Conference Paper

Ability of the Applied Science Undergraduate Students in Medan, Indonesia to Translate a Bilingual Abstract Text

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Abstract

The students' translation ability exerted influence on the competence of students in transferring the source language into the target language. This competency included two contexts, namely the translating skill with grammatical and lexical accuracies, and the translating competence followed in a translation quality standard. Grammatical and lexical accuracies were tested through grammar error analysis, while the translation quality was tested through message accuracy, message acceptance, and message readability. The purpose of this study was to analyze the translation ability of the Applied Science undergraduate students to translate bilingual abstract texts in their scientific papers. The students were majoring in the Civil Engineering, Building Construction Design Management Study Program in Medan State Polytechnic. This study applied the qualitative method of research, which focused on document analysis. The sampling used in this study was purposive. This study was adapted to the taxonomy errors typed theory proposed by Ferris, Liu, Sinha and Senna (2013) and the accuracy translation parameter theory proposed by Nababan, Nuraeni and Sumardiono (2012). The research data were taken from the translation of Indonesian abstract texts into English at the sentence structure level. The data sources were derived from the bilingual abstracts of the Applied Science undergraduate students majoring in D4 Civil Engineering. The research findings were expected to demonstrate the students' translation abilities in terms of language mistakes, features in English Grammar translation, and the level of accuracy of the translated message.

Keywords: grammatical error analysis, translation quality, translation ability, translating competence

1. Introduction

It has become the main objective of the translation product which has been translated into L2 to be read by the target readers. Likewise translation products are in the academic text context, in the form of a scientific final report. The main purpose is to be read, studied and applied its usefulness to the target audiences. To achieve this goal is closely

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related to one's ability in the translation process. The ability is correlated with translation competence in producing quality and acceptanbility translation products. Cheng (2017: 43) in his dissertation states that translation competence is the ability displayed in translating which is a combination of knowledge, skills, and quality in carrying out translating tasks with the atttibutes instructed. In line with Cheng's statement, Dewi (2020: 9) proposes that there are 13 translation competencies, including competency in the source language skills and competency in the target language skills.

Furthermore, Nida and Taber (1982: 173) explain more clearly about the competence of translation product, which is required the quality of message accuracy that takes primarily concern of the vocabulary and grammatical structures of the L2 source language so that the accuracy of the message translation message can be acceptable and proper. Furthermore, Hartono (2020) proposes in detail that there are five basic bilingual (Indonesian-English) translation abilities, namely: 1) the ability to master a complete English Grammar, especially mastering Tenses, Concord/ Agreement, Plural & Singular forms, Direct & Indirect speech, If conditional sentences, and so on. 2) the ability to master English Sentence Patterns (25 sentence patterns: single, compound equivalent, multi-tiered, compound equivalent and graded) and Phrase Structures (phrases and compound words). 3) the ability to master English Glossary (diction, terminology) from original words and form words (Derivational words). 4) the ability to master English Writing Mechanism: Spelling, Punctuation, Capitalization, and Syllabification, and finally 5) the ability to master background knowledge and culture about the content being translated (Content Expertise). Thus, the ability to translate involves three main things, namely knowledge, skills and quality in overall. If these three things have been fulfilled, the main purpose of the translation product has been acceptable and proper.

In this study, the authors analyzed the translation ability of the Applied Science Undergraduate Students' in translating bilingual abstract texts on their scientific papers. The translation abilities focussed on how the students' knowledge skills of English Grammar taxonomy on the L2 text and how the quality level of accuracy message translated results. The authors chose respondents the Applied Science Undergraduate Students majoring in D4 Civil Engineering because these students are lack of knowledge about the theory of translation studies and merely focus on work results or practical aspects.

Based on the background of the language features phenomenon that are often carried out by students in their translation results, the bilingual text abstracts, the problem of this research study was carried out. A study examined the symptoms of linguistic features for grammatical errors (error grammatical analysis) and accuracy level of the translation quality. The main focus that was further investigated was sentences

and word units (lexical) in accordance with the theory of taxonomy errors proposed by Ferris, Liu, Sinha and Senna (2013) and the assessment of the accuracy of the ID and the EN sentence equivalences for translation products that followed the theory of parameters for the accuracy assessment of translation proposed by Nababan, Nuraeni, and Sumardiono (2012).

2. Literature Review

Translation is often seen as "difficult", "stiff" "mind-draining" and ultimately "uncommunicative task". Larson (1984) defines translation as the transfer of meaning to L2 through the three-step approaches, namely: 1) study lexicons, grammatical structures, communication situations and cultural contexts; 2) analyze the L1 text to find its meaning; and 3) restate the equivalent meaning with the appropriate lexicon and grammatical structure in L2. The first approach, study lexicons and grammatical structures itself is something assumed to be very difficult to learn. Therefore, in teaching translation, students tend to think that the translation process is a very difficult learning. Moreover, at the end of the semester they are required to write the summary on the final task report that contains ideas adjusted with the glossaries of the scientific words on the L2 text in the abstract component. In accordance with the research results of the translation ability of the students Multimedia Nusantara University Communication Science Department in the Academic Writing course, Kuntarto (2017) in her research concludes that the students' translation skills for a text entitled Academic Writing and Plagiarism: A Linguistic Analysis are as follows: 1) the students' cultural knowledge regarding to the context of 'western academic world' are still considered low. 2) The students are still dependence on MT (Machine Translation), such as *Google Translate* in the translation process. Computer-aided translation is a ubiquity of technological approaches. It raises two paradigms which can become a dilemma that threatens to reduce the sharpening of humanization translation skills and can make an important contribution in translation because it can overcome mobility, immediacy, and big-data. (Raido, 2013: 277-282), and 3) the low level of familiarity of the translated text, especially in terms of the formality of various languages and academics, has also become a mainstream difficulty for students when translating 'words in the context of the sentence' and 'sentences in contexts that are sheltered in'. In some parts of the translation, the quality of the students' translation even though it has been revised and post-edited, still seems unproper, unnatural and incorrect expressions in L2 target language.

Furthermore, the analysis of the grammatical errors level (error grammatical accuracy) in L2 is a fundamental success parameter of translation skills as explained by Michael and Klaus (2015) in the Chinese and Malay academic data translated into English. Was machine translation able to produce a translation product that was grammatically correct (grammatically correct) and communicatively successful at L2 (communicative English)? Their study was originated on the reseach findings of previous studies which stated that machine translation produced more accurate translations when working for European family languages, but not very accurate for Asian family languages (Aiken & Balan, 2011). And from the results of the classification of taxonomy errors analysis in the study, it was found that word choice was the form of grammar that was most often detected as having a translation error and was followed by the error form sentence structure and missing words (2015: 117).

Michael and Klaus (2015: 116) found that from pre-university students who took the EAP module course at the UK branch campus in Malaysia and used 5 scripts data which had been translated into EN, 1,523 words in Malay and 744 words in Chinese. While in the study procedure, the student was asked to write a short essay in L1 with the title "Exams are the best way to assess students: Discuss" and then translated it into L2 English using the Google Translate machine translation. They found that the machine translation program was more accurate when translating Malay than Chinese, with data that half of the 1000 words found 64.3 errors in Malay and 134.4 errors in Chinese. These findings suggested that the MT program produced more grammatical correct English in Malay than in Chinese. This was also shown in the error data per sentence while in the Malay script only a few errors were found, namely 0.9, while the Chinese script found 4.34 errors per sentence. One of the possible reasons why this happened because there were a large number of Malay-English documents that were available on online machines, so that machine translation had more potential to work on big data.

Furthermore, in the previous research, Bania (2016) focused on the analysis of translation quality as measured by the three parameters of a successful translation proposed by Nababan, Nuraeni, and Sumardiono (2012), namely the quality of the accuracy level, the quality of the acceptance level, and the quality of the readability level. Bania applied a short narrative text data source design entitled "*Petualangan Qonita: Qonita menolong anak kucing*" which was translated into L2 English by the 6th semester students of the English Study Program at the Faculty of Teacher Training and Education, Universitas Samudra 2016 Langsa, Aceh City. In the study, the researcher involved 9 interpreter experts to help analyze in more depth the 3 parameters of the quality of the translation level. The study procedure used 37 sentences of data sources and 47 students. The

results showed that the students' ability in translating was categorized as having a message accuracy rate of 73.84% or as many as 1,284 sentences which had message accuracy from ID to EN. Meanwhile, the level of message acceptance was 61.30% or 1,066 sentences which had the quality of message acceptance, and for the level of readability of the translation results in the percentage of 47.73% or 830 sentences which have a high readability level. However, there is a critical comment for Bania's previous study, indeed, to analyze the translation skills based on the level of translation results is not easy, but he was unnecessary to employ the 9 raters, if it is merely to find out the translation skills of the 6th semester students. Using narrative data sources of children's story fiction was also not appropriate to the academic level because it is too easy. Then the considerations underlying the researcher to use 9 translator raters, which was only to test the results of the translated text from data sources that were relatively easy to translate were questionable. For this reason, from the traces of previous studies and also the problems that have long occurred in the vocational student academic setting in translating the abstract texts of their scientific papers, these language problems have never been tested for parameters resulting from their translation skills, therefore, this research study needs to be carried out.

3. Research Method

The research model used a qualitative research model with a document research approach or content analysis. This research approach focused on analyzing and interpreting recorded material for studying human behaviors. Qualitative research is a scientific research that focuses on a certain symptom/condition by seeking information from a natural phenomenon as a unified picture and seeking an in-depth understanding of a phenomenon that occurs in a community. The aim is to find a holistic picture, not to present a numerical form of data (Ary, 2010: 29).

The research design was to determine the sampling according to the research objectives (judgmental or purposive sampling). In this study, the design compiled was to analyze the accumulated contents of the bilingual ID and EN abstract text until it reaches the desired goal, namely looking for symptoms of the same language and appearing naturally in the abstract text. Sampling employed was sentences and clauses that detected the same symptoms and characteristics, analyzed in accordance with the grammatical error analysis theory proposed by Ferris et al (2013) and the quality of the accuracy level proposed by Nababan et al (2012), identified, and collected. Once finished identifying, the next process was to analyze the data found.
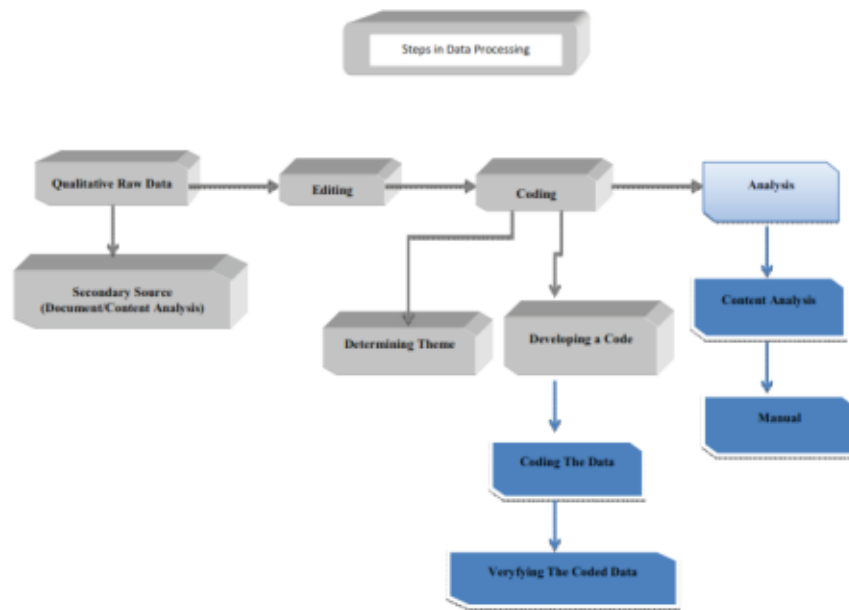
Figure 1

The steps in data processing in this study used the interactive model of analysis adapted from Kumar (2011: 189), see Figure 1. Here is the theoretical approach proposed by Ferris et. al.'s taxonomy error types (2013) to test the results of the translation ability applied to measure the linguistic accuracy of the translation of the text (see table 1 for a more detailed explanation).

TABLE 1: *Error Coding* (adapted from Ferris et al., 2013)

Code	Title	Example from abstract text translations
VT	Verb Tense	Based on SNI 03-0349-1982, if the mortar of the research results was applied to the batako the compressive strength was minimal and the absorbed the water to meet the quality requirements IV.
VF	Verb Phrase	The systematics that is done is determining the modeling with the truss properties of triangular fields, plan loads and internal forces.
WF	Word Form	In the midst of the development of technology, the reliability of structural planning is needed that is able to accommodate architectural interest.
ART	Article	While the ratio between [...] binder (cement) and [...] fine aggregate is 1:3.
PL	Plural	[...] both in terms of service and production services.
AGR	Agreement	In addition to ease, installation speed factor, high level of material uniformity, and not flammable and not eaten by termites is also a consideration in choosing a lightweight steel roof frame.

Code	Title	Example from abstract text translations
PREP	Preposition	The systematics that is done is determining the modeling <u>with</u> the truss properties of triangular fields, plan loads and internal forces.
WO	Word Order	The analysis in this study includes reviewing the strength, safety, amount of material / material costs and <u>installation costs on the roof structure of mild steel materials</u> installed on the roof of the dormitory of the Education Quality Assurance Institute (LPMP) of North Sumatra Province.
WW	Wrong word	Volcanic ash and <u>volcanic sand</u> are volcanic materials derived from…
WC	Word Choice	[…] the abundance of material in the environment that tends to cause pollution and *its utilization* is not maximized.
COM	Comma	If the mortar of research results is applied to Paving block the compressive strength is minimal […]
SP	Spelling	Material <u>Requierment</u> Planning (MRP), Fix Period <u>Requitments.</u>
AP	Apostrophe	<u>Workman's head</u> is 50 m2/day and foreman is 33.3 m2/day.
SS	Sentence Structure	From the results of the study the use of Mount Sinabung volcanic ash as a partial replacement of cement in mortar mixtures with a composition of 3% to 15% at the age of 14 days showed that <u>the greater the composition of volcanic ash to the weight of cement,the lower the compressive strength of mortar and the increased absorption of water in mortar.</u>
MW/MT	Missing Word/ Translation	[….] Portland cement with volcanic ash is 100:0, 97:3, 94:6, 91:9, 88:12, 85:15.
REF	Pronoun reference unclear	Planning multi-storey buildings in terms of structure requires careful consideration, especially if a high rise building is designed to withstand earthquake, the consideration of <u>this</u> structure will affect the planner in determining alternative planning.
PRO	Pronoun incorrect	In working on a project, of course <u>you</u> have to race against time.
RO	Run On	While the ratio between binder (cement) and fine aggregate is 1:3.
FRAG	Fragment	[….] Portland cement with volcanic ash is 100:0, 97:3, 94:6, 91:9, 88:12, 85: 15.
UNCLEAR	Unclear	<u>Volcanic ash and volcanic sand</u> are volcanic materials derived from [….]

This data processing stage started with the collection of qualitative raw data, namely the abstract script bilingual ID as L1 and EN as L2 of vocational students majoring in Civil Engineering, Construction Engineering Management Study Program, Medan State Polytechnic Building, totaling 20 scripts. The data collected into a secondary source and then entered the editing process, coding processes ID-1 and EN-1, ID-2 and EN-2, ID-3 and EN-3 and so on to find out how many sentences were analyzed as a whole then entered into the analysis process.

TABLE 2: Translation Accuracy Assessment Parameters (Nababan et al, 2012)

Translation Categorization	Score	Parameters
Accurate	3	The meaning of the sentence SL is transferred accurately into TL; there is absolutely no distortion of meaning.
Less accurate	2	Most of the meanings of the sentence SL have been accurately transferred to TL. However there are still distortions of meaning or translation of multiple meanings (more interpretations or ambiguity) or omitted meanings that disturb the integrity of the message.
Inaccurate	1	The meaning of SL sentences is transferred inaccurately into TL or deleted.

In the process of analysis stage, the results of the total number of sentences were then analyzed using the theoretical approach of grammatical error analysis (see table 1) and the quality of the accuracy level (see table 2) was dissected and reduced, taking sentences that only fit the measurement parameters and presented in the form of an entry table. Presentation of data in the numeral forms presented and described descriptively what symptoms occured in the data. The symptoms of language were founded twenty one error grammatical types, such as verb tense, verb phrase, word form, agreement, spelling, missing word, and sentence structure. The verification stage entered the conclusions and findings that were disclosed in accordance with the research problems being formulated.

4. Result and Discussion

4.1. The Translation Ability Taxonomy on the Students' Bilingual Abstract

After the data analysis stage was completed, the results of the study found that there were seven analyzes of students' taxonomy translation abilities on bilingual abstract text consisting of 11 (eleven) data on the flawless (proper) translation results (see table. 5) and six (6) data on the translation ability of students that detected grammatical error analysis, namely: grammatical error code 1-detected, grammatical error code 2-detected, grammatical error code 3-detected, grammatical error code 4-detected, grammatical error code 5-detected, and grammatical error code 7-detected.

From the results of the analysis, it can be concluded that the translation skills of students in abstract bilingual texts are still in translation abilities that are too literal, atomic, and raw translation. Thus, the message delivered at the L2 target is not communicative, does not meet the quality of readability and is far from the quality of English native

Table 3: The Students' Taxonomy Translation Ability

No	The Translation Ability Taxonomy on the Students' Bilingual Abstract	Quantity/ Percentage %
1.	Error Code ART	30/11.45%
2.	Error Code WW	29/11.06%
3.	Error Code WC	27/10.30%
4.	Error Code RE	24/9.16%
5.	Error Code WO	20/7.63%
6.	Error Code VT	18/6.87%
7.	Error Code COM	17/6.48%
8.	Error Code SS	16/6.10%
9.	Error Code MW/MT	12/4.57%
10.	Error Code FRAG	11/4.19%
11.	No Mistake Detected	11/4.19%
12.	Error Code RO	10/3.81%
13.	Error Code UNCLEAR	9/3.43%
14.	Error Code PREP	9/3.43%
15.	Error Code AGR	7/2.67%
16.	Error Code VP	4/1.52%
17.	Error Code PL	2/0.76%
18.	Error Code REF	2/0.76%
19.	Error Code AP	1/0.38%
20.	Error Code WF	1/0.38%
21.	Error Code SP	1/0.38%
22.	Error Code PRO	1/0.38%
	Total	**262/100%**

writers be like. As seen in table 3, there are 22 taxonomies of student translation ability which are divided into translation results containing 95.8% grammatical error analysis or 251 codes and 4.19% or 11 sentences without error. And the most common symptom of grammatical errors is article errors in the percentage of 11.45%, followed by wrong word errors in 11.06%, and word choice errors in 10.30%.

Table 4: Translation Accuracy Rate of Students Bilingual Abstract

Accurate Categorization	Quality Rates	Quantity	Percentage %
Accurate	42(14*3)	14	12
Less Accurate	88(44*2)	44	40
Inaccurate	52(52*1)	52	48
Total	**185**	**110**	**100%**

In terms of quality, the level of accuracy of the translated message can be seen in table 4. namely the inaccurate results of the translated messages are 48%, the results are less

accurate as much as 40%, and the accurate results of the messages are only 12%. The level of accuracy of the student's translation of this bilingual abstract text is obtained because it is detected that 66 sentences have more than one English grammatical errors, and 27 sentences have one error. Therefore, the researchers assume that if there are more than one grammatical errors detected in one sentence of the target language, the quality of the accuracy of the translated message is included at the level of inaccuracy and less accuracy.

4.2. Flawless Translation

This flawless translation is the result of student translation that is not detected by the target language grammatical error and also the message conveyed has the quality of readability and of message accuracy, the source text sentence is good and correct according to the rules of writing effective sentences. Text sentences are concise and precise. Therefore, the accuracy translation results for the L2 target text are achieved.

TABLE 5: Flawless Translation

Data Code	Quantity
ID-EN 14, ID-EN 46, ID-EN 47, ID-EN 48, ID-EN 51, ID-EN 62, ID-EN 74, ID-EN 76, ID-EN 78, ID-EN 80, ID-EN 90	11
Total	**11**

Table 5 shows that 11 sentences or in the percentage of 4.19% are detected accurately and without error from a total of 262 data.

5. Conclusion

When considering the implications of students' translation ability, this study has made four conclusions:

1. In the source text L1 contains ineffective and redundant ID sentences. It does not reflect a systematic scheme of writing scientific papers which should contain effective, concise and precise sentences. Thus, on the translation process into the target text, the L2 sentence contains elements that are redundant and inefficient. There is no element of the readability in the translation results. The symptoms of language like this are because students do not have knowledge in good and correct writing in Indonesian according to the rules of *Ejaan Bahasa Indonesia* (EBI) and the rules for writing effective sentences, so that the source text language

tends to be messy, apply less standard words and proper diction. In this case, students write their own sentences in the Indonesian source text, because the text is a type of text that requires academic graduation, indeed there are two roles that must be played by students, namely as a writer and a translator.

2. The students' translation abilities on bilingual abstract texts are still at translation skills that are too literal, too atomic, word-for-word and raw translation. The message delivered at the L2 target is not communicative, does not meet the quality of readability and is far from the quality of English native writers be like. It found that there were 22 taxonomies of student translation ability which were divided into translation results containing 95.8% grammatical error analysis or 251 codes and 4.19% or 11 sentences without errors. And the most common symptom of grammatical errors was article errors as much as 11.45%, followed by wrong word error codes 11.06%, and word choice error codes 10.30%.

3. In terms of quality, the level of accuracy of the translated message can be seen in table 4. namely the inaccurate results of the translated messages are 48%, the results are less accurate as much as 40%, and the accurate results of the messages are only 12%. The level of accuracy of the student's translation of this bilingual abstract text is obtained because it is detected that 66 sentences have more than one English grammatical error and 27 sentences have one error.

4. The students need to know that the success of a translation embedded on three important things, namely on knowledge, skills and quality. The proper and correct source language text writing skills in accordance with Indonesian spelling rules (EBI) and effective sentence writing rules, the knowledge of the study of translation grammar which comes from interlingual communication theory which is an academic imperative as a tactical and strategic tool for acceptability and quality translation performance. MT constitutes only as a media facilitator and a helping tool in translation. It is not absolutely 100% dependent on the work of the machine result. However, the translation of the MT is still a draft translated and requires a lot of scientific reasoning analysis and communicative translation skills to be learnt.

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