PROBLEMS IN TRANSLATED ABSTRACT OF STUDENTS' THESIS AT UNIVERSITAS BUNG HATTA

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ABSTRACT

This study aims at analyzing problems identified in English-translated abstract of students' theses. The problems are categorized into: grammatical problem and lexical problem. Due to the large number of population, proportionate stratified random sampling technique with 5 % margin of error was applied. The numbers of sample were 172 thesis abstracts. Thses written by students majoring in English were excluded. The problems were investigated by using text analysis. The analysis revealed that students had a lot of grammatical and lexical problems in their English – translated abstract. Based on the appearance of their translated abstracts, it is assumed that mother tounge interference affected them.

Keywords : grammatical problem, lexical proble,, text analysis.

INTRODUCTION

An abstract is one of important parts in a scientific writing or report such as thesis, dissertation, scientific article, etc. In Indonesia and other non-English speaking countries, the abstract is written in two language versions, i.e. in native language and in English language, so is at Universitas Bung Hatta Padang. Writing abstract is a genre of scientific writing that has its own style agreed by academic community.

At Universitas Bung Hatta, writing abstract in English is quite challenging for non-Englih major students. When the researcher read their abstracts in English version, it was found a lot of linguistics error in it that it was difficult to understand the text. Students themselves admitted using a third party to translate their abstracts in Indonesian version into English. However, writing and translation are two different streams of study indeed. The translators students mostly used were either free-translator machine or translator agents available around. For the former, it undeniably has inability in translating semantic aspects of a language. And for the latter, as far as the researcher's knowledge there is no certified translator in Padang yet. It means the translation skill of the translators to translate a certain genre such as an abstract has not been recognized legally.

Translation can be discussed from three different aspects, i.e. as a subject field, as a product, as a process, as the meaning of translation itself given by Munday (2008). This study investigates translation as a product. Translation as a product is a text as produced by translation process. In translation, we are introduced with two terms in i.e. source text (ST) and target text (TT). ST is a text to be translated, meanwhile TT is the text produced by translation process. In this study, ST is the abstract in Indonesian language and TT is the English version of the abstract.

This currect research analysed the English-translated abstracts of students' theses. 172 samples were taken from six departments in faculty of teacher training and education, with English department excluded. The theses were written by students graduated in the second periode of 2021 year. Two problems in a translation product were used to classify problems identified in English-translated abstracts. They are:

a. Grammatical Problems :
  - Morphological problem: mistake in translating class word
  - Syntaxtical problem: mistake in translating word order and tense
b. Lexical problems :
  - Lexical problem: inappropriate use of lexeme
  - Phrasal problem: inapproate translated phrase.

This research formulates two questions:

1. What kind of problems did occur in English-translated abstracts?
2. What problems occurred the most?

After identifying problems occurred, they were analysed by contrastive analysis (CA) approach. CA focused on comparing the ST and TT and then analyzing how differences could affect meaning of TT (Ulrych dan Murphy, 2008). CA approach was also used by Vinay and Darbelnet (in Munday, 2008) to analyse text translated from French to English.

Translating an Abstract

Abstract as a scientific writing means a short, brief summary of a book, article, or a speech (Oxford: 2017).

The characteristics of academic writing are, formality with the use of formal and explicit vocabulary and phrases as well as accurate grammar (York University: 2017). The

translation of scientific works or scientific translation has its own unique difficulties which differ from the translation of other types of texts such as translations of short stories, novels and others. Nida (1964) reminded that in scientific translation there are scientific terms in English that are not easily translated into other language of developing countries because these countries have different social conditions from English-speaking countries.

Researching a translated abstract means comparing between two texts i.e. ST and TT. Researchers can focus on certain aspects for comparison, for example looking at grammatical features, strategies used by translators to convey ST messages, problems that arise in ST, as the focus of this research, and others (William & Cheserman: 2002: 7). In Indonesia, several studies have been conducted on the translation of abstracts. Sukirmiyadi et al (2014) looked at the quality of the translated abstracts of PhD students' dissertations majoring in medicine and engineering. They focused on writing format, coherence of ideas and language accuracy. For language accuracy, Sukirmiyadi et al found that the dissertation abstract had a low level of language accuracy or was less accurate. Furthermore, Nurasieta (2015) in her research on 10 thesis abstracts of students majoring in English made sure that the right strategy was needed in the translation of abstracts as found in her research that the strategies used in translating grammar features i.e. demonstrative references produce readable translations.

Transslation Problems

According to Halliday and Hassan (1980) and Baker (1992), some typical problems in translation are in the form of unequivalence between ST and TT in aspects of lexis, grammar and syntax, cohesion and coherence of ideas in the text. These problems can occur due to various factors, including differences between ST and TT in lexical, grammatical, social, cultural, and norms adopted by certain countries (Baker, 1992).

a. *Grammatical Problem*

The differences of English grammatical system with Indonesian make grammar be problematic in translation. Cahyani et al (2014) analyzed grammar errors found in the translation works made by students taking translation courses. They found that most errors found were in translating noun phrases (morphology). Grammar errors usually occur due to translators' lack of grammar mastery.

Translating collocations is also often problematic in Indonesian vs. English translations because in English there are many adjectives or verbs that must be followed by certain prepositions-collocations. For example (Lubis, 2013: 27), the phrase of *'marah kepada'* is translated by Indonesian students as 'angry to'. Translators were influenced by Indonesian concepts so that *'kepada'* was translated according to the meaning in the dictionary, namely 'to'. In this case, apart from mastering the strategy of translating, translators are also required to master the concept of TL grammatical system itself.

b. Lexical Problem

Vocabulary acquisition is one of the important aspects to produce a good translation. Translating vocabulary or lexical is not as easy as one might think such as just open the dictionary to see the meaning of the word. There are many terms in a language that do not have the same meaning or have no equivalent in other languages. Therefore, vocabulary or lexicality is one of the problems studied here. As the example given by Catford (1980) between Indonesian and Malaysian Malay, these two languages have the same grammatical system, but there are some lexical differences. For example, Indonesian has the term 'pemerintah', in Malay Malaysia this should be translated 'kerajaan', because the concept of meaning possessed by the two languages is different.

Several studies on lexical problems in translation have been carried out, one of them by Samadi et al (2011). Samadi et al examined the translation of scientific texts in the form of legal documents. They found lexical problems in the translation of Persian ST into English TT. There were some legal terminologies in Persian that hade no equivalent in English. In addition, they also found terminologies that in certain fields had different meaning. And the translator actually translated it in general meaning. Samadi analyzed the lexical problems that occured because of the differences in legal and cultural systems between Persia and England. To deal with this, of course, requires the right strategy. In addition to the difference in terminology between text genres, socio-cultural differences are also a challenge in translating vocabulary from SL to TL. For example, to translate some vulgar Spanish vocabularies into English and Polish, different strategies are needed for different vocabularies because there are certain vulgar vocabularies that are equivalent in concept to TL and other vocabularies that do not have vulgar meanings in TL, so strategies are needed to convey the vulgarity of these vocabularies to TL readers (Cordia, 2016)

Contrastive Analysis

The differences revealed through contrastive analysis in foreign language learning, become an explanation for us about the difficulties in learning foreign languages because these differences usually occur in students' language errors (Fauziati, 2014) as the research findings of Cho & Slabakova (2015) on the mastery of the indefinite determiner morpheme in aspects of Russian grammar by native speakers (NSs) of English and Korean. By using contrastive analysis, it was known that the determiner 'kakoj-nibud' is more difficult to understand in English & Korean NSs because the determiner concept does not exist in both languages. This means that the difference in grammatical concepts between the two languages becomes a challenge for students to master a foreign language.

In translation research, Ciordia (2016) used CA to find out strategies in translating vulgar expressions in Spanish into English and Polish. After doing the CA, it was found that there were semantic & grammatical differences between SL and TL, then the researcher analyzed that the translator applied several strategies so that the translation results could be understood by readers from different cultural and linguistic backgrounds. Meanwhile, in this research on translation abstracts, the researcher uses CA to analyze the forms of problems identified in the translation abstract documents.

METHOD

This research was descriptive qualitative because it analyzed and described the qualitative data collected from the abstract texts, totaling 172 text documents. The researcher identified all grammatical and lexical problems. Contrastive linguistic analysis was carried out on the problems found.

Sample

The sample was 172 English-translated abstract of the students' theses. The students were graduated at the second periode of 2021 at Universitas Bung Hatta. They are from six departments in Faculty of Teacher Training and Education, namely: Mathematics Education (PMAT) with a population of 33, Indonesian Language Education (PINDO) with a population of 38, Biology Education (PBIO) population 19, Computer and Informatic Engineering Education (PTIK) population 36, Citizenship Education (PPKn) population 19, Elementary School Teacher Education (PGSD) population 206. Samples

from each study program were taken using proportionate random sampling technique with the proportional allocation formula as follows:

ni = $\underline{Ni}$.n

    N

Where :

ni = the number of sample based on strata

Ni = the number of population based on strata

N = Total number of population

n = Total number of sample

Research procedure

1. 172 English-translated abstract texts were fotocopied.

2. The translated texts were investigated in order to identify all problems, then the problems found were categorized into two: grammatical and lexical problems. Each problem was checked in a table.

3. The problems were analyzed by using *contrastive approach (CA)*. Points of analysis were the equivalence and accuracy of lexical and grammar use in TT. Both lexical and grammatical equivalence and accuracy determines the quality of a translation product. The result of these second and third stages answered the research questions of this research.

4. The result of the analysis was interpreted and then described as the research finding.

FINDING & DISCUSSION

FINDING

Text analysis toward 172 abstracts revealed this:

Table 1: Problem identification

Problem	Number	Total	Percentage (%)	Total (%)
Grammatical: morphology	17	87	9,8	50,5
Grammatical: syntax	70		40,7	
Lexical: vocabulary	19	69	11,2	40,5

Lexical: phrase	50		29,3	

From table 1 can be seen that there were more grammatical problems than lexical problems. In more detail, the grammatical problems in syntactical aspects were identified 70 times or 40.7% of all abstract texts. The lexical problems in the phrasal aspect occured 50 times (29.3%).

1. Grammatical problem

There are several forms of grammatical problems that occur in Indonesian-English translation. In accordance with the research focus, here only 2 forms were investigated. The following describes several types of problems that can describe the typical problems identified:

a. Morphological problem

- Word class after preposition

    (TL) Data was obtained by <u>disseminated</u> the questionnaire

disseminated is past participle that should be placed after *to be*. In TL above, it is preposition *by* preceded *disseminated* instead of gerund, *disseminating*.

Similarly it occurred here :

    (TL) *..... of <u>is</u> understanding*.

There should not be *is* after the preposition *of*

- Structure of phrase

TL	SL
….. to see <u>Emotional Contribution Intelligence</u> To <u>Result Learn</u> …..	….. untuk melihat kontribusi kecerdasan emosional terhadap hasil belajar …..

There are two morphological problems in TL above :

The first is noun phrase *kontribusi kecerdasan emosional*. It has two forms of words connection i.e. connection in the nounphrase of *kecerdasan* and *enosional*. *kecerdasan* is the head of noun phrase described by the adjective *emosional*. Because their relationship is as describing (*emosional*) and being descrbed (*intelligence*), so the correct noun phrase should be <u>describing</u> + <u>being described</u> > *emotional intelligence*.

Then, the problem is in possessive relationship between *kontribusi* and the noun phrase *kecerdasan emosional*. *kontribusi* belongs to *kecerdasan emosional*. The grammatical pattern for such relationship is <u>ownership</u> + <u>owned</u> or <u>owned</u> + <u>of</u> + <u>ownership</u>. So, the correct translation for such prhase should be *emotional intelligence contribution* or *contribution of emotional intelligence*.

The second problem is in the phrase *result learn*. It was translated from *hasil belajar*. *hasil belajar* has a relationship of being described (*hasil*) + describing (*belajar*). *hasil* is the head of the phrase being described by noun *belajar*, so the correct grammatical form should be *learning result*. In this translated form, *learn* cannot be used because it is *verb*. Describing attribute should be in the form of noun or adjective i.e, *learning*.

In here also occurred such problem:

(SL) *Jenis penelitian ini adalah deskriptif korelasional*

(TL) *this <u>Type Research</u> represent research of <u>descriptive method of korelasional</u>*

b. Syntactical problem

Syntactical problems were found in sentences whose structure does not match the sentence pattern rules:

- The aspect and tense use

    (TL) *author <u>take</u> the first daily examination of student at second semester*.

    take is the present form of verb.

As agreed by world academics, sentences in abstract writing that describe research methods or activities that have been carried out must be in the past tense. In the sentence above, it is clear that the activity has completed so that the form of *take* must become *took*.

Here is one more example:

(TL) *It <u>is</u> means that by using ….. .*

It should be *It means that by using …..*

- The completeness of sentence elements

    (TL) *On that account, suggested to teacher to be able to …..*

    (SL) *Oleh karena itu, disarankan kepada guru untuk …..*

TL was not a complete sentence due to absence of subject. *On that account* is a prepositional phrase that functioned as adverbial phrase. Then, *suggested* that was a verb in past form should have come after a subject. In order to complete the TL, a subject should be placed before *suggested*. Referring to SL, it was in passive voice so the TL can be corrected to be *on that account, it is suggested to teacher to be able to …..*

Some other similar problems identified:

(TL) *Based on the research result, obtained that the reasoning abilities …..*

It should be:

Based on the research result, it is obtained that the reasoning abilities …..

-   Subjec – Verb Agreement

    (TL) *It can be concluded that the Discovery Learning Model significantly affect the ability to write…..*

The problem in above sentence was the form of verb *affect* that was in base form. Subejct – verb agreement is the main aspect in English syntactical system. *the Discovery Learning Model* was a subject in singular form. It requires verb in present form. *affect* should be *affects*.

And, this sentence also contained similar problem:

(TL) *This research aim to …..*

It should be: *This research aims to ….. .*

-   Subordinate clause

TL	SL
This is a descriptive study with 105 students of SMAN 5 Padang enrolled in the academic year 2015/16 consists of five classes with a population of 144 students as sample.	*Penelitian ini bersifat deskriptif dengan 105 orang siswa SMA 5 Padang yang terdaftar pada tahun ajaran 2015/16, terdiri dari 5 kelas dengan populasi 144 siswa sebagai sample.*
The main clause is: *This is a descriptive study with 105 students of SMAN 5 Padang as sample.*	SL described that there were 5 classess with 144 students population from which was taken 105 samples.

This main clause contained additional information in the form of adjective clause to describe the noun phrase *105 students* i.e : *Enrolled in the academic year 2015/16* The problem was, in … *Consists of five classes with a population of 144 students* *consist* was a verb in present form that functioned as predicate for any singular subject. In that TL, it was not found a subject for *consist*. From SL it was understood that *consist* described *the population of SMAN 5 Padang.* A correct syntactical form can be : *This is a descriptive study with 105 students of SMAN 5 Padang enrolled in the academic year 2015/16 <u>consisting of</u> five classes with a population of 144 students as sample.*	

2. Lexical Problem

From the results of the identification, it was found that there are several types of lexical problems that were most often made by translators, which are described below.

a. Lexical Problem

- Inappropriate use of vocabulary

    (TL) *Ustadz Maulana who is a <u>lecturer</u> in 'Islam itu Indah' show*

The use of the word *lecturer* was not appropriate here. *lecturer* is a teacher at a university. Meanwhile, the TL context is religion that has special terminology to explain the noun of the *lecturer*, namely *preacher*.

Another example is *great bay* as translation of *Teluk Bayur*, a name of a bay in West Sumatra.

- The use of foreign language

    (TL) *There are Contribution which is <u>Signifikansi</u> ….*
    (TL) *descriptive method of <u>korelasional</u>*

signifikansi and *korelasional* are lexes of SL, Bahasa. Both are indeed adopted from foreign language, English i.e. *significant* and *correlational*. It was not appropriate to adapt such foreign languages here because TL has own lexes for such terms.

b. Phrasal problem

  - Redundancy

TL	SL
….. was to describe the rhetorical pattern of <u>motivated order</u> and the <u>choice of word</u> (diction) in speech…..	*….. untuk menggambarkan pola retorika dan diksi dalam dakwah…..*

The redundancy is the addition of unimportant vocabulary. Without that vocabulary the meaning of SL has been conveyed. *motivated order* and *choice of word* were redundant phrases. Without these phrases, the phrase *rhetorical pattern* in SL was correct translation for the message SL wanted to convey, and the word *diksi* in SL is effectively translated with *diction*.

  - Inappropriate phrasal translation

  (TL) *….. and using a <u>figure of speech</u> in writing poetry…..*

  bahasa figurative in SL was translated into *figure of speech* whose meaning was totally different with meaning contained in SL. It should be translated into *figurative language*.

Another typical phrasal problem was:

  (TL) *there are <u>make-up</u> of result learn. Seharusnya 'there is <u>improvement</u> of learning result*

DISCUSSION

Each language has its own grammatical pattern. Indonesian grammatical patterns are different from English. The subject and predicate elements are both present in the sentence patterns of the two languages, but word classes that stand on these elements are different. In English, subject + predicate pattern must always consist of verb elements

whose forms change or must be adjusted in accordance to the subject and mass forms. Changes in the form of the verb in the subject-predicate relationship become difficulties for students in translating Indonesian into English for abstracts translataion because the system does not apply in their native language. Another difficulty is translating phrases. The structure being described + describing in Indonesian is very much found in this English translation. In fact, the English system has contradictive pattern i.e. describing + being described. Mother tongue interference in the translation is also seen in the composition of sentence elements. The sentence *Berdasarkan hasil penelitian, diketahui bahwa kemampuan menalar …..* can be accepted in Indonesian even though the verb *diketahui* was not accompanied by the attribute 'subject'. Mother tongue interference made the translator translate it into *Based on the research result, obtained that the reasoning abilities* in which there was no subject here so this sentence cannot be accepted grammatically in English. The influence of mother tongue interference made abstracts to be translated literally because the translators were not able to activate their knowledge of the English grammar system.

Literal translation was also applied when the translators encountered a *'preposition'*. English has far more *'prepositions'* than Bahasa Indonesia. There are several *'prepositions'* that have the same meaning and function as Indonesian *'prepositions'*, but there are also some that must follow or be followed by certain words or word classes. For the latter form and function, there were many errors in abstract translation. It occurred when the 'preposition' must be followed by the *'gerund'* or noun form, not by other forms. Other literal translation errors occured in translating vocabulary both single words and phrases. The errors occured because the vocabulary used did not match the context of the topic and genre of the text. This can happen because of the translator's lack of knowledge about foreign language vocabulary. Knowing the meaning of vocabulary was not merely looking up its meaning in the dictionary but must know in what context the vocabulary was appropriate to use.

From the description above, two main points can be underlined, namely: grammatical and lexical problems and mother tongue interference. The relationship is that mother tongue interference dominated in both problems. Almost all the problems that occurred are in the form of literal translations from the mother tongue. This means that the

translator only applied a literal translation strategy without considering the context of the text itself and the TL grammatical system.

CONCLUSION

It is summed up that there are a lot of grammatical and lezicaal problem in the thesis translated abstracts of the students. Dominantly, the problems are affected by the interference of native language system during translation process. Sentence building and lexical use appear as the copy of the source text language.

It is suggested that students improve their grammatical knowledge and enrich their vocabulary acquisition. So that they can produce a readable dan appropriate translated abstract.

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