The Use of Translation Procedures and Resulted Errors in Students' English-Indonesian Translation Paper Abstract

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Article Info	Abstract
	For non-native speakers to understand the meaning of the English text, the text must be translated since English is a widely spoken language with a wide variety of purposes. This study aims to find out the translation procedures used by students in translating paper abstracts from English to Indonesian translation and to identify the errors resulting from students' English-Indonesian translation of paper abstractions. This study uses a qualitative research design, particularly the descriptive qualitative method. The result showed that students use eight translation procedures—Couplet, Literal Translation, Triplet, Modulation, Paraphrase, Transposition, Compensation, and Reduction. Then, Couplet is the most dominant translation procedure used by students, with a 54.6% percentage, and the minor translation procedure is Reduction, with a 0.2% percentage. The translation errors result showed that students made eight translation errors. They are Errors of spelling, Errors of grammar, syntax, Inappropriate register, Error of punctuation, Distortion, Unidiomatic expression, Unjustified insertion, and Unjustified omission. Errors of Spelling the is the most dominant errors made by students, with a 43.6% percentage, and the minor translation error is Unjustified omission, with a 2.3% percentage. Therefore, translation procedures and translation errors are essential in the translation process.

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INTRODUCTION

English was the medium through which they exchanged information and expressed themselves. As a result, English is a widely used language in the world. Since there are many different types of text, native and non-native English speakers can express their ideas. Some also desire to read for pleasure, such as through the enjoyment of novels or comic books. The meaning of the English text must be translated for non-native speakers to comprehend it. According to Molina and Albir (2002) a good translation requires using fundamental techniques. Translation techniques are crucial when translating text for this reason. There may have been translation errors if the translator incorrectly rendered the sentences or other smaller linguistic units.

Afifah et al.(2018) provide the first review of previous studies of this research, which is followed by Akhiroh (2013). Previous studies have focused on Quranic puns from Arabic into English and the semantic meaning of puns in the translation of the Quran. Bestué's (2016) research focuses on how the target legal system interprets translations of legal content from websites. They discovered that the tourism booklet's translator employed not just one translation technique, but also two or three different translation technique combinations. English to Indonesian-English translation uses eight different categories of translation techniques, according to Chotimah et al.(2022).

The other research about translation procedures was conducted by Fitria (Fitria, 2020) who focuses on the various translation techniques used in the "Crazy Rich Asian" movie's English to Indonesian subtitles. Then, Khairani (2019) finds that literal translation is the most frequently employed translation technique. On the other hand, Quigley et al.(2011) concentrated on outlining the methods and procedures used by two university lecturers in Cambodia as they attempted to fully account for the cultural, linguistic, and social aspects of language when translating an L1 (first language) science text into Khmer. In the end, they categorized translation techniques that had been put to the test in a research project on the translation of cultural elements in Arabic translations of Garcia Marquez's A Hundred Years of Solitude. Wahyono and Yuliasri (2019), studied the Indonesian EFL students' translation of Indonesian into English.

The other studies were carried out by Sodiq et al.(2021) , Simanjuntak et al.(2021), and Toswell (1994). They discovered that the most used translation technique with many errors was the literal translation technique. Yuliasri and Hartono (2014) focused on revealing the translation techniques used by the Indonesian translator in translating the novel. They discovered that literal translation was the most popular translation technique used when translating humor. Then, Yuliasri (2016) concentrated on providing an analysis of the humorous utterances in Walt Disney's Donald Duck comics that were translated from English to Indonesian. Because some of the 480 utterances make use of multiple translation techniques, she discovered there are 647 different methods used in total.

Al-Jarf (2007) and Ananthakrishnan et al. (2015) concentrated on presenting an end-to-end framework for precise detection and interactive resolution of such word-sense translation errors. On the other hand, Camelia (2014) focused on examining translation from three angles: the quality of the translation, the challenges and errors associated with translating legal texts, and the effects of these challenges on the field of professional translation. Chan (2010) investigated the written errors made by Hong Kong Cantonese English as a Second Language (ESL) learners. Then, Solano-Flores et al. (2009) investigated the theory behind test translation errors. Moreover, Miller (2005) concentrated on going paragraph by paragraph through the book's English and French texts to highlight errors and suggest the proper fixes for English readers.

METHODOLOGY

The data in this study were evaluated using a qualitative research design, particularly the descriptive qualitative method. The unit of analysis in this study was translation procedures and the resulting errors made by students when translating paper abstracts. This study then categorizes translation procedures using Newmark's theory. The resulting errors will then be analysed using NAATI. The subjects of this study were 2018 UNNES master's class graduates.

There were several steps in the data collection process for this study. The article abstracts are

gathered from Springer (Math), Emerald Publishing Limited (Law), and Elsevier Ltd. (Pharmacy and Counselling). Students from the 2018 Pascasarjana batch at Universitas Negeri Semarang received the paper abstracts via email and WhatsApp in PDF format. Then the participants read and translated the paper abstracts.

Several procedures were used in this study's analysis of the data. Identification is the first procedure. To ensure that no data is lost, the data transcription of translation procedures and translation errors is double-checked.

The second procedure is categorization. Using Newmark's theory of translation procedures, the data were categorized. NAATI was also used to classify the translation errors made by the students. The final procedure is interpretation. Using Newmark's theory and NAATI, the data were explained and assessed in accordance with the previous theoretical framework.

RESULTS AND DISCUSSIONS

Newmark (1988) classify translation procedures into 18 categories. They were which are Transference, Naturalization, Cultural Equivalent, Functional Equivalent, Descriptive Equivalent, Synonymy, Through-Translation, Shifts or Transpositions, Modulation, Recognized Translation, Translation Label, Compensation, Componential Analysis, Reduction, and Expansion, Paraphrase, Other Procedures: Equivalence and Adaptation, Couplets and Notes, Additions, Glosses. On the other hand, NAATI (2019) categorizes translation errors into eight parts. They were Errors of spelling, Errors of grammar, syntax, Inappropriate register, Errors of punctuation, Distortion, Unidiomatic expression, Unjustified insertion, and Unjustified omission. This research found that eight translation procedures occurred when students translated the paper abstracts. They were Couplet, Literal Translation, Triplet, Modulation, Paraphrase, Transposition, Compensation, and Reduction. Also, this research found that eight translation errors occurred when students translated the paper abstracts. They were Errors of spelling, Errors of grammar, syntax, Inappropriate register, Errors of punctuation, Distortion, Unidiomatic expression, Unjustified insertion, and Unjustified omission.

A. Translation Procedures

According to the data analysis, the couplet was the most often employed translation method, while students translated paper abstracts from English to Indonesian. Four hundred fifteen couplets occur on average, making up 54.6% of the total. This finding was made in part because of earlier research by Chen (2020), Chotimah et al. (2022), and Cholis and Linggar (2022). They asserted that Couplet must be employed to avoid translation-related issues. When the translator mixes two distinct translation processes, couplets are created. For example,

SL: Purpose– The purpose of this paper is to report on an analysis of direct age discrimination cases by the <u>Court of Justice of the European Union</u> (CJEU)and the UK courts and employment tribunals over an 11-year period.

TL: *Tujuan– Tujuan dari makalah ini adalah untuk melaporkan analisis kasus diskriminasi usia langsung oleh* <u>Pengadilan Kehakiman Uni Eropa</u> (CJEU) *dan pengadilan Inggris dan pengadilan ketenagakerjaan selama periode 11 tahun.*

The underlined words used Recognize Translation and the italic one used literal translation. It denotes that the translator (a student) translated the text with accepted formal or institutional terminology.

The literal translation of paper abstracts from English to Indonesian is the second most used procedure. Literalizing literature is common among students. Chen (2020) backs up this conclusion. According to Chen, sentences serve as the main building block of the literal translation. Chen added that the meaning of the original text must be conveyed by the translation. For instance, *Objective: Genomics is increasingly used for diagnostic testing in children* becomes *Tujuan: Genomik semakin banyak digunakan untuk tes diagnostik pada anak-anak.*

Triplet placed third in the translation procedure that the students utilized. When translating the paper abstract, the students employed more than two approaches. Kalėdaitė (2005) claimed that using a triplet is the translator's safest option for preventing translation errors. For example, Due to the interest in these platforms, the

Center for Food Safety and Applied Nutrition partnered with Emulate to evaluate the utility of the *Beta Human Liver Emulation System* (BHLES) for its <u>regulatory science program</u> turns to Karena ketertarikan pada platform ini, Pusat Keamanan Pangan dan Gizi Terapan bermitra dengan Emulate untuk mengevaluasi kegunaan *Sistem Emulasi Hati Manusia Beta* (Beta Human Liver Emulation System /BHLES) untuk <u>program regulasi sains.</u> The italicized words state that Recognizes Translation, the words with an underlined utilized Naturalization. The rest of the words that do not have italic and underlined signs are identified as the Literal Translation.

Modulation is in fourth place in this translation procedure. Swarniti (2019) found that one of the translation procedures that is commonly used is Modulation. When *uncertain* is translated into *tidak tentu* which is supposed to be *tidak pasti*, it does not change the meaning of the words. It is only changing the style.

In the students' translating process, paraphrase came in fifth place. This procedure explains or clarifies the meaning of a specific passage or word from the text. According to Zulkifli Mahmud et al. (2019), paraphrasing contains extra information that can be useful to readers in the target language. For example, Microphysiological systems (MPS), such as organ-on-a-chip platforms, are an emerging alternative model that may be useful for predicting human physiology and/or *toxicity* turns into Sistim mikrofisiologi atau sejenis platform organ-on-a-chip.(organ-on-a-chip adalah kultur sel mikrofluida 3-D multi-channel, sirkuit terpadu yang mensimulasikan aktivitas, mekanik dan respons fisiologis dari seluruh organ atau sistem organ, sejenis organ buatan.) adalah model alternative yang muncul yang kemungkinan bermanfaat untuk memperkirakan fisiologi manusia dan atau *obat yang mengandung racun*. The student translates this line into obat yang mengandung racun and attempts to clarify or explain what the word "toxicity" means.

Transpositions came in sixth place. This finding is supported by Fitria (2020). In her research, she found that the most frequent translation procedure used in English to Indonesian is Transposition. For example, In this article *we study* several mathematical properties related to coloring, domination and location of corona graphs turns into Pada artikel ini *dipelajari* beberapa sifat matematika yang berkaitan dengan pewarnaan, dominasi dan letak grafik-grafik korona. Transpositions happened when the translator (student) translated the word 'we study' into translated into 'dipelajari' instead of 'kita mempelajari', which means the sentence's grammar shifted from active to passive sentence.

Compensation was ranked seventh. When one part of a sentence loses its significance and is replaced by another, compensation occurs. This conclusion is backed up by Swarniti (2019). She discovered during her studies that words are no longer meaningful. Methods: A diverse stratified, purposive sample of *parents of 22 children* in New York City was interviewed using a semi-structured guide turns into Metode: Sampel bertujuan dari *orang tua dengan 22 anak* dengan beragam stratifikasi di Kota New York diwawancarai menggunakan panduan semi-terstruktur. When the phrase "parents of 22 children" is translated as "orang tua dengan 22 anak" rather than "orang tua dari 22 anak," the sentence loses its intended meaning and substitutes another.

Reduction was the last translation procedure identified in this research. Reduction omitted the superfluous words and phrases from the Source Language. Satriadi (2014) backs up this conclusion. Same as this research, he also discovered that Reduction has been the least frequently utilized translation technique in his studies. For example, *Originality/value–* The paper contributes to the debate with regard to the approach of the CJEU and the UK courts and employment tribunals in tackling age stereotyping *and is the first to examine the influence the CJEU decisions has had on the UK jurisprudence over the period studied* turns into Tulisan ini berkontribusi kepada perdebatan mengenai pendekatan dari Mahkamah Hukum Uni Eropa dan Mahkamah Eropa dan peradilan ketenagakerjaan dalam mengatasi stereotip usia. This occurred because the translator (student) disregarded the phrases "Originality/value" and '*and is the first to examine the influence the CJEU decisions has had on the UK jurisprudence over the period studied*'. The target language student translator assumed that the words were optional to translate.

B. Translation Errors

According to the data analysis of this research, Error of spelling was the most often accrued in translation errors, while students translated paper abstracts from English to

Indonesian. The frequency of Error of spelling is 332, with 43.6% percentage. Error of spelling is an error in how letters or characters are combined to form words. Incorrect capitalization, for instance, or misspelling of a word or character. Wongranu (Wongranu, 2017) supported this finding. He said that misspellings often occurred in the translation process. Students often misspell the last letter of the word. For example, Tujuan- Tujuan dari penelitian ini adalah untuk melaporkan analisis dari sebuah kasus ***deskriminasi*** langsung pada usia oleh *Court of Justice of the European Union* (CJEU) dan pengadilan UK serta lembaga ketenagakerjaan yang sudah lebih dari 11 tahun lamanya. The version with italics and the bold text says that Error of spelling was used. The translator (student) accidentally wrote the letter *e* after the letter *d*. The letter *e* needs to be replaced with *i* and *diskriminas* should be used instead of *deskriminasi*.

Error of grammar, syntax was in the second place that often accrued in translation errors, while students translated paper abstracts from English to Indonesian. The frequency of Error of grammar, syntax is 118, with 15.5% percentage. Error of grammar, syntax is the incorrect arrangement of words, sentences, and phrases in a language. For instance, erroneous adjective-noun agreement, inappropriate subject-verb agreement, incorrect verb tenses or forms, incorrect noun-pronoun agreement, etc. Dewi (2017) and Al-Jarf (2007) supported this finding. They also found that Error of grammar was the second translation errors that occurred during the translation process. For example, A vertex coloring of a graph *G* is an assignment of colors to the vertices of *G* so that every two adjacent vertices of *G* have different colors turns into ***Pewarna*** titik temu dari sebuah grafik G adalah tugas dari warna-warna ke titik-titik temu G agar setiap dua titik-titik temu yang berdampingan dari G memiliki warna-warna yang berbeda. Because the translator (student) wrote ***pewarna*** rather than ***pewarnaan***, Error of grammar, syntax occurred. In order to convey the sense of word '*coloring*', the translator did not add the suffix "-an" to the end of the word.

One of the top three translation errors that student translators made was using an Inappropriate register; an inappropriate register has a frequency of 108 and a 14.2% proportion. Inappropriate register happens when a phrase or dialect is used that is thought by a native speaker to be inappropriate for

the situation. Wongranu (2017) supported this finding. He claimed that students frequently mistranslate the name of the location, however, this study indicated that students frequently do not use nonstandard words. For example, Purpose– The purpose of this paper is to report on an analysis of direct age discrimination cases by the Court of Justice of the European Union (CJEU)and the UK courts and employment tribunals over an 11-year period turns to Tujuan– Tujuan dari makalah ini adalah untuk melaporkan ***analisis*** kasus diskriminasi usia langsung oleh Pengadilan Kehakiman Uni Eropa (CJEU) dan pengadilan Inggris dan pengadilan ketenagakerjaan selama periode 11 tahun. The inappropriate register was used, according to the bolded italicized version. The translator (student) did not use a common word. A student translated the word analysis as "analisa," not "analisis."

Error of punctuation, which occurred 90 times and had an 11.8% prevalence, was in fourth place. Incorrect use of punctuation by the translator can obscure the meaning by failing to limit sentences and their parts, as in the case of a misplaced comma, full stop, apostrophe, inverted comma, etc. Wongranu (2017) supported this research. This research has the finding Wongranu finding. Error of punctuation placed in the middle of all eight translation error categories. For example, Design/methodology/approach– This research has analyzed a sample of 100 employment tribunal judgments concerning direct age discrimination together with 28 CJEU decisions on direct age discrimination turns into Desain/metodologi/pendekatan– Penelitian ini telah menganalisis sampel dari 100 keputusan pengadilan ketenagakerjaan tentang diskriminasi usia langsung bersama dengan 28 pilihan CJEU tentang diskriminasi usia langsung. The translator (student) did not use punctuation at the end of the sentence. The translator (student) should add a period at the end of the sentence. The student who translated the sentence omitted the final punctuation mark. A period or full stop needs to be added by the translator (student) to complete the sentence.

Distortion came in fifth place with a use rate of 4.7% and 36 occurrences. Distortion occurs when a meaning component from the source text is altered in the target text. One word, a phrase, a clause, or a complete sentence with distortion can all be found

in a sentence. Wongnaru (2017) supported this research. In his research, he found that Distortion is the second-highest frequency. He claimed that students mistranslated the text using the wrong words. For example, Purpose– The purpose of this paper is to report on an analysis of direct age discrimination cases by the Court of Justice of the European Union (CJEU)and the UK courts and employment tribunals over an 11-year period turns into Tujuan - Tujuan dari penelitian ini adalah untuk melaporkan sebuah analisa dari umur langsung kasus diskriminasi oleh Pengadilan Uni Eropa (CJEU) dan pengadilan UK dan *karyawan* selama 11 tahun periode. The translation required to be revised by the translator (student). To convey the meaning of employment tribunals, the translator (student) wrote '*karyawan*', which should have been translated as "*pengadilan ketenagakerjaan*." The text's original meaning served a different purpose in its original tongue.

Unidiomatic expression took sixth place in this study, occurring 33 times with a rate of 4.3%. The unidiomatic expression occurs when a native speaker always finds an expression difficult or unnatural sounding, regardless of the context in which it is employed. However, they can still grasp what it means. For example, Findings– This paper highlights that there are a number of cases in **which** age stereotyping has been endorsed at the CJEU level turn into Temuan– Makalah ini menyoroti bahwa ada beberapa kasus *di mana* stereotip usia telah didukung di tingkat CJEU. The student who translated made an error with the relative pronoun. The translating student renders "which" as "di mana." The incorrect relative pronoun was utilized by the translator (student). To translate the sound more naturally, the word "which" should be "yang" rather than "di mana."

Unjustified insertion, which occurred 25 times and had a proportion of 3.2%, was in seventh place. The translation error is an unjustified insertion when a target text acquires a new layer of meaning that the source text does not contain. An Unjustified insertion may concern a single word, phrase, clause, or whole sentence. Silalahi (Silalahi et al., 2018) supported this research. He discovered several instances of illogical phrase use in translation. For example, Purpose– The purpose of this paper is to report on an analysis of direct age discrimination cases by the Court of Justice of the

European Union (CJEU)and the UK courts and employment tribunals over an 11-year period translated into Tujuan– Tujuan dari makalah ini adalah untuk melaporkan analisis kasus mengenai agemisme yang dilakukan oleh *3 instansi besar* yaitu Court of Justice of the European Union (CJEU) atau Pengadilan Kehakiman Uni Eropa, pengadilan Inggris dan pengadilan ketenagakerjaan selama periode 11 tahun. As a result of the translator's (student's) addition of meaning that was not included in the original text, the translation needs to be corrected. The source text does not contain the translation for "3 instansi besar."

In last position, with an incidence rate of 18 instances and a percentage of 2.3%, was unjustified omission. When a certain meaning from the source text is not conveyed in the target text, it is called an unjustified omission. It is acceptable to leave out any word, phrase, clause, or full sentence. Permatasari and Yuliasri (2020) supported this research. They discovered that several crucial content words, which are necessary to convey the sentence's meaning, were absent. For example, A vertex coloring of a graph *G* is an assignment of colors to the vertices of *G* so that every two **adjacent** vertices of *G* have different colors turns into Pewarnaan titik pada graf G adalah pemberian warna pada titik-titik di G sehingga setiap dua titik di G memiliki warna yang berbeda. The translation had to accurately reflect the word's original meaning, according to the student. Although the word "adjacent" appears in the source text, the translation in the target text does not reflect the intended meaning.

CONCLUSION

This research's analysis and discussion allow for the formation of several conclusions. This study's conclusions concern the translation procedures utilized by students when translating paper abstracts from English to Indonesian utilizing Newmark's theory, as well as the errors coming from students' English-Indonesian translation of paper abstracts using NAATI. Students apply eight translation procedures: Couplet, Literal Translation, Triplet, Modulation, Paraphrase, Transposition, Compensation, and Reduction. With a percentage of 54.6%, Couplet is the most popular translation technique among students, while Reduction is the least popular, with a percentage of 0.2%. This study

also revealed that there are eight translation errors: Errors of spelling, Errors of grammar, syntax, Inappropriate register, Error of punctuation, Distortion, Unidiomatic expression, Unjustified insertion, and Unjustified omission. Errors of spelling are the most common error made by students, with a percentage of 43.6%, while Unjustified omission is the most minor standard translation error, with a rate of 2.3%. Consequently, translation techniques and translation errors are crucial to the translation process.

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