

**TRANSLATION ERRORS FOUND IN THE THESIS' ABSTRACT WRITTEN BY
THE GRADUATE STUDENTS OF SHARIA ECONOMICS OF UIN SUNAN
KALIJAGA**

A GRADUATING PAPER

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Gaining the Bachelor's Degree in English Literature



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YOGYAKARTA**

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Atas perhatiannya, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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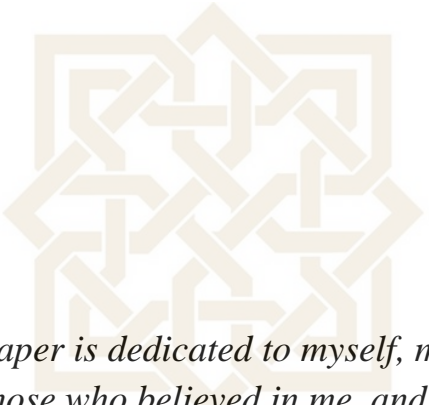
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MOTTO



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DEDICATION



*This graduating paper is dedicated to myself, my parents, my siblings,
my department, those who believed in me, and the honorable readers
all around the world.*



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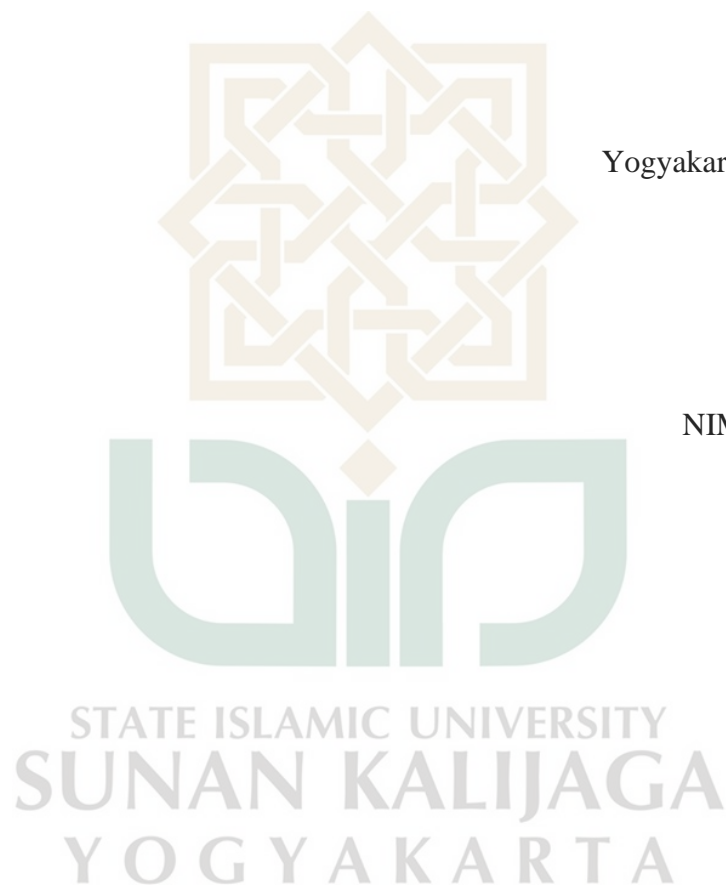


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LIST OF ABBREVIATIONS

ST:	Source Text
TT:	Target Text
SL:	Source Language
TL:	Target Language
ATA:	American Translators Association
ME:	Error of Mechanics
MT:	Error of Meaning Transfer
WA:	Writing Ability
G:	Grammar
SYN:	Syntax
WF/PS:	Word Form / Part of Speech
SP/CH:	Spelling / Character
C:	Capitalization
D:	Diacritical Marks / Accents
P:	Punctuation
OTH-ME:	Other Errors in Mechanics
A:	Addition
O:	Omission
T:	Terminology
FA:	Faux Ami
VF:	Verb Form
AMB:	Ambiguity
COH:	Cohesion
F:	Faithfulness
L:	Literalness
MU:	Misunderstanding
IND:	Indecision
UNF:	Unfinished
OTH-MT:	Other Errors in Meaning Transfer
U:	Usage
TT:	Text Type
R:	Register
ST:	Style
ILL:	Illegibility

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**TRANSLATION ERRORS OF GRADUATE STUDENTS IN WRITING
THEIR THESIS' ABSTRACTS: THE TRANSLATION APPROACH ON
THE GRADUATE STUDENTS OF SHARIA ECONOMICS OF UIN
SUNAN KALIJAGA**

By: Farhan Fahrezi

ABSTRACT

The translation process is important for the writing of bilingual abstracts, particularly in a thesis. However, in writing bilingual abstracts, the author might find some obstacles while translating the abstract text from the source language to the target language, leading to the occurrence of translation errors. This study is aimed to analyze the translation errors committed by the Graduate Students of Sharia Economics of UIN Sunan Kalijaga in writing their thesis' abstracts. The researcher used mixed method research with explanatory sequential design. By using the purposive sampling method, 98 out of 128 thesis' abstracts fitted the criteria. The 2021 version of the American Translators Association (ATA) Standardization Framework is used to analyze the translation error cases. Then, the researcher found 343 cases of translation errors, divided into three categories. There are 182 (53.06%) cases in the Error of Meaning (ME) category, 121 (35.28%) cases in the Error of Meaning Transfer (MT) category, and only 40 (11.66%) cases in the Writing Ability (WA) category. The most dominant type of error is Punctuation (P) error with 79 (23.03%) cases. The lack of knowledge regarding the writing system and grammatical rules of the target language is one of the main reasons why there are translation errors found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga. Also, the occurrence of several types of errors indicates that the students do not follow the target text (TT) as possible.

Keywords: Translation errors, thesis' abstracts, American Translators Association (ATA) Standardization Framework.

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Oleh: Farhan Fahrezi

ABSTRAK

Proses penerjemahan penting untuk penulisan abstrak dwibahasa, khususnya dalam tesis. Namun, dalam menulis abstrak dwibahasa, penulis mungkin menemukan beberapa kendala saat menerjemahkan teks abstrak dari bahasa sumber ke bahasa sasaran, yang menyebabkan terjadinya kesalahan penerjemahan. Penelitian ini bertujuan untuk menganalisis kesalahan penerjemahan yang dilakukan oleh Mahasiswa Pascasarjana Ekonomi Syariah UIN Sunan Kalijaga dalam penulisan abstrak tesis mereka. Peneliti menggunakan metode penelitian campuran dengan desain *explanatory sequential*. Dengan menggunakan metode *purposive sampling*, 98 dari 128 abstrak skripsi memenuhi kriteria. Versi 2021 dari *American Translators Association (ATA) Standardization Framework* digunakan untuk menganalisis kasus kesalahan penerjemahan. Kemudian, peneliti menemukan 343 kasus kesalahan penerjemahan yang terbagi dalam tiga kategori. Terdapat 182 (53.06%) kasus pada kategori *Error of Mechanics (ME)*, 121 (35.28%) kasus pada kategori *Error of Meaning Transfer (MT)*, dan hanya 40 (11.66%) kasus pada kategori *Writing Ability (WA)*. Tipe kesalahan yang paling dominan adalah *Punctuation (P)* dengan 79 (23.03%) kasus. Minimnya pengetahuan tentang sistem penulisan dan kaidah gramatikal bahasa sasaran menjadi salah satu penyebab utama terjadinya kesalahan penerjemahan pada abstrak tesis yang ditulis oleh mahasiswa pascasarjana Ekonomi Syariah UIN Sunan Kalijaga. Selain itu, terjadinya beberapa jenis kesalahan menunjukkan bahwa mahasiswa tidak mengikuti teks sasaran (TT) dengan sebaik mungkin.

Kata kunci: Kesalahan penerjemahan, abstrak thesis, *American Translators Association (ATA) Standardization Framework*.

CHAPTER I

INTRODUCTION

1.1 Background of Study

A thesis is one of the most common types of academic writing. It is a long-paged academic paper with a certain topic to present the research and findings that have been conducted by the author. A thesis becomes an important part of students in higher education, especially for graduate students, since it is one of the requirements for gaining the degree that should be submitted to the academic institution.

Writing a thesis requires a long process. According to Gobler, writing a thesis involves a significant amount of research. It may require conducting interviews, surveys, and gathering primary and secondary resources to collect the data (2018). Then, after the data is completely collected the next steps are analyzing data, writing up the findings, and finally composing the final chapter (Hon, 2014).

A thesis usually consists of these following elements, includes 1) Abstract; 2) List of contents; 3) List of tables; 4) Introduction; 5) Main body; 6) Literature review; 7) Case study; 8) Findings; 9) Discussion; 10) Conclusion; 11) Acknowledgments; 12) Notes; 13) References, and 14) Appendices (Bailey, 2018, p. 18). Though it may vary depending on the thesis writing guidance of every academic institution.

This study mainly focused on the abstracts part. As the first part of a thesis, abstracts have a role as the summary of the thesis' content. Abstracts are usually

placed several pages before the first page of the main body. It can give the reader a first impression before reading the rest of the thesis. Abstracts can also enable other researchers who have a plan to read the thesis to quickly decide whether it is relevant to their research or not (The University of Melbourne, n.d). The other researchers may continue to read the rest of the thesis if they find the thesis relevant by reading the abstracts. It is supported by Stapleton (as cited in Suharno, 2001, p. 1) that the readers usually will only pay attention to the abstract after they have been attracted to the paper by the title.

Although an abstract is placed in the beginning part of a thesis, it should be written when the thesis is completed. Because in writing an abstract, the author is expected to highlight the key content areas, such as the research purpose, the relevance or importance of the research, the main outcomes, the scope and methodology, the arguments, the conclusions, the important keywords, and the results, which only can be formulated when the thesis is completed (The University of Melbourne, n.d.). It also should be written in limited words, approximately 100 to 250 words. Additionally, an abstract should be easily understood by a wide audience by avoiding too much jargon or technical language (Germann Community College, 2016, p. 1).

In numerous academic institutions located in countries where English is not the primary language (e.g., Indonesia), it is not uncommon to find students either at the undergraduate or graduate level writing their research paper or thesis' abstracts in both local languages and English, even if the main language used in the paper is not English. The writing of bilingual abstracts is one of the effects of the

advancement in science and technology where scientific works are published in online publication databases so that scientific works can be accessed globally (Kusumawati & Sugiarsi, 2020, p. 67). It can contribute to the development of science for people around the world. Nowadays, online publication databases are preferred because it is easier to be accessed. For that reason, Koopman explained, *“writing a really good abstract has become even more important than it was a decade ago. Abstracts have always served the function of "selling" the works. But now, instead of merely convincing the reader to keep reading the rest of the attached paper, an abstract must convince the reader to leave the comfort of an office and go hunt down a copy of the article from a library”* (1997, p. 1).

In writing bilingual abstracts, both abstracts in local languages and English should have the same meaning. As for that, the translation process is crucial for the author. The author, as the translator, must have a good understanding of both source language (SL) and target language (TL) in order to create a perfect translation result. Hartono (2020, p. 2) defined a perfect translation result as the following: 1) the translation result must be linking the meaning of sentences in the source text (ST) in SL to the target text (TT) in TL (coherent); 2) the grammatical and/or lexical aspects must be integrated between the source text (ST) in SL and the target text (TT) in TL (cohesive); 3) the thematic flow must be based on the author’s intention.

However, in writing bilingual abstracts, the author might find some obstacles while translating the abstract text from SL to TL which can lead to translation errors. Osman (2017) explained that the translator needs to have good knowledge of both SL and TL, also a high linguistic sensitivity as they should

transmit the intention, original thoughts, and opinions in the translated version as precisely and faithfully as possible. The case of translation errors can occur when the translator is not able to do the job explained before. It can occur either in the translation process or in the translation result (Kamalia, 2019, p. 2).

The case of translation errors in writing bilingual abstracts in a thesis happens frequently. Recently, the researcher made a survey from 10 random thesis' abstracts from the graduate students of Sharia Economics of UIN Sunan Kalijaga. The graduate students of Sharia Economics of UIN Sunan Kalijaga have to write their thesis' abstracts in more than one language, which are Indonesian as the SL and English as the TL. The researcher obtained the data from the Institutional Repository website of UIN Sunan Kalijaga. From the data gathered by the researcher, the researcher found several translation errors committed by the graduate students of Sharia Economics of UIN Sunan Kalijaga. Below is an example of the translation errors:

ST: [...] yang dialami masyarakat Sumatera Selatan, **hal ini tidak terlepas dari belum meratanya infrastruktur yang merupakan prasarana** dalam meningkatkan pertumbuhan ekonomi suatu wilayah.

TT: [...] experienced by the people of South Sumatera. **Infrastructure is an infrastructure** in increasing the economic growth of a region.

There is a translation error that occurred which can be seen from the example above. The phrase "*hal ini tidak terlepas dari belum meratanya*" from the ST is not translated into TT. Instead, the author erased the phrases and end the sentence with a period. Moreover, the author created a new sentence and translated

the next phrase which is “*infrastruktur yang merupakan prasarana*” into “Infrastructure is an infrastructure”. The translated version of the previous phrase can be ambiguous due to the poor choice of words.

From the example case above, it can be seen that the case of translation errors in bilingual thesis’ abstracts can lead to misunderstanding and misinterpretation. As we know, an abstract is important as it can give the reader an overview before reading the rest of the thesis. If the abstract is poorly translated, the reader might end up postponing the plan to read the rest of the thesis. It also contradicts the purpose of translation which is to create the proper equivalence from the ST in SL to the TT in TL.

As for that, the researcher decides to do further research in analyzing the translation errors on the graduating papers’ abstracts of graduate students of Sharia Economics of UIN Sunan Kalijaga. The reason why the researcher chooses samples from the graduate students of Sharia Economics of UIN Sunan Kalijaga besides other departments is that they are required to write their abstracts in both Indonesian and English language despite the rest of the paper being written in the Indonesian language. In the same university, which is UIN Sunan Kalijaga, not all departments or majors are obligating their students to write their abstracts in both Indonesian and English language. Besides that, the graduate students of Sharia Economics of UIN Sunan Kalijaga have to translate several terms that relate to Sharia Economics. Translating those terms must be conducted properly because the paper, especially the abstract part, has a high possibility to be read by people around the world.

According to Hasan (2020, p. 11), papers, articles, or journals in the field of sharia economics is becoming a “hot topic”, not only in Muslim majority countries (e.g., Indonesia, Malaysia, and Saudi Arabia) but also in several countries where Islam is a minority (e.g., the United Kingdom and the United States of America). Musyafah (2019) added, it is because the field of sharia economics is considered a threat in the banking industry as it prohibits interest and requires deals based on tangible assets, as well as provides some isolation from credit turbulence. Moreover, there are several financial companies in the United States of America that start to apply Islamic economic values in their products and the number is still growing day by day (p. 422), therefore, there are must be plenty of studies and research that conducted by those companies in the field of sharia economics.

The researcher suspects that there are more students that committed translation errors in writing their thesis’ abstracts. The thesis’ abstract will be analyzed with the American Translators Association (ATA) Standardization Framework (2021 version). Furthermore, by analyzing and classifying the translation errors, the researcher expects to find the possible reasons why the translation errors occurred.

1.2 Research Questions

Based on the background of the study above, the researcher formulated research questions as listed below:

1. What are the types of translation errors found in the thesis’ abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga?

2. What are the possible reasons why there are translation errors found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga?

1.3 Objectives of the Study

Based on the background of the study and the research questions above, the researcher formulated the objectives of the study as listed below:

1. To identify the type of translation errors found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga.
2. To find the possible reasons why there are translation errors found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga.

1.4 Scope of the Study

This study only focuses on the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga. In identifying the type of translation errors found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga, the researcher will use American Translators Association (ATA) Standardization Framework (2021 version).

1.5 Significance of the Study

The researcher expects both theoretical and practical contributions from this study. Theoretically, this study can give more knowledge about translation errors. This study also can give the students a guide on how to write proper bilingual thesis' abstracts. Practically, the researcher expects this study to provide more information about translation errors so people can avoid any kinds of translation errors while

translating something. This study can also be a reference for students who are willing to conduct a study in the same area.

1.6 Literature Review

The cases of translation errors are one of the interesting topics in language research. It can be proven by several studies that have been conducted prior to investigate the translation errors in recent years. Some of those past studies are used by the researcher as references. The past studies that the researchers choose all have different objects and theories from each other. Also, the researcher found several similarities as well as several differences from the past studies with this study.

The first study was written by Parvizi *et al.* (2016) entitled “*An Examination of the Errors Committed by Iranian MA Students in their Translation of Advertisement Slogans Based on Keshavarz’s Taxonomy of Errors*”. The study was intended to examine the translation errors of Iranian Masters of Translation in translating advertisement slogans students. By using Keshavarz’s Taxonomy of Errors, the study reveals that the participants translated the Persian slogans into simple sentences. The most common errors made by the students were misunderstanding and misinterpretation of semantic and pragmatic components of the slogans.

The second study was written by Silalahi *et al.* (2018) entitled “*The Analysis of Errors in Translation of Scientific Text from English to Indonesian Language*”. This study was trying to reveal the translation strategy used by the sixth-semester students of the HKBP Nommensen University in Pematangsiantar, North Sumatera, Indonesia using the qualitative method with a content analysis approach. From the

research that has been conducted by Silalahi *et al.*, it shows that the majority of students used semantic strategy, especially modulation, and at least used the special structural strategies of addition in translating scientific text. Also, the study shows that there were formal lexical errors made by the majority of students in word selection. Lastly, the study shows that several students make improper usage of the affixation which makes it morphologically error. In conclusion, the factor that caused the majority of the sixth-semester students of the HKBP Nommensen University in Pematangsiantar, North Sumatera, Indonesia to commit translation errors in their scientific text is probably because the majority of students do not understand the source language text which caused incorrect grammatical usage, incorrect punctuation usage and incoherence of each idea.

The third study was written by Soltani *et al.* (2020) entitled “*An analysis of Translation Errors in 5 Literary Genres Based on American Translation Association (ATA) Framework*”. This study was intended to analyze translation errors committed by 27 English Translation Studies students in translating five literary genres which include prose, poetry, non-fiction, play, and media from English to Persian. To examine the errors, Soltani *et al.* (2020) used American Translation Association (ATA) Framework (2017 version). After analyzing the data, it later revealed that there are numerous errors of translation committed by the students in each literary genre. In the prose genre, the most frequent type of translation errors was verb tense, which made up to 44.44%. In the poetry genre, it was revealed that punctuation errors which made up to 19.22% were the most frequent type of errors. Terminology errors were the most frequent errors that the

students committed in the non-fiction genre, which made up to 33.58%. Different from several genres before, omission errors were the most frequent errors in the play text genre which made up to 22.64%. Lastly, in the media text genre, the most frequent errors were misunderstanding (23.77%). Soltani *et al.* later ran an ANOVA test in order to find out whether there was any relationship between the text type and the errors. The result indicated that except for non-fiction and play, there is a significant relationship between the text type and the errors. Moreover, Soltani *et al.* found a similar pattern among errors in the five genres

The researcher found some differences between the previous studies and this study. From all of the previous studies above, none of them were focused on the translation errors found in the thesis' abstract. Instead, some of them were focused on the translation errors in the advertising slogans and scientific texts. This study used the same theoretical approach as Soltani *et al.* (2020) which was the American Translators Association (ATA) Framework. However, there is still a difference, Soltani *et al.* used the 2017 version of the American Translators Association (ATA) Framework to analyze the errors into a few categories, meanwhile, the researcher will use the latest version (2021 version).

1.7 Theoretical Approach

This research intended to analyze the translation errors that can be found on the thesis' abstracts of the graduate students of Sharia Economics of UIN Sunan Kalijaga. To analyze the translation errors, the researcher uses the American Translators Association (ATA) Standardization Framework (2021 version). The framework consists of three translation error categories, namely: 1) Errors of

Mechanics; 2) Errors of Meaning Transfer, and 3) Writing Ability. Each category consists of several types of errors.

The American Translators Association explained that the first category, the Error of Mechanics, is related to the violations of one or more rules that dictate the "proper" writing conventions of the TL, for instance: punctuation and spelling. The first category also includes the violation of grammatical rules of the TL. While the second category, Errors of Meaning Transfer (MT), concerned about the errors which can distort the reader's perception of facts or ideas in the ST. The last category, Writing Ability (WA), concerned about the errors that can be "sound wrong" although the errors will not affect the reader's perception. This type of error does not explicitly violate the spelling, grammar, or punctuation rules of the TL, but can affect the quality of translations with unconventional, inappropriate, or obscure expressions or phrases (2021). Below is the type of errors based on the categorization displayed in table.

Category	Types
Errors of Mechanics (ME)	Grammar (G)
	Syntax (SYN)
	Word Form / Part of Speech (WF/PS)
	Spelling / Character (SP/CH)
	Capitalization (C)
	Diacritical Marks / Accents (D)
	Punctuation (P)

	Other Errors in Mechanics (OTH-ME)
Errors of Meaning Transfer (MT)	Addition (A)
	Omission (O)
	Terminology (T)
	<i>Faux Ami</i> (FA)
	Verb Form (VF)
	Ambiguity (AMB)
	Cohesion (COH)
	Faithfulness (F)
	Literalness (L)
	Misunderstanding (MU)
	Indecision (IND)
	Unfinished (UNF)
	Other Errors in Meaning Transfer (OTH-MT)
Writing Ability (WA)	Usage (U)
	Text Type (TT)
	Register (R)
	Style (ST)
	Illegibility (ILL)

Adapted from: American Translator Association (2021).

Table 1.1 Category and Type of Error

By using the American Translators Association (ATA) Framework (2021 version), the researcher expected to categorize and classify the translation errors found on the thesis' abstracts of the graduate students of Sharia Economics of UIN Sunan Kalijaga.

1.8 Method of Study

1.8.1 Type of Research

The researcher will use the mixed method by combining quantitative and qualitative approaches. Johnson *et al.* (2007, p. 123) define the mixed method as a type of research that combines elements of qualitative and quantitative research approaches for a broader purpose. Creswell & Creswell (2018) explained that the mixed method has strength in drawing on both qualitative and quantitative research. It also can minimize the limitations of both approaches (p. 297). This method can be useful for those who want to explain quantitative results with a qualitative follow-up data collection and analysis (Creswell & Creswell, 2018, p. 298) which is compatible with this research.

The type of mixed method used by the researcher is explanatory sequential design. Ivankova *et al.* (2006) explained, this type of mixed method consists of two phases. The first phase is collecting and analyzing the quantitative data (p. 5). Then, the second phase is using the results to plan, explain, elaborate, or build the qualitative data (Creswell & Creswell, 2018, p. 304).

1.8.2 Data Sources

The data used in the study were the thesis' abstracts from the graduate students of Sharia Economics of UIN Sunan Kalijaga. The researcher gathered the data from the Institutional Repository website of the State Islamic University of Sunan Kalijaga (<https://digilib.uin-suka.ac.id/>). The researcher chooses the thesis' abstracts that were written in the last three years (2019-2021) so the data can be relevant to the current circumstances. Over the last three years, there were 128 thesis' abstracts from the graduate students of Sharia Economics of UIN Sunan Kalijaga that can be found on the website which make up the population of this research.

1.8.3 Data Collection Technique

In the process of collecting the data, the researcher decided to do a purposive sampling method. Patton (as cited in Palinkas *et al.*, 2016, p. 2) explained, the purposive sampling method is a technique widely used for the identification and selection of information-rich cases for the most effective use of limited resources. The purposive sampling strategy used by the researcher is the Criterion-I strategy. This strategy is one of the strategies that can be used in purposive sampling for data collection in mixed method research. Palinkas *et al.* (2016, p. 16) explained that this strategy is used to identify and select the data or samples which match several predetermined criteria of importance. This strategy also can provide an important qualitative component to quantitative data (Cohen & Crabtree, 2006). Furthermore, the researcher formulated a criterion in order to find the appropriate samples. The criterion is the thesis' abstracts must be written in two languages, which are

Indonesian and English. From the criterion that have been set before, the researcher found 98 out of 128 thesis' abstracts because the thesis' abstracts that were written in only one language were excluded.

1.8.4 Data Analysis Technique

As the researcher uses explanatory sequential mixed methods design, the quantitative and the qualitative data will be analyzed separately in this research. Then, the quantitative results are used to plan the qualitative follow-up in the discussion part. The combining of the two data by the form of integration is called "connecting the quantitative results to the qualitative data collection" which is the point of integration in an explanatory sequential design (Creswell & Creswell, 2018, p. 304). The researcher formulated several steps so the research can be conducted systematically. The steps that the researcher formulated are listed below:

1. Preparing the data.
2. Reading both of the thesis' abstracts in Indonesian and English.
3. Identifying the translation errors that occurred in the thesis' abstracts.
4. Categorizing the case of translation errors based on the American Translators Association (ATA) Standardization Framework (2021 version).
5. Listing the case of translation errors in a table.
6. Calculating the translation errors cases that occurred in the thesis' abstracts.
7. Presenting the number of errors in the form of percentage.
8. Describing and interpreting the findings.

9. Drawing a conclusion of the research.

The researcher will display quantitative data in the form of percentage in order to show the amount of each category and type of error. Below is the calculation formula used by the researcher.

$$P = \frac{x}{q} \times 100\%$$

P = percentage

x = given quantity (category/type of error)

q = total amount of the error.

1.9 Paper Organization

The researcher divides this graduating paper into four chapters. The first chapter is an introduction part that contains the background of the study, the research questions, the objectives of the study, the significance of the study, literature review, theoretical framework, data collection technique, and paper organization. The second chapter will explain more about the theoretical framework, which consist the definition of translation and translation errors. The second chapter also will explain the category and type of errors under the American Translators Association (ATA) Standardization Framework (2021 version). The third chapter will explain the analysis that the researcher conducted. The last chapter will contain the conclusion, which will sum up the research, and also suggestions.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

From the total 98 thesis' abstracts written by the graduate students of Sharia Economics of UIN Sunan Kalijaga, the researcher found 315 cases of translation errors that occurred in varied categories and types based on the American Translators Association (ATA) Standardization Framework (2021 version). The most frequent error based on the category is the Error of Mechanics (ME) with 182 cases in total, which made up 53.06% of the total translation error cases. Then the Error of Meaning Transfer (MT) becomes the second most frequent error with 121 total cases which made up 35.28% of the total translation error cases. Lastly, the Writing Ability (WA) becomes the last with 40 in total, which made up 11.66% of the total translation error cases. Meanwhile, the most dominant type of translation error is Punctuation (P) with 79 (23.03%) cases.

To answer the first research question, it can be concluded that the type of translation errors which can be found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga are:

1. In the Error of Mechanics (ME) category: Grammar (G), Syntax (SYN), Spelling / Character (SP/CH), Capitalization (C), and Punctuation (P).
2. In the Error of Meaning Transfer (MT) category: Addition (A), Omission (O), Terminology (T), Verb Form (VF), Cohesion (COH), Faithfulness (F), Literalness (L), and Other Errors in Meaning Transfer (OTH-MT).

3. In the Writing Ability (WA) category: Usage (U) and Register (R).

The lack of knowledge regarding the writing system and grammatical rules of the TL is one of the main reasons why there are translation errors found in the thesis' abstract written by the graduate students of Sharia Economics of UIN Sunan Kalijaga. It can be proven by the occurrence of Grammar (G), Syntax (SYN), Spelling / Character (SP/CH), Capitalization (C), Punctuation (P), Verb Form (VF), and Usage (U) errors. For instance, the high frequency of Punctuation (P) error indicates that the students do not pay attention to the punctuation rules of the TL. There is also a high frequency of Spelling / Character (SP/CH) error which indicates that the students do not follow the correct spelling of the words in the TL. It also can happen because the lack of evaluation in the translation result.

The occurrence of Addition (A), Omission (O), and Faithfulness (F) error can indicate that several students do not follow the target text (TT) as possible. Then, the occurrence of Terminology (T) and Literalness (L) error can indicate that several students still confused in choosing the proper equivalence in the TL. Next, the occurrence of Cohesion (COH) errors indicates that several students are not able to create a cohesive translation result. Lastly, the occurrence of Register (R) error indicates that the student creates non-formal degree of language in the TT.

4.2 Suggestions

After completing this study, the researcher composed several suggestions for the reader and another researcher. First, the researcher suggests another researcher who are willing to conduct study in the same area to use a different theory

since there are many others theories to examine the translation error cases. Second, the American Translators Association (ATA) Standardization Framework (2021 version) can be used to analyze any other things beside thesis' abstracts, so the researcher suggests another researcher who will use the American Translators Association (ATA) Standardization Framework (2021 version) to analyze different object. Third, if another researcher wants to examine the translation error that occurred in the thesis' abstract, the researcher suggests to look into another department, major, or university since there must be a lot of cases that remain uninvestigated. Lastly, for the reader, the researcher suggests to carefully translate something so any kind of translation errors can be avoided.



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