



An Analysis of Students' Errors in Translating Abstract from Indonesian to English at English Education Program of Universitas Negeri Padang

Fitri Rutami¹, Witri Oktavia²

Universitas Negeri Padang, Padang, Indonesia.

Correspondence Email: fitrirutami863@gmail.com

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Abstract

The purpose of this research is to find out the students' errors in translating abstract from Indonesian to English at English education program of Universitas Negeri Padang. The descriptive qualitative method was used in this research. The translation task was used as the instrument of the research. The text that was used by researcher was thesis abstracts. The results of the study was found with the frequency of 47 times of errors. There are missing word in 11 times (23,4%), word order in 5 times (10,63%), Incorrect word in 29 times (61,7%), and the last was punctuation in 2 times of errors (4,25%). The Unkwown word was not found in the data.

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INTRODUCTION

In this globalization era, translation as a part of communication plays an important role. Translation is used to connect intra-lingual language and culture. It is used to connect intra-lingual languages such as the transmission of information and knowledge. It is also found in several media as an important document in companies, newspapers, textbook, and others. As a part of the culture, the translation should attention to the differences between two languages without changing the meaning of each language (Newmark, 1988).

The translation is the process of transferring meaning from a language to a recipient language using a semantic structure without having changed the meaning of both languages (Larson, 1984). Larson (1984) also claims the purpose of translation is to find out the meaning from the source language to other languages.

Translation plays an important role for college students, especially English department students. Sometimes, it is not easy for them to translate the text from Indonesia to English. Hoed (2006) claims there are some problems in translating the text from Indonesian to English. First, English and Indonesian have differences in several aspects, especially in sentence patterns. Second, as a part of the culture, many people are not fluent in English, especially when it

comes to translation. When students master a lot of vocabulary in the target language, sometimes they cannot translate well. Sometimes we get an error while translating text (Nida, 1984). Errors are defined as confusion in target learning language rules. It also can define as an inappropriateness in doing something out of the context (Elish, 2008). Error analysis is an analysis carried out to find errors made by the learners.

Translation errors have been studied by some researchers. The first one is the research by Rismayani. (2017). The purpose of the research was to find out the kinds of errors are made by students' in English translation product in descriptive text at seventh semester students of FKIP Makassar Muhammadiyah University. Another research by Hary (2019) focused the study on students' errors in translating Indonesian sentences into English. The instrument used in this study is the translation test which showed 44% of students have difficulty in translating the sentences. The last is the research by Pratama (2022). The title of the research is "students' translation errors in translating news text based on Villar Et.Al (2006)." This research aimed at describing the types of translation errors made by English Literature Students in translating news text from English into Indonesian.

From the previous study above, the research has been similar to the previous research. The researcher focuses the study on analyzing the type of error in translating abstracts based on the theory by Vilar et al (2006) from Indonesia to English at the English department students of Universitas Negeri Padang.

METHOD

This research used descriptive qualitative method in analyzing the data. The participants of this research were one of the translation class which consist 19 students. The instrument of this research is translation task got from Lafziatul Himi, M.Pd. After analyzing the data, the data was rating by one lecturer in English education program. Then the researcher counted how many errors occur in students' translation by using the percentage of errors.

RESULT AND DISCUSSION

In this study, the researcher focused the study to find out the type of errors in students' translation. Based on the data, the students made errors in 47 times of errors. There are two frequent errors occur in students' translation. The two errors were found were Incorrect words and missing word. , it can be seen that the incorrect word was the most frequent errors occurs with 29 times of errors. The second frequent error was missing word with 11 times of errors

In analyzing the data, the researcher found several errors made by English education program in translating the abstracts. The total of errors were found by the researcher was 47 times. There are 11 items of missing word, 5 items of word order, 29 items of incorrect word, and 2 items of punctuation. The most common errors occur are the incorrect word. The least error made by students are punctuation. The unknown word was not found in the data. The

table below was the recapitulation of students' errors in translating the abstract.

No.	Types of errors	Frequency	Percentage
1	Missing words	11	23,4%
2	Word order	5	10,63%
3	Incorrect words	29	61,7%
4	Unknown word	-	-
5.	Punctuation	2	4,25%
	Total	47	100%

Based on the data above, the first most frequent error founds in students' translation was the incorrect word with a percentage of 61,7 %. And the next dominant errors are missing word in the form of filler word with a percentage of 23.4%, 10.63 % of word order, and lastly 4,25 % of punctuation. In this data, the unknown word was not found in students' translations.

1. **The data of missing word.**

Extract 1 : Filler word

ST : “Oleh Karena itu, perlu adanya media pembelajaran yang dapat membantu guru untuk membuat siswa lebih tertarik dan mandiri dalam belajar di masa pandemi COVID-19 dan era new normal yaitu Arti Learning, media pembelajaran berbasis markeless augmented reality.”

CT : “Therefore, there is a need for learning media that can help teachers to make students more interested and independent in learning during the COVID-19 pandemic and the new normal era, namely the Meaning of Learning, Markerless Augmented Reality-Based Learning Media.”

IT: “Therefore, there {is} needs to be a learning media that can help teachers to make students more interested and independent in learning in the COVID-19 pandemic and the new normal era.”

In the example above, it shows an error names filler word, the part of the missing word. The source translation is not completely translated into the target language. The learners missed the auxillary verb “is” that contain grammatical form. It means the word “is” is important in the context of grammatical form but the meaning of the sentence still preserved.

Extract 2 : Content word.

ST : “Oleh Karena itu, perlu adanya media pembelajaran yang dapat membantu guru untuk membuat siswa lebih tertarik dan mandiri dalam belajar di masa pandemi COVID-19 dan era new normal yaitu Arti Learning, media pembelajaran berbasis markeless augmented reality.”

CT : “Therefore, there is a need for learning media that can help teachers to make students more interested and independent in learning during the COVID-19 pandemic and the new normal era, namely

the Meaning of Learning, Markerless Augmented Reality-Based Learning Media.”

IT : “As a result, { **there is a need for** } learning media that helps teachers to make students interested and independent in learning during COVID-19 pandemic and new normal era is needed.”

In the student’s translation above, the students missing some important words. The loss of the words “there is a need for” makes the meaning of the sentence is different from the target language.

2. The data of word order

Extract 1

SL: “Pandemi COVID-19 (Coronavirus Disease) mempengaruhi perubahan dan pembaharuan kebijakan untuk diterapkan di berbagai sektor, salah satunya yaitu sektor pendidikan.”

CT: “The COVID-19 (Coronavirus Disease) pandemic affects policy changes and reforms to be implemented in various sectors, one of which is the education sector.”

IT: “**The pandemic of COVID-19** (*Coronavirus Disease*) have been changes and **renewed of policy** to be implemented in various sectors, one of which is the education sector.”

The data above shows errors in the structure of the sentence. The phrase “Pandemi covid-19” is not translated well by the students. The word “Covid-19” was the name of the pandemic. It refers to the word “pandemic” defined “the covid-19”. The word pandemic is the adjective of covid-19. So, the translation should be “The covid-19 pandemic”.

The second phrase above was also translated not well by the students. The phrase “pembaharuan kebijakan” is the two words that consist of nouns and adjectives. The word “pembaharuan” was the adjective of the noun “kebijakan”. So, the phrase should be translated “policy updates”.

3. The data of Incorrect word

Extract 1 : wrong lexical choice

SL : “Alternatif yang dapat digunakan dalam pembelajaran masa pandemi adalah dengan menggunakan teknologi digital dan beberapa media pembelajaran yang mendukung seperti zoom, google classroom, whatsapp, dan aplikasi lainnya.”

CT : “Alternatives that can be used in learning during the pandemic are to use digital technology and several supporting learning media such as zoom, google classroom, WhatsApp, and other applications.”

IT : “An alternative that can be used in pandemic learning is to use digital technology and some {**supportive**} learning media such as zoom, google classroom, WhatsApp, and other applications.”

This sentence shows wrong lexical choices’ error. The wrong lexical choice is the type of error which occurred when the learners used the wrong word or difficult to choose the word. The phrase “beberapa media pembelajaran yang mendukung” should be translated to “some supporting learning media”. The

word “supportive” that is used by the learners has the meaning “memberi dukungan” which is incorrectly used in that phrase.

Extract 2 :Extra word

SL : “Tujuan dari penelitian ini adalah untuk membuat alternatif media pembelajaran yang dapat digunakan dalam menciptakan suasana belajar yang menarik, menyenangkan dan interaktif pada pembelajaran masa pandemi dan era new normal.”

CT : “The purpose of this research is to create alternative learning media that can be used in creating an interesting, fun, and interactive learning atmosphere during the pandemic and new normal era.”

IT : “The purposes this reaseacrh is to make alternative learning media { to } can use to Creating an interesting, fun and interactive learning atmosphere in learning during the pandemic and the new normal era.”

Based on the data above, These data show an error of extra word. The students add the unnecessary word “to” which is not shown in the sentence. The target language should be “The purpose of this research is to create alternative learning media that can be used in creating an interesting, fun, and interactive learning atmosphere during the pandemic and new normal era”.

Extract 3 Incorrect form

SL: “Alternatif yang dapat digunakan dalam pembelajaran masa pandemi adalah dengan menggunakan teknologi digital dan beberapa media pembelajaran yang mendukung seperti zoom, google classroom, whatsapp, dan aplikasi lainnya.”

CT : “Alternatives that can be used in learning during the pandemic is to use digital technology and several supporting learning media such as zoom, google classroom, WhatsApp, and other applications.”

IT : “{**An alternative** } that can be used in learning during the pandemic is to use digital technology and several supporting learning media such as zoom, google classroom, WhatsApp, and other applications.”

In the sentence above, the error is categorized to be incorrect form. Because the error occurred in the form of grammatical form. The word “an alternative” should be translated to “alternatives”.

Extract 4 Incorrect Form

SL: “Selama pembelajaran dalam jaringan (daring), tidak sedikit keluhan peserta didik yang tidak senang dengan pembelajaran dalam jaringan tersebut.”

CT: “Throughout online learning, there are a lot of complaint from students who don’t like online learning.”

IT : “Throughout online learning, there {**is** }a lot of complaint from students who don’t like online learning.”

The data above showed that the learners made an error in the form of grammatical form. The students failed to choose the auxiliary verb in the form of simple present tense. The auxiliary verb was used by the students was “is”

which incorrect to used in this data. The correct auxiliary verb is “are” which is appropriate for the phrase “a lot of complaints”.

4. The data of Punctuation

Extract 1

ST: “Tujuan dari penelitian ini adalah untuk membuat media pembelajaran yang dapat digunakan dalam menciptakan suasana belajar yang menarik, menyenangkan dan interaktif pada pembelajaran masa pandemic dan era new normal.”

CT : “The purpose of **this** research is to create alternative learning media that can be used in creating an interesting, fun, and interactive learning atmosphere during the pandemic and new normal era.”

IT : “The purpose of {**This**} research is to make an alternative learning media that can be used in creating an interesting, fun, and interactive learning atmosphere during the pandemic and new normal era.”

In data above, an error was made by students was capitalizations. When translated the word “ini” into “this”, the word “t” is not capitalized.

1. Discussion

The purpose of this study is to find out the type of errors in translating abstracts from Indonesian to English at English education students of Universitas Negeri Padang. The theory from Villar (2006) was used which category into five types of error. From the finding above, the researcher found the incorrect word as the most frequent errors occurs in students’ translation. The percentage of error are 61,7%. It means that the students made errors more than half of errors. The findings of the research are different from previous research, the research was from Rismayani (2017). The purpose of the research was to find out the kinds of erros are made by students’ in English translation product in descriptive text at seventh semester students of FKIP Makassar Muhammadiyah University. The result of the study showed that the first dominant errors obtained by students was mistranslation errors. And the second errors was grammatical error.

Furthermore, this research also similar with the research by Hary (2018). The results of the study showed that 44% of students have difficulty in translating Indonesian sentences into English of wrong terminology and grammatical error. It means the students still get confused in the using the right grammar. Another researcher was conducted by Pratama (2022). The title of the research is “students’ translation errors in translating news text based on Villar Et.Al (2006).” This research aimed at describing the types of translation errors made by English Literature Students in translating news text fom English into Indonesian. The results of the research are most of students made an error in incorrect word (60,2%), punctuation (18,5%), missing word (12,03%) and word order (0,9%). It can be concluded that the most frequent error made by the students are incorrect word.

The results of this research and previous research shows that the incorrect word as the highest errors in students’ translation. Pratama (2017) states in her research, the incorrect word error occur because the lack of knowledge and

understanding in applying accurate grammatical features and vocabulary. Rismayani (2017) also states the incorrect word occur because the students have the lack of knowledge in English, lack construct the sentences correctly and also translated the sentence word by word. As Bauchugi in Hayuni (2022) states students who do not understand the grammar, they cannot comprehend the language because in every word has different meaning. Patterson also states (2019) when the students have the low understanding in grammar, they cannot have the insight about what would they do when they do not understand the grammar.

CONCLUSION

Based on the findings above, the researcher found several results of the research. First, from the data that was obtained by the researcher, the most frequent errors were found were incorrect word with 29 times of errors and 61,4% percentage. The dominant incorrect word was found was incorrect form with totals of errors 24 times. Furthermore, the incorrect form is the error in the form of grammatical form. , the next errors were found are word order and punctuation. The word order was found are in 5 times and 10,63%. The punctuation were found in 2 times and 4,25%. The unknown word was not found in the students translation. This means the incorrect word in the form of incorrect form was the most frequently errors found in students' translation. Based on the results above, the students need to improve their knowledge in the part of grammatical form. The researcher suggests the students to learn more and pay attention about translating an abstract. It can be used when their writing an undergraduated thesis abstract.

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