



Errors Analysis in Research Article Abstracts Translation of Management Insight Journal of University of Bengkulu

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Abstract

Translation is now universally recognized as a crucial part of communication. However, many students have difficulties in translating their work due to their lack of language proficiency. This study examines the content and grammatical error in translating abstracts from Indonesian into English. This study was carried out using a descriptive qualitative technique. Documentation technique is employed to collect the data. The content error was analyzed using the Newmark and Barnett & Stubbs rubric. Then, the grammatical error was analyzed using the Richard rubric. This study revealed content and grammatical errors in the abstract translation. Content errors in the abstracts consist of different senses (28%), less precise (22%), misuse of phrases (7%), lack of standard register (1%), and adding (1%). The grammatical error in the abstracts consists of the production of verbs group (21%), errors in the article usage (16%), errors in verbs group distribution (9%), and errors in the use of prepositions (7%). In conclusion, translation errors are found in the *Management Insight* journal, the translation errors include content error and grammatical error.

Keywords: Error analysis, translation, abstract

Introduction

Translation is now universally recognized as a crucial part of communication. It is not just a literal translation of the material from a source language into a target language (Larson, 1998). According to Bell (1991), translation is the preservation of semantic and stylistic equivalence in the target language. According to Newmark (1988), translation is the act of transferring the material meaning into another language as intended by the author. Furthermore, translation is the practice of substituting literary scope in one language with textual information in another (Catford, 1978). According to the definitions above, translation necessitates various components, including grammatical, thematic, and information structure, cohesion and coherence, semantic, pragmatic, semiotic, ethic and morality, stylistic, and translation strategy. Furthermore, a translator must be fluent in both languages (Yuliasri, 2016).

Since translation applies in inter-disciplines such as linguistics (semantics, pragmatics, and sociolinguistics), literary studies (poetics, rhetoric, and literature), cultural studies (ideology, gender, and history), language engineering (machine translation, corpora, and terminology), and philosophy.

Educational institutions, especially in Indonesia, encourage their students to do the translation. As a result, college students consider they require converting their work into English to contribute to and advance knowledge and research. The University of Bengkulu's undergraduate program also serves in this capacity. The institution encourages the students to write their abstracts for thesis and research articles in English.

The abstract is perhaps the most significant piece of a journal article since it occurs at the beginning of the journal and is thus the first component to be read by readers after the title. According to McKee (2020), the abstract is one of the most significant elements of a scientific study. According to Lores (2004), abstracts are the starting matter for readers to decide the quality of papers. If the abstract is of high quality, the reader will be interested in reading the entire article (Belcher, 2009). According to Day and Gastel (2006), an abstract is often considered a brief overview of an academic journal. Helmenstine (2019) then claims that an abstract is a succinct explanation of an investigation or study undertaking. In addition, the author presented an overview of the idea, purpose, methodology, findings, and conclusion in the abstract (Campbell, 2007).

Abstracts are preliminary information about a study in academic work such as thesis, journals, or other publications. According to Patrick (2014), an abstract provides an overview of the inquiry or production so that other investigators may recognize its content quickly. Abstract also assists researchers in deciding whether or not to read the full article, and they can cite or even download it if necessary. The research abstracts are usually provided in bilingual or both source and target language, especially in English (Wulandari, 2014).

Writing abstracts correct in meaning and correct in grammar (scientific English) is challenging for students who do not have sufficient language proficiency in the target and the source language in which they are working. According to Catford (1978), translation entails replacing textual scope from one language to comparable material in another. It indicates that translating a document is more than just words; it also entails conveying concepts and ideas. Furthermore, a translator encounters linguistic and non-linguistic issues. According to Nord (1997), translation challenges might classify as pragmatic, cultural, linguistic, or text-specific for instructional purposes. These issues may result in translation mistakes. Errors occur due to a lack of information about source or destination language aspects. The translators may make mistakes in translation. It is also feasible that this tends to occur in the translation result created by the pupils. Because the student is not a professional translator, they may make mistakes in their translation practice.

The majority of translators perform equivalency rather than any theoretical status. When translating from an original language to a target language, the most acceptable equivalent in the target language is determined. According to Baker (1992), the equivalency of translating the initial language into the mark language frequently presents issues for the translator. She categorizes equivalences into six levels: lexical-level and above the lexical-level, textual, semantic, and pragmatic equivalence. According to Albir (2005), translation approaches help examine and identify translation equivalency.

Furthermore, the application of translation procedures will assist in-depth translators in determining the form and structure of translated words, phrases, clauses, and sentences.

Furthermore, bilingual ability to utilize two languages well is influenced heavily by communicative competencies such as grammatical proficiency, sociolinguistic proficiency, discourse proficiency, and strategic proficiency (Bell, 1991). Grammatical competence understands language principles such as vocabulary, word creation, pronunciation, and sentence structure. Comprehension and creating translation require a strong understanding of grammatical principles and the ability to use translation procedures.

The translator must give attention to the topic, concept, structure, language use, vocabulary, semantics, pragmatics, and punctuation to ensure that the subject, idea, structure, language use, vocabulary, semantics, pragmatics, and punctuation are correctly understood. This concept manifestation is used to compose well-structured words and phrases since it results in a better paragraph with cohesion and coherence. Then, employ textual terms that connect to the text's substance and blend into the text's context. Additionally, make it easy for readers to understand their views by modifying linguistic components to share knowledge with others.

Many previous researches have focused on the translation examination of mistakes in students' Indonesian-English translation practice. Hilman (2015) conducted innovative research. He did, however, examine the translation's cultural lexicons. Another researcher, Rahmawati et al. and Tiwiyanti and Retnomurti (2017), did studies on Indonesian-English translation from several perspectives, including topic equivalence and theme shift, ideology, functional word shift, and loss and gain in translation. Furthermore, Qamarah et al. (2020) found 11 types of grammatical errors. Following that, Uktolseja (2020) found several mistakes in using grammar in song lyrics, such as misuse of pronouns, auxiliary verbs, and subject-predicate agreement.

Furthermore, according to preceding research, some undergraduate students can translate their thoughts into English exactly as they intend to express them in abstracts, allowing readers to understand what the writers want. Unfortunately, some students struggle with translation, according to Setiawan (2014), Dewanti et al. (2018), and Fitria (2021). They are careless about translation methodology. The students cope with many uncertainties in Indonesian terms, sentences, and ideas based on the translation outcomes. Students make grammatical and substantial mistakes. Grammatical errors include mistakes in creating verb groups, mistakes in using prepositions, and issues with verb group distribution (Richards, 1980).

Translation research studies are necessary as a result of the previous research. The current study explored translating research article abstracts from Indonesian into English. It is beneficial to strengthen writers' understanding of writing a good and readable abstract. It will prevent the general public from underestimating the students' educational level. Furthermore, the expert translator perhaps makes mistakes in their work even less the beginner translator such as students. The following expound on the problems for this analysis:

1. What sorts of translation problems discover in the abstracts of the *Management Insight* journal from the University of Bengkulu?

2. What are the most common forms of translation mistakes in the abstracts?

The translation field is complex. Nonetheless, the scope of this research is limited to translation error analysis. This study focuses on content and grammatical faults found in research paper abstracts published in the *Management Insight* journal at the University of Bengkulu.

Research Methodology

This study was carried out by using a descriptive qualitative technique. According to Gay et al. (2012), qualitative research entails gathering, evaluating, and interpreting comprehensive descriptions and visual data to get insights from a particular topic of interest. This study's descriptive qualitative method was carried out to elaborate on the data and explain the result since words rather than statistics dominate it. For example, understanding and evaluating the natural environment, setting in everyday life phenomena from a topic or object, emphasizes qualitative research (Neergaard & Ulhi, 2007, p. 383).

The data is taken from online research article abstracts from the Management study program (*Management Insight*) at the University of Bengkulu. From 2020 to 2022, the abstracts were released. Ten abstracts choose at random from the journal that served as the research subjects. Moreover, the data collection technique in this investigation is documentation which refers to numerous data collecting techniques, such as textual proof in visual, physical, and digital information applicable to the inquiry (Merriam, 2009, p. 139). Documents are a great place to find texts for qualitative data to assess, explain, and analyze in the context of the faults.

The researcher must take several steps to investigate the flaws discovered in abstracts in analyzing the result. The abstract was separated from the initial language to its target language into a sentence. Then, the researcher read the Indonesian sentence and compared it with the English sentence. After that, the sentences are analyzed by focusing on the content mistakes and highlighting the Indonesian components and the related English flaws in bold font. Finally, the mistakes were categorized according to the type of content error (Newmark, 1988; Barnett & Stubbs, 1980). After categorizing the content errors, the researcher needs to analyze the grammatical mistakes and use Richards' categories to categorize the forms of grammatical faults (1980).

Findings and Discussion

Findings

a. Content error

The result of the content error in the *Management Insight* journal of the University of Bengkulu is present below:

Table 1. Content Error

Number	Types of content error	Total Error	Percentage
1	Different sense	19	28%
2	Less precise	15	22%
3	Misuse of phrase	5	7%
4	Misuse of standard register	1	1%
5	Adding	1	1%
Total	68 sentences	42 Sentences	59%

From the table above, the content error was found in abstracts of the *Management Insight* journal of the University of Bengkulu when translating Indonesian into English. Of 68 sentences in the abstract, 42 sentences contain an error. It is more than half of the total sentences. The most content error found in the abstracts is the different sense with 19 errors (28%) and followed by less precise with 15 errors (22%). Then, misuse of phrases with five errors (7%) and a lack of standard register with one error (1%). Finally, adding one error (1%).

1. Different sense

The translation result differs from the source material in this classification, particularly linguistic meaning, whether at the word or phrase level.

Example

SL: Pengujian menggunakan data yang telah teruji validitas dan realibilitas dengan menggunakan software SPSS V.23 dan macros indirect Hayes 2013.

TL: Testing uses data that has been tested for validity and reliability using SPSS V.23 software and macros indirect Hayes 2013.

The translation above showed that, the writer directly translates Indonesian into English without thinking about the sense of language itself. The sentence is intricate and monotonous. The writing style is also different. It would be better if the sentence is written as in the following.

TL: *The reliability and validity have been tested using SPSS V.23 software and macros indirect Hayes 2013 to assess the data.*

Another issue with this inaccuracy is the translators' choice of terms. He most likely do not know how to use the correct term in the right situation. When used with other words, the same word can have many meanings. The language in use or language in context is connected to the translator's

discourse expertise. The phrase will be succinct and clear if proper words are used in a decent arrangement, such as subject and verb agreement, theme-rheme, cohesiveness, and coherence.

The translation is not just a transmitting meaning; it is also a force for advancement, resulting in a disincentive to translating across languages. Different meanings might lead to misunderstandings among readers. They are unable to grasp the correct notion or information. However, understanding a foreign language and issue is not as crucial as being linguistically keen and capable of dexterously, clearly, economically, and resourcefully writing in the native language. Experience with translations, for example, demonstrates that an intelligent writer can frequently avoid not just errors of use but also errors of truth and vocabulary simply by using common sense and attention to language.

2. Less precise

There is little or nothing flawless about translation efforts, but they must completely cover the text's true meaning. As a result, this category is concerned with the specificity, correctness, and dependability of initial translation.

Example

There will be several examples of double verbs in the following sentences:

SL: Penelitian ini bertujuan untuk menguji pengaruh gairah kerja

TL: This purpose study is examines the effect of product knowledge and product involvement

SL: Tujuan penelitian ini adalah untuk menganalisis pengaruh kebiasaan

TL: The purpose of this study aims to analyse the effect of habit

Based on the examples above, the sentences translated from Indonesian into English are not precise in the target language. They have a different meaning if they are not accurate. The sentences 'this purpose study examines' and 'the purpose of this study aims to analyze' will be better if the sentence writes in the following form.

TL: *This study examines the effect of product knowledge*

TL: *This study analyzes the effect of habit*

This inaccuracy was likewise connected to the idea's clearness and pointedness. Concise writing is free of needless or ambiguous words or phrases. Brevity and transparency are essential in writing. It might be tempting to add more words or phrases to the paper to make it appear more professional or academic, and this needlessly complicates the essay and makes it more difficult for the reader to comprehend the views.

Furthermore, this inaccuracy is most likely caused by the translator's lack of translation methodologies. One strategy known as faithful translation strives to reflect the source's precise contextual substance within the limits of the mark language's grammatical arrangements. It transmits

cultural terms while maintaining the extent of grammatical and linguistic 'exception' (difference from original language criteria) in the translation. It makes every effort to be loyal to the preferences and text-realization of the original language author.

3. Misuse of phrase

Numerous categories must be chosen, depending on whether the arrangement of words is accurate or not. This group includes the choice of and misuse of popular phrasal verbs.

Example

SL: Hasil penelitian menunjukkan bahwa evaluasi dan kepercayaan pada atribut berpengaruh terhadap sikap konsumen.

TL: The results showed that evaluation and **trust to** attributes **have an effect toward** consumer attitude.

Based on the example above, there is misuse of collocation in phrase 'trust to', it should be written as 'trust in'. Then, the phrase 'have an effect toward' could be replaced by word 'affect' to make the sentence concise and clear. It will be better if the sentence writes in the following form.

TL: *The results showed that evaluation and trust in attributes affect consumer attitude.*

Idiomatic expressions and collocation can occur in English phrases. Translators must exercise caution when inserting a word into a sentence because word combinations can modify the meaning of a sentence. Baker (1992) stated that idioms might be deceptive for a translator in several cases. Some utterances can be interpreted and provide some hazy, poorly understood meaning, the apparent meaning arising from the most direct word-to-word translation. The difficulty is that these idioms may have different meanings than their exact ones.

Moreover, collocation or a couple of groups of words also caused translation errors. Collocation errors usually occur when the translator's understanding of the target language differs from the idiomatic target language. Usually, this is related to inadequate atypical usage of misplaced word class, inappropriate prepositions, and other errors involving clauses and the verb.

4. Misuse of standard register

The level of formality, conception and psychological tone of any document is where translation errors occur.

SL: Pengaruh keterlibatan produk berpengaruh positif signifikan terhadap keputusan pembelian obat herbal jadi kemasan dingin begitu.

TL: The effect of product involvement significant positively toward purchase decision on herbal medicine catches a cold packaging so.

Based on the example above, the word 'cold' is not appropriate to use in the term 'food.' It is usually used as 'frozen' like 'frozen food,' not 'cold food.' It is better to write the sentence in the following.

TL: *The product involvement significantly affects purchasing decisions on the herbal medicine frozen packaging.*

Because the writing abstract is connected to academic writing, a formal or standard register in writing is required. One of the most critical aspects of academic writing is a formal language. This resource focuses on vocabulary and grammar at the micro-level. It is essential to get the register perfect for giving the reader what they desire. When translating for a blog, translators can use informal language, but when solving an academic paper, they must use formal language, complicated sentence structures, and a distinct word choice.

5. Adding

The translation adds something that does not exist in the initial text.

SL: Penelitian ini merupakan penelitian kaunitatif, dimana total sampel yang digunakan adalah 150 responden.

TL: This research is a casual quantitative study. The total sample of the study is 150 respondents.

Based on the example above, the word 'casual' does not exist in the source language. The word 'casual' occurs after translating the text into the target language. The meaning will change if the word does not exist added in the translation process. It is better if the sentence writes as in the following.

TL: *This research is a quantitative study. The total sample of the study is 150 respondents.*

This mistake is connected to the clarity and conciseness of writing; do not attempt to include a word that does not exist in the target language since it alters the meaning. Writing requires purposeful and exact word choice, careful sentence construction to minimize deadwood, and proper grammatical use. By writing simply and succinctly, the translator will get right to the subject so that the readers will understand. Furthermore, abstracts are used to entice readers to read; thus, translators must hold the readers' attention, and the audience must go through papers smoothly and with comprehension. Readers may lose interest if the abstract is difficult to understand (and patience)

b. Grammatical error

Table 2. Grammatical Error

Number	Types of grammar error	Total Error	Percentage
1	Errors in the production of verbs group	14	21%
2	Errors in the distribution of verbs group	6	9%
3	Errors in the use of preposition	5	7%
4	Errors in the use of article	11	16%
Total	68 sentences	36 Sentences	53%

From the table above, the grammar error was found in abstracts of the *Management Insight* journal of the University of Bengkulu when translating Indonesian into English. From sixty-eight sentences in the abstract, thirty-six sentences contain an error. It is more than half of the total sentences. The most grammar error found in the abstracts is errors in the production of verbs group with fourteen errors (21%) and followed by errors in the use of the article with 11 errors (16%). Then, errors in the distribution of verbs group with six errors (9%). Finally, the last is errors in the use of prepositions with one error (7%).

1. Errors in the Production of Verbs Groups

The translation errors, in this case, are connected to verb production, such as gerunds, infinitives, participles (present/past), errors in the usage of verb forms following modals, and the formation of verb agreements with the subject.

Example 1

TL: The purpose of this **study** is to determine

TL: This purpose **study** is examines

Based on the three examples above, the sentence contains double verbs. The subject and verb must agree so the sentence will be clear and parallel. It is better to write the sentence as 'this study examines' or 'this study determines.'

Example 2

TL: This research **use** quantitative approach

The verb needs to add 's' when the subject is singularly based on the example above.

Example 3

TL: Work passion **can have** a significant effect

Modal is always followed by v1. In certain conditions, the modal can use 'have' to refer back to the present or a point of time in the past. Based on the example above, it is inappropriate to put have after the modal. The other errors might appear is the use of *be+verb* for *verb*, for example, *they are live in* for *they live in* or *she is speaks* for *she speaks*. Then, the use of *be+verb+ed* for *verb+ed*, for example, *one day it was happened* for *one day it happened*. Next, wrong form after *do*, for example, *he did not found* for *he did not find*. Then, wrong form after modal, for example, *I can saw it* for *I can see it*.

2. Errors in the distribution of verbs group

Errors in the distribution of verb communities are classified into the inversion of verb and subject indirect or reported statements, the misuse of present or earlier participles, and the misuse of subject matter or things.

Example

TL: The objective of this research **was to know**

TL: The analysis **which is used** including

Based on examples above, the sentences misuse passive voice. Make sure the sentence is correct when writing a sentence in the passive form. Another forms of error might occur in this type of error is *be+verb+ing* for *be+ed*, for example, *he is interesting in* for *he is interested in*. Then, the use of *be+not+verb+ing* for *do+not+verb*, for example, *I am not liking it* for *I do not like it*.

3. Errors in the use of a preposition

This error includes misuse collocation and use preposition at the of a phrase or a sentence

Example

TL: The results of this study indicate that promotion and price have a positive and significant effect on visitor satisfaction of Padang Air Sweet Beach tourism.

TL: evaluation and trust to attributes have an effect toward consumer attitude.

Based on the examples above, the sentences misuse the correct preposition. It will be better if the sentence writes in the following form.

TL: *The results indicate that promotion and price positively and significantly affect visitor satisfaction with Air Manis beach, Padang.*

TL: *evaluation and trust in attributes affect consumer attitude.*

4. Error in the use of article

This error includes omission of the, a, and an

Example

TL: attitude did not have a significant effect on intention to use the freemium paid version of online apps and games.

TL: The analysis methods used Fishbein Multi attributes approach with "Attitude Model" (Ao) and respondent from this study were obtained using purposive sampling techniques.

Based on the examples above, the sentences are omitting the article; put the article as a sign whether the noun is singular or plural. It will be better if the sentence writes in the following.

TL: attitude did not significantly affect **the** intention to use the freemium-paid version of online apps and games.

TL: The analysis methods used Fishbein Multi attributes approach with **the** "Attitude Model" (Ao), and **respondents** from this study were obtained using purposive sampling techniques.

Discussion

This research found the content and grammatical error in the *Management Insight* Journal abstracts of Bengkulu University. Related to Nord's theory (1997), translation challenges might be classified as pragmatic, cultural, linguistic, or text-specific for instructional purposes. These issues may result in translation mistakes. The translators also have difficulty finding equivalence at the lexical level and above the verbal level, textual, semantic, and pragmatic. The most acceptable equivalent in the target language is determined when translating from an original to a marked language. According to Baker (1992), the equivalency of translating the initial language into the mark language frequently presents issues for the translator.

There are five kinds of content errors found in the abstracts. A different sense is that most content errors are made in the abstracts. This error is because English has different styles, structures, language uses, and time settings from Indonesian. In line with Setiawan (2014), he researched translation errors in abstracts and found different senses as the most content error found in the abstract. Then, the second error is less precise. It is challenging to find equivalence words, grammatical, thematic, and information structure, cohesion and coherence, semantic, pragmatic, semiotic, ethic and morality, and stylistics in another language.

Next, the third is the misuse of phase, a word in English that has a connection with each other. They are collocating and cannot be separated because the meaning will change. The phrase has semantic, pragmatic, and idiomatic meanings. Furthermore, the fourth is the misuse of the standard register. Language use of discourse in English has formal and informal use, so it is necessary to know about it. Finally, the last is adding. Adding is caused by adding something which does not exist in the initial language.

Four grammatical errors are found in the *Management Insight* University of Bengkulu abstracts. The most grammatical error is errors in the production of verbs group; this is caused by different structures between English and Indonesian, such as 'to be,' verb form, and subject and verb agreement. In line with Qamariah et al. (2020), she researched grammar-translation errors. She found 11 grammatical errors: misuse of verb forms, tenses, singular or plural nouns, pronouns, adjectives, prepositions, articles, modal or auxiliary, and phrasal verbs. Then the second is an error in the use of the article. There is no article to give a sign in Indonesian if the noun is plural or singular. It makes Indonesian writers not realize if they make mistakes in the use of the article.

The third is an error in the distribution of the verb group. Present or past participle misuse of passive and active voice is probably the source of verb distribution error. Finally, errors in using prepositions, English have many prepositions, and it is not easy to use an appropriate preposition.

Translation oversights are caused mainly by a lack of equality between the origin and destination languages (Baker, 1992). Nevertheless, skilled translators with exhaustive and linguistic knowledge of both the original and mark languages understand how to cope with them; hence, mistakes reflect the grade of a translation; moreover, they reveal what is moving on in the translator's consideration procedure. A translation error might be described as a norm violation in a language contact setting. It was decided that many factors in translation, not merely to solve text meaningfully but also to translators' awareness of the context connected to the civilization and necessities. It is not an easy process for translators. The translation role is not met if the expression or text is challenging to grasp, even for experienced translators.

Experience has shown that students make fewer language errors when they clearly understand the situation they are interpreting (Nord, 1997). Translators must do the same. They must first understand the conditions in which they will translate something. If translators cannot conceive who is addressing whom and for what reason, they will adhere to the surface structures of the original text for fear of missing the translation aim (Nord, 1997). If translators fail to achieve their translation aim, the translation will be labeled as "poor translation."

The consequence of a translation mistake Aside from modifying the source text's meaning, the source material's objective will be poorly communicated, perhaps leading to reader confusion. The researcher is afraid that the inaccuracies made by the students in translating the abstracts would be publicly circulated. The quality of the translation may cause the outside world to underestimate the kids' educational quality. Furthermore, pupils appear to be unconcerned about the translation process. When doing a translation, pupils need to be fluent in at least two languages, Indonesian and English. Unfortunately, based on the translation's output, students are still encountering ambiguity in Indonesian words, phrases, and sentences.

Abstract translators produce issues in English translation primarily because their language skill is insufficient to employ this language. Language learners use several methods, such as oblivion and release, mother tongue transference, wrong rule application, and excessive generalization, in their

English abstractions to bridge the gap between inadequate proficiency and stringent work requirements, resulting in various mistakes. The current investigation backs up the notion that interlingual mistakes are common. While the pupils attempt to learn a second language, they are not adequately acquainted with the mark language regulations. Because they know their language, they translate their own grammatical rules onto the target language, resulting in blunders.

Conclusion and Suggestion

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