrovert students on their perception of different variations of translation activity. In comparing and analyzing by using statistical analysis for students' perception between individual and collaborative translation indicated that there was a significant difference on students' perception between individual and collaborative translation. For the introvert and extrovert students' preference analysis, it was found that there was significant difference of activity preference between introvert and extrovert students. Lastly, there are two dependent variables compared to find the interaction between variations of translation activity and personality characteristics. It was found that there is no interaction between the variations of translation activity; individual and collaborative translation and two different personality characteristics; introvert and extrovert on the quality of translation and there is interaction between translation activities; individual and collaborative translation and personality characteristics; extrovert and introvert on the students' perception.

Keywords: Quality of translation, variations of translation activity and personality characteristics

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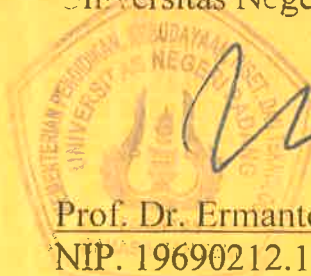
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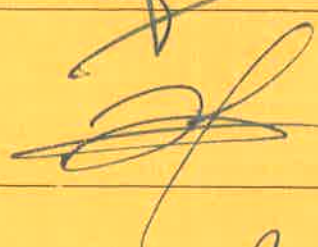



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TABLE OF CONTENTS

TABLE OF CONTENTS.....	viii
LIST OF TABLE	x
LIST OF FIGURE	xii
LIST OF GRAPH.....	xiii
CHAPTER 1 INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	12
C. Limitation of the Research	12
D. Formulation of the Problem	13
E. Research Question	14
F. Purpose of the Research	14
G. Significance of the Research	15
H. Definition of the Key Term	15
CHAPTER 2 REVIEW OF RELATED LITERATURE	17
A. Review of Related Theories	17
1. Translation	17
2. Perception	27
3. Preference	34
4. Extrovert and Introvert	35
5. Extrovert-Introvert, Individual-Collaborative Translation and Translation Quality	39
6. Extrovert-Introvert, Individual-Collaborative Translation and Perception of Translation Activity	42
7. Extrovert-Introvert, Individual-Collaborative Translation and Preference of Translation Activity	43
8. Informative Text	45
B. Review of Relevant Studies	46

C. Conceptual Framework	49
D. Hypothesis	50
CHAPTER 3 RESEARCH METHOD	53
A. Research Design	53
B. Population and Sample	54
C. Research Instrumentation	55
D. Technique of Data Collection	70
E. Technique of Data Analysis	72
CHAPTER 4 RESULTS AND DISCUSSION	77
A. Result	77
1. Data Description and Analysis	77
2. Findings	116
B. Discussion	149
a. Translation Quality of Introvert and Extrovert Students using Individual and Collaborative Translation	149
b. Perception of Introvert and Extrovert Students toward Individual and Collaborative Translation	155
c. Introvert and Extrovert Students' Activity Preferences between Individual Translation	161
d. Interaction between Variations of Translation Activity and Students' Personality Characteristics	165
CHAPTER 5 CONCLUSION AND SUGGESTION	169
A. Conclusion	169
B. Suggestions	171
REFERENCE	172

LIST OF TABLES

Table 1 Research Design	54
Table 2 Research Design	54
Table 3 Research Design	54
Table 4 Indicators of Students' Personality Characteristics	56
Table 5 Parameters of Accuracy	60
Table 6 Parameters of Acceptability	61
Table 7 Parameters of Readability	62
Table 8 Indicators of Students' Perception of Individual Translation	64
Table 9 Indicators of Students' Perception of Collaborative Translation	64
Table 10 Reliability of Research Instrument	67
Table 11 Indicators of Students' Preference Activity between Individual and Collaborative Translation	68
Table 12 the Reliability of Students' Preferences	70
Table 13 Degree of Agreement	74
Table 14 Categories of percentage	75
Table 15 Result of Students' Personality Characteristics	78
Table 16 Total Score of Introvert Students' Quality of Translation Individually	81
Table 17 Total Score of Introvert Students' Quality of Translation in Group	85
Table 18 Total Score of Extrovert Students' Quality of Translation Individually	88
Table 19 Total Score of Extrovert Students' Quality of Translation in Group	92
Table 26 Result of Introvert Students' Preferences toward the Variations of Translation Activity	109
Table 27 Result of Introvert Students' Preferences toward the Variations of Translation Activity	110
Table 22 Result of Introvert Students' Preferences toward the Variations of Translation Activity	111
Table 23 Summary of Scores from Introvert Students' Preferences toward the Variations of Translation Activity	112
Table 24 Result of Extrovert Students' Preferences toward the Variations of Translation Activity	113
Table 25 Result of Extrovert Students' Preferences toward the Variations of Translation Activity	113
Table 26 Result of Extrovert Students' Preferences toward the Variations of Translation Activity	114

Table 27 Summary of Scores from Extrovert Students' Preferences toward the Variations of Translation Activity	115
Table 28 Quality of Individual and Collaborative Translation based on Introvert and Extrovert	116
Table 29 One-Sample Kolmogorov-Smirnov Test	118
Table 30 Levene's Test of Equality of Error Variances ^a	119
Table 31 Tests of Between-Subjects Effects	121
Table 32 Tests of Between-Subjects Effects	122
Table 33 Introvert Students' Perception toward Individual Translation	123
Table 34 Introvert Students' Perception toward Collaborative Translation	126
Table 35 Extrovert Students' Perception toward Individual Translation	129
Table 36 Extrovert Students' Perception toward Individual Translation	131
Table 37 Tests of Normality	135
Table 38 Levene's Test of Equality of Error Variances	136
Table 39 Two Way Analysis of Variance Test on Students' Perception	137
Table 40 Two Way Analysis of Variance Test on Students' Perception	139
Table 41 Tests of Normality	142
Table 42 Levene's Test for Equality of Variances	143
Table 43 Independent Sample T-Test on Students' Preference	144
Table 44 Tests of Between-Subjects Effects	147
Table 45 Two Way Analysis of Variance Test on Students' Perception	149

LIST OF FIGURE

Figure 1 Factors that Influence Perception (Robins&Judge, 2017).....	32
Figure 2 Conceptual Framework.....	50

LIST OF GRAPH

Graph 1 Introvert Students' Perception toward individual translation	96
Graph 2 Introvert Students' Perception toward individual translation	98
Graph 3 Introvert Students' Perception toward individual translation	99
Graph 4 Introvert Students' Perception toward Collaborative translation	100
Graph 5 Introvert Students' Perception toward collaborative translation	101
Graph 6 Introvert Students' Perception toward individual translation	102
Graph 7 Extrovert Students' Perception toward individual translation	103
Graph 8 Extrovert Students' Perception toward individual translation	104
Graph 9 Introvert Students' Perception toward individual translation	105
Graph 10 Introvert Students' Perception toward individual translation	106
Graph 11 Extrovert Students' Perception toward individual translation	107
Graph 12 Extrovert Students' Perception toward Collaborative Translation	108
Graph 13 Result Score of Introvert and Extrovert Students' Perception toward Individual and Collaborative Translation	134
Graph 14 Percentages of Introvert and Extrovert Students' Preference toward Individual and Collaborative Translation.	141

CHAPTER 1

INTRODUCTION

A. Background of the Problem

The function of language which currently discussed is language as the communication tool. One of the issues in this field is the communication in inter-lingual and intercultural world. In relation with this issue, the use of translation to communicate with people who use the different language and come from different culture is becoming an appealing field. Researchers agree that translation facilitates the inter-lingual and intercultural communication (e.g. House, 2020; Köksal & Yürük, 2020).

Translation is characterized as a form of communication including decision-making, problem-solving, and specialized skills (Hurtado Albir, 2017). Translation is seen as a complex activity which has significant purposes for people. Translators, people who do translation, need to consider some aspects while translating; as a complex human activity.

Translation learning is also needed to be noticed for the language learners. Translation refers to the activity which we present the source language in the target language. In this way, we need to assure the equality of message in target and source language. Teachers who teach translation have to find an effective way in improving the students' translation competence to produce a good translation quality.

In translation course, teachers tend to give the activity in receiving a better achievement and quality of students' translation. The aspect in translation course which is seen in the product of the students' translation activity is called as translation achievement. A research by Yanti, Syarif, & Hamzah (2020) aimed to identify how back translation affects the students' achievement in translation. It was experimental research which identified that back translation gives the good impact to the students' translation achievement. Another research in this area was conducted by Keshmandi, Akbari, & Ghonsooly (2015). It was correlational research which examined the relationship between Locus of Control (LOC) and the translation achievement of the students. It found that Locus of control and learners' achievement of translation have a positive and significant relationship.

A good translation achievement comes from a good translation quality. A number of researchers have been studied in the translation quality. To begin with a comparative study that evaluates the quality of machine translation (Munkova, Hajek, Munk, & Skalka, 2020). This study found that the examined metrics is needed to evaluate the machine translation quality whether it is analyzed sentence by sentence and the machine translation output.

Furthermore, Araghizade and Jadidi (2016) conducted a research on the impact of epistemological beliefs and gender on translation quality. This study found that epistemological believes did not give impact to the

translation quality. However, gender of translator significantly affects the translation quality.

A causal comparative study in identifying the effect of emotional intelligence of translators and their translation quality was conducted by Varzande and Jadid (2015). The result of this study showed that the academic experience of translators has a major impact on their translation quality; however, there was no correlation between their emotional intelligence and translation quality. The results also demonstrated that translators with academic background produced much higher quality translations than those without academic experience.

In translation practice, the teacher also can apply some settings which have particular purpose. The conventional setting in translation practice is individual translation where the students do the translation task individually. In contrast with individual translation, collaborative translation, defined as the strategies in giving translation task to students. O'Brien (2013) proposes collaborative translation as two or more translators working together to produce a translated product. It gets a wide attention in recent years. Some previous researchers have conducted some studies related to collaborative translation (e.g. Ahrari & Jamali, 2018; Alhaj & Albahiri, 2020; Ali, 2021; Huang, Lin, & Darragh, 2020; Pavlović, 2013; Tsai, 2020; Zwischenberger, 2022)

Zwischenberger (2022) first conducted research on the theoretical, sociological, and ethical implications of online collaborative translation,

focusing on translation crowdsourcing as one of its key subtypes. Despite the fact that the transaction seems to be beneficial for both the unpaid volunteer translators and the profit-driven firms using them, this descriptive study determined if this sort of translation is exploitative.

Another research in collaborative translation is done by Pavlovic (2013) who conducted a research about collaborative translation protocols' role in translation studies. The data was analyzed using both quantitative and qualitative techniques in order to improve the accuracy of the translation process's outcomes. According to the research's findings, individual translations can lead to a small number of translation difficulties.

Ali (2021) did a research related to the implementation of Google Docs to support interactional teamwork between undergraduate students in an online translation course. This study employed mixed method research as the framework in doing the research. In collecting the data, this study used several kinds of instrument such as translation test, semi-structured interview and questionnaire. On the translation post-test, the group that utilized Google Docs performed better than the groups that utilized discussion forum boards and the control group in terms of overall target language quality, specialized content and terminology, overall comprehension and meaning, target mechanics, and target register. Comparing the engagement levels of the Google Docs group, the discussion forum group, and the control group, it was discovered that the

Google Docs group had higher levels of all three engagement characteristics.

Then, Alhaj and Albahiri (2020) conducted study to determine the impact of the cooperative work technique on students' translation skills. This study collected data by using two instruments: a translation test and a questionnaire. On the post-test of translation, the experimental group demonstrates greater proficiency than the control group.

Furthermore, Ahrari and Jamali (2018) carried out a study on the use of collaborative translation tasks in the instruction of figurative language. The experimental group that received CTTs did better than the control group in terms of learning figurative language. In addition, the results of the interview indicated that participants were generally in agreement with the efficacy of CTTs for teaching figurative language. Teachers are also encouraged to use CTTs to teach metaphorical language.

Huang, Lin and Darragh (2020) studied collaborative translation strategy related to the effectiveness and students' perception about it. They used case study to describe the effectiveness and the students' perception about collaborative translation. The finding of this study described that the post-test, students' translation abilities greatly improved and they preferred working on collaborative translation. Additionally, following the intervention, they had a rather high level of self-efficacy toward collaborative translation. This study suggests that using collaborative

translation as a teaching strategy can benefit EFL students' ability to translate.

Moreover, Tsai (2020) also did a research on collaborative translation. Her research intended to compare the learning experience during the implementation of collaborative translation with and without translation technology. The result shows that virtual collaborative translation by implementing technology is more preferred by the students.

Based on the previous researches related to collaborative translation, it has been investigated in the area of translation crowdsourcing, collaborative translation protocols, implementing Google Docs, cooperative work technique, collaborative translation task in the instruction of figurative language, perception toward collaborative translation and learning experience. In the area of collaborative translation, there are a number of researchers who have compared the result of translation between individual and collaborative translation. However, there is no research that has studied the collaborative translation by considering another variable such personality characteristics; extrovert and introvert which may affect to the students translation quality.

Regarding to previous research in the area of collaborative translation, most of these research were conducted by employing technology in the process of translation. However, the concept of collaborative translation in present research is collaborating and debating in the process of translation in face to face setting. There was no higher

technology or tool used in collaborative translation for present research. The students were translate the text individually. Afterwards, they were divided into peers and translate the same text face to face in the classroom by using a set of translation test.

From these issues of collaborative translation, what may influence the collaborative activity are the students' different personality characteristics. As proposed by Paul, Seetharaman, Samarah and Mykytyn (2004), peer relationships, gender, age, individual differences, cultural backgrounds within the group, personality traits may also have an impact on how effective group learning is. A number of researchers also conducted research related to personality trait and the use of language.

To begin with translation area, Navidinia, Imani and Mobaraki (2021) performed a research which aims to ascertain whether there was a relationship between student personality qualities and their preference for translation approaches. This correlational study revealed a substantial relationship between the use of various translation strategies, including adaptation, modulation, and borrowing, and some participant personality qualities, including neuroticism and openness to new ideas.

However, there were also researches which are conducted by relating extroversion and introversion with some language skills. To begin with listening skill, Travolta, Mulyadi and Imranuddin (2018) conducted a comparative research between introvert and extrovert students in their listening scores. This research also identified the better personality for

listening score. It found that there is a significant difference between introvert and extrovert students in their listening score. This research also found that introvert students receive better score in listening test than extrovert students.

In speaking skill, introvert and extrovert personality also receive great attention from researchers. Winasih, Cahyono and Prayogo (2019) did a research to compare the speaking skills of extrovert and introvert students who were taught by project-based learning (e-posters) and traditional methods. The result reveals that students' personality types (extrovert and introvert) did not affect their speaking achievement.

Furthermore, Paradilla, Dj and Hasanah (2021) also did a research in examining the influence of extrovert and introvert personality to the students' speaking performance. This case study found that speaking ability is not influenced by extrovert or introvert personality traits, but rather by various degrees of knowledge, frequent participation, and well preparation. It demonstrated that personality types are not a determining factor for speaking performance, and it can be inferred that students with various personality types may use various learning strategies.

Oktriani, Damayanti and Hardiah (2021) also conducted a comparative research between introvert and extrovert personality by looking at students' speaking ability in conversation class. According to the findings of the study, there were no significant differences in English Conversation Class performance between introvert and extrovert

personality. The results showed that the personality of the student has no impact on the score received in the speaking class.

In reading skill, (Nurianfar, Far, & Gowhary, 2014) investigates reading strategies used by introvert and extrovert students. The findings indicate that since extroverts are more gregarious and eager to engage in conversations both inside and outside of the classroom, they appear to make the most of language-use possibilities. A more outgoing personality, particularly in reading abilities, may be more suited to classroom learning.

Furthermore, in writing skill, Winarti, Cahyono, Mukminatie and El Khoiri (2021) investigates the effect of personality types and group size in collaborative writing toward students' writing ability. This quasi-experimental research found that students who worked in pairs or groups had better writing skills than those who worked individually. It also showed that students who worked in pairs did better than those who worked in groups. Finally, whether extrovert and introvert students collaborated, either in pairs or in groups, there was no significant difference in their writing ability.

From the explanation related to extrovert and introvert personality and the language skills, there is still no research that was conducted in comparing introvert and extrovert students in translation. Some of the findings also found that there is no significant difference between extrovert and introvert students on several language skills; speaking and writing. Hence, the researcher is interested to find out the significant

difference between introvert and extrovert students in the quality of translation.

The studies in the area of translation above identify the students' translation of particular text. Salehi Kahrizsangi & Haddadi (2017) looked at a Heinrich von Kleist anecdote as evidence of the acquisition and development of literary translation competence. Tsai (2020) used the text from fields of journalism, technical news reports, technical texts, and travel texts. Alhaj and Albahiri (2020) also did a research about translation by using Quranic euphemistic, metaphoric, polysemic, connotative expressions. Research by Ali (2021) studied the improvement of the students' translation in the specified text; business, commerce, and human resources. This research identified the translation quality of the informative text. As the characteristics of informative text proposed by Newmark (1988) the type of text that conveys the truth in the format of reports and topics of scientific fields, the language function used is text with the informative function. In context of these features of an informative text, this text is able to identify the quality of students' translation.

To sum up, the aspects that have been studied in translation are translation quality which includes machine translation quality, epistemological beliefs and gender on translation quality and emotional intelligence on translation quality; collaborative translation in the area of translation crowdsourcing, collaborative translation protocols,

implementing Google Docs, cooperative work technique, collaborative translation task in the instruction of figurative language, perception toward collaborative translation and learning experience; extrovert and introvert personality in the skills of language such as listening, speaking, reading and writing. In the area of collaborative translation, there are a number of researchers who have compared the result of translation between individual and collaborative translation. However, there is no research that has studied the collaborative translation by considering another variable such personality characteristics; extrovert and introvert which may affect to the student's translation quality. The students' perception of individual and collaborative translation activity by considering their different personality characteristics; extroversion and introversion is also needed to be studied as same as their preference activity in translation course based on their personality characteristics. The rationale of decision making in both individual and collaborative translation also has not been studied.

Therefore, the researcher is interested to study the differences of students' translation quality between individual and collaborative translation activity based on extrovert and introvert characteristics of students. The researcher also identified and compared students' perception of individual and collaborative translation by considering the students' different personality characteristics; extrovert and introvert. This research also was conducted to identify the students' preference activity in translation course based on their personality characteristics. This research

is assumed to be beneficial since there is no research that has compared the quality of translation by comparing the extrovert and introvert personality using two different variations of activity; individual and collaborative translation.

B. Identification of the Problem

The researcher identified the problem which was stated based on the gap in the background above. The identification of the problems based on these gaps are; firstly, the differences of the quality of students' translation between individual and collaborative translation based on their personality characteristics, secondly, students' decision making process in translating informative text in both individual and collaborative translation based on the students' personality characteristics, thirdly, students' perception in translating informative text for both individual and collaborative translation based on their personality characteristics and lastly, students' preference activity in translation course based on their personality characteristics.

C. Limitation of the Research

Several studies found that the collaborative translation is better than individual translation. However, there is still no research which studies the students' perception in translating informative text in both individual and collaborative translation task that will also influence the quality of their translation by considering their different personality characteristics; extrovert and introvert. In this research, the researcher is

interested to compare the quality of students' translation in translating individually and in group and identify students' perception in translating informative text individually and in group based on their personality characteristics; extrovert and introvert.

This research was limited to compare the quality of students' translation based on the result of their translation test between individual and collaborative translation and identifying students' perception in translating informative text from English into Indonesia in both settings by considering their personality characteristics; extrovert and introvert which may influence the product of the translation activity in both individual and collaborative translation at English education department of Universitas Negeri Padang of academic year 2022-2023. The sample of this research was translation course students with different personality characteristics. This research was limited to the same personality characteristics for one group. Therefore, introvert students were grouped with introvert students and vice versa. This research also focused on the product of translation; quality of the product of translation.

D. Formulation of the Problem

Based on the limitations of the problem outlined above, the following research question is formulated: "What are the differences of the quality of students' translation in translating informative text from English into Indonesia between individual and collaborative translation based on extroversion and introversion?"

E. Research Question

Based on the formulation of the problem, the research questions of this research are:

1. Is there any significant difference on students' translation quality in translating informative text from English into Indonesia between individual and collaborative translation based on extrovert and introvert?
2. Is there any significant difference on students' perception in translating informative text from English into Indonesia between individual and collaborative translation based on extrovert and introvert?
3. Is there any significant difference on students' preference in the activity variations of translating informative text from English into Indonesia between extrovert and introvert students?
4. Is there any interaction between translation activities; individual and collaborative translation and personality characteristics; extrovert and introvert?

F. Purpose of the Research

The purposes of this research are:

1. To find out the difference of students' translation quality in translating informative text from English into Indonesia between individual and collaborative translation based on extrovert and introvert.

2. To find out the difference of students' perception in translating informative text from English into Indonesia in individual and collaborative translation based on extrovert and introvert.
3. To find out the different students' activity preference of in translating informative text from English into Indonesia based on extrovert and introvert.
4. To find out the interaction between translation activities; individual and collaborative translation and personality characteristics; extrovert and introvert.

G. Significance of the Research

The results of this research are expected to give denotative contributions to several aspects; theoretically, the result of the study are intended to give the theoretical enrichment to the theory about the quality of students' translation of informative text from English into Indonesia in individual and collaborative translation by considering the extrovert-introvert personality and practically, the result of this study are intended to give reference for lecturer in translation course in order to improve the quality of students' translation .

H. Definition of the Key Term

1. Translation quality is the result of the students' translation process which is examined by several indicators.

2. Individual translation is translation activity where the translator works individually to translate informative text from English into Indonesia.
3. Collaborative translation is translation activity to translate informative text from English into Indonesia where the translator works together (two or more translators).
4. Extrovert is the type of personality with the sociable, gregarious, active, assertive, passionate and talkative characteristics.
5. Introvert is the type of personality with the passive, quiet, reserved and withdrawn, sober, aloof, and restrained characteristics.
6. Perception is the students' responses on their experience in translating informative text from English into Indonesia in two different settings; individual and collaborative translation activity.
7. Preference is the students' choice of the variations of translation activity.