



Analysis of Accuracy in Translating Indonesian Texts into English by Grade Eleven Students of HKBP Lintong Nihuta Private High School in Explanatory Texts

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ABSTRACT: This research aims to show the level of translation accuracy of class XI students at HKBP Lintong Nihuta Private High School for the 2023/2024 academic year. In this research, there were several problematic phenomena that occurred during previous observations in class XI. where there are still many students who do not understand good translation techniques, which often results in errors in the translation results. This creates confusion among students about good translation, for example; Students don't know how to use grammar properly; student translate the sentence by word for word so, the meaning of the sentence is not conveyed properly. and students lack mastery of English vocabulary. The method used in this research is a qualitative descriptive method because it is based on phenomena that occur. The data source used in this research uses explanatory text taken from the Detik.com website. The procedural technique used is qualitative data analysis. There were 20 students who took part in carrying out the translation of this text. The findings obtained were none of the students that get the Highly accurate and there are only 6 (30%) students that get that accurate level, and 12 (60%) students for the less accurate and there are 2 (10%) students that gets the Inaccurate level. So, it can be concluded that students' level of accuracy is still at the level Less accurate.

Keywords: Translation, Accuracy, Explanation text, Indonesia, English

1. Introduction

In this very modern era, language is a very important tool to use and learn. There are various kinds of languages that are valid and used in this world. You also need to know how to use language so that communication runs smoothly and information can be conveyed very well. These different languages have different characteristics and cultures in terms of language use. If studied in linguistics, understanding information in a different language requires a translation process from another language (target text) to our language (source text) and vice versa, from our language (source text) to another language (Target text). Translation is the only technique that really helps us understand what is conveyed by the speaker or writer in a communication. This statement is supported by Chinh (2022) Translation is a technique for people to transfer a message



from one language to another. Therefore, translation always implies the functions of the language.

In addition to the functions of language such as communication, conveying messages, and so on, translation also has educational and social functions. Without translation, it wouldn't be possible to maintain a relationship, talk to your friends or broadcast some news from around the world. In the era of globalization, countries are connected, which means it can be through economic or political relationships or also, just cultural exchanges. However, there are some specifics that make these relationships hard. In most cases, these difficulties are structural, as relationships are created primarily between countries and people with different languages, which makes contact more challenging. In education, translation is very crucial for both teacher and students. According to Rodriguez (2000) The goal of translation in the educational system is to ensure that teachers and students are understanding each other on multiple levels. By translating more than words, students are able to understand the concepts teachers are sharing with them.

It is impossible to add anything to the stated issue than indicate the evident fact that Multiplicity of languages about Earth's cultures is a prime and immense barrier to and disincentive for universal communication. Whether the factual statement is correct and valid, assuming that the current Memorandum includes certain comments and advice, implicates a high likelihood of at least anything in terms of leading to a solution. The creation of a global language translation center with electronic computers. Hence these recommendations of the memorandum are likely to be inadequate and silly and are clearly insufficient for an expert in the field. Nothing more ought to be said than to note the self-evident reality that a variety of dialects discourage cultural interchange Earth's societies and could be a critical disincentive of all-inclusive communication. The show Reminder, accepting this point is genuine and significant, contains a few comments and proposals. On the likelihood of at slightest anything driving to the arrangement.

Worldwide interpretation challenge with the utilize of high-capacity, flexibility and speed electronic computers. This reminder 's proposals are Hyland (2008:5) characterizes that Clarification may be a content that traces how or why things happen, or how things work. It implies that, it is to say why and how of the shaping of the wonders. Hence, a content which tells forms relating to shaping of characteristic, social, logical and social wonders. likely to be deficiently and Naïve, and can be clearly stumbling for a proficient within the field. Mallett (2012, p. 153) states that Clarification Content is clarifies structure like those of a plant, a creature or machine or explain a handle. It looks at the steps instead of the things. This is often telling each step of the method (how something happens) and to allow reasons (why something happened). Unquestionably the speaker isn't. Interpretation has its claim excitement, its claim reason. A great interpretation is still conceivable but it never completes a great interpreter. It ordinarily can be modern. No such thing as a idealize, culminate or adjust adaptation, an interpreter still tries to extend his involvement and create his strategies of doing it. Expression; he still watches the truth, the terms.

In this research, the translation stage that will be used is the translation of a text that has an explanatory genre as material to help investigate the extent of the translator's ability to translate the text into good English. Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. According to Davies (2000, p. 76) the explanatory text is a text entry about phenomena, social, scientific processes and so on. So, the process involved in information on natural or socio-cultural phenomena. The researcher chose explanatory text as the type of text that will be used because explanatory text is a text that is very useful for us, especially for students who have to understand whether a phenomenon can happen and how it happens. In this research, the researcher will discuss an explanatory text that summarizes how poverty can occur and why the phenomenon of poverty is increasing in our country.

Davies (2000, p. 76) states that the explanatory text aims to provide explanations for the phenomena that occur in our surroundings world. It provides an explanation for the cause and mechanism behind an occurrence. It assists us in understanding the world and enable us to save this knowledge for later. It happens in a different location. Explanation text has generic structures that should be known by the writer. If the writer knows about the genetic structure of explanation text, the writer will be easy to write it in the right form. Davies (2000, p. 76) mentions there are the main structure of explanation text; 1) general statement, in this section, the introduction or opening paragraph is intended to capture the readers' attention. Direct focus on the subject matter and specify the particular phenomenon or process being discussed. Explained. 2) The explanation, the main focus of this section is providing an explanation within the text. The part was a phenomenon or process is being explained. 3) The Conclusion, the conclusion is the ultimate statement or outcome of this section reasoning.

Based on the explanation above, it can be concluded that making an explanatory text to be used in this research, can be a tool for analyzing the accuracy of translation Indonesian into English language. Based on the researcher's previous observation in HKBP Lintong Nihuta Private High School, there were several problems faced by the rest while translating the text. This creates confusion among students about good translation. These problems include; students do not understand the explanatory text. Students don't know how to use grammar properly; student translate the sentence by word for word. The process of translating sentences is carried out by translating word for word so, the meaning of the sentence is not conveyed properly. students lack mastery of English vocabulary. Students also don't understand good grammar structural to form correct sentences. According to Kurnia (2016) A translation can be considered as an accurate translation if the message is conveyed to the target language correctly

Accuracy in translation contains a vital part, particularly in multilingual settings. The exactness of an interpretation is determined by the integrity of the meaning within the translation. The most assignment of an interpreter is to communicate the meaning within the source content to the target content. The meaning itself is the foremost imperative calculate in this dialect interpretation prepare. Nababan (2012, pp. 51-52) says exactness is the foremost imperative basis in interpretation to create quality

interpretation. A translation is said to be accurate if the meaning is able to be conveyed completely without any additions or subtractions. Compared to other factors, accuracy is the most important factor that should not be ignored.

Acceptability is an important aspect of a translation because it determines the suitability of a translation in terms of the target language. (McDonald, p. 2020) The target reader must accept and comprehend the text. Readers will comprehend the intended message within the sentences. Create a new version of the text in a different language and then connect it back to the original context of the text A translation is said to be acceptable if the translation conforms to the rules of writing in the target language. Sometimes translators only translate a text word by word without paying attention to the differences in 'style' between the two languages. The readability aspect is closely related to the target reader of a text. Before starting to work on a text, the translator must know roughly who the readers of the translated text are. Texts for children are of course very different for adults. Children's story books are packaged in simple and concise language. Apart from that, the use of unfamiliar terms is also avoided. A translation must be easy to read and understand by the target reader.

According to As'ad, (2022) The three steps of the translation process are simply referred to as the text understanding stage, the text translation stage, and the text translation result improvement stage. The translator prioritizes each section of the text in the first step, which involves understanding the text's substance overall. Every word in the text is examined to determine its meaning because a word might have many meanings depending on how it fits into a sentence or paragraph. The next step is to translate the content into the target language once you have carefully read it and understood the message you want to convey. This will ensure that the message is effectively conveyed. The final stage is improving the so-called translation results "extraction" or "refinement". Be that as it may, indeed keeping up the same structure between the ST and TT, it does not mean they cannot be caused mutilation of meaning. Thus, the interpreter must consider which structure ought to be kept up to dodge the mutilation and wavering. Other than, the interpreter must precisely pass on the thought from the source content to the target content, hence the thought is sound (Imam et al., 2023)

The translation results are reviewed and studied from different angles reader's view. However, there are many mistakes that often occur during the translation process carried out by students, one of which is translating word for word. This can happen because students don't understand the rules of sentence patterns and good grammar as explained previously One example is the form of translation in the sentence below;

"pemerintah harus menetapkan kebijaksanaan yang baru untuk membangun masyarakat yang Sejahtera" (The government must establish policies which news to build a society that prosperous)

In this sentence, the students translate the sentence using a word for word technique so that the accuracy of the translation is still not optimal, even though the meaning of the sentence is still acceptable (less accurate)



“Kebutuhan pokok itu di antaranya sandang, pangan, pendidikan, dan Kesehatan” (These basic needs is clothing, food, school and health) some mistake that is also often made by students is a lack of ability to master grammar. For example, the word “is” it should be use “are” or we can make “include” because it tells something that plural. And the word school it should be education and not school. Even though these two words are related to each other. So, the correct one is (These basic needs include clothing, food, education and health).

In this research, researchers want to analyse how students' abilities in HKBP Lintong Nihuta Private High School can translate an explanatory text entitled "the poverty problem". so that researchers can find out the accuracy of the student's translation level, whether it is at the accurate, less accurate and inaccurate level. Mistakes made by students in translating the explanatory text can have an impact translation accuracy. Categorization of errors according to their surface the structure of a sentence or expression is changed by an error (Shaffer; 2005). For example, the classification will include additions, information errors, omissions, word class arrangements and sentence patterns. So that later from the implementation of this research, we can expect a big contribution for students to be able to find out information from a text that comes from English or the other language.

2. Method

2.1. Research Design

The researcher used Descriptive qualitative research as the research design. Descriptive qualitative research is a research design used to analyze the accuracy translation made by the students in order to know how the level or the ability of the students when translating the text. According to Lambert (2012), qualitative descriptive research is one that provides a thorough account, in common language, of particular experiences that people or groups of persons have encountered. Put another way, the main goal of a descriptive research is to thoroughly and in-depth analyze a sample using a clearly stated descriptive theory.

2.2. Data Source

The data source of this research will be relevant with the problem of the research above. The problem in this research is the ability of students in high school grade eleventh in HKBP Lintong Nihuta Private School to translate Indonesian texts into English texts properly and correctly. so, the researcher used the explanation text which the topic that be chosen is the problem of poverty, as material to see the accuracy of students' translations, which consists of three paragraphs, namely; general statement, cause and effect sequence and interpretation

2.3 Instrument of the research

The instrument that the researcher used in order to do the research is the translation test which is used the explanation text with the topic about the problem of poverty. This text is taken from Detik.com, which is an example of an explanatory text.

So besides being able to find out information about the problem of poverty, students can also know the form of explanatory text and the generic structure of the text. Finally, the researcher used several note books to record student improvement

2.4 Data analysis Procedure

Qualitative data analysis is the process of gathering and collecting, interpreting structures qualitative data to understand what it represents. Qualitative data analysis has steps in each step the process in it is like the student translation process in the text the problem of poverty. This analysis will later be used to see how students know good translation techniques and the extent of the information obtained, namely; first read and understand translation techniques and good translation rules. secondly, choose appropriate and useful text to translate. the third analyses the mistakes or errors made by students when translating the text. fourth, analyze how accurate the results of each student's translation are. Fifth, make research conclusions.

Table 1: The Accuracy Level of Translation

The Score of the Translation	The Accuracy of Translation
85-100	Highly accurate
75-85	Accurate
50-75	Less accurate
20-50	Inaccurate

3. Findings and Discussion

The data of this research were the result of students 'translation. it was taken on May 19th, 2024, at HKBP Lintong Nihuta Private High School. The test was given to 20 students as the sample of this research.

3.1. Findings

Several findings in this study are explained as follows:

Table 1: Students' accuracy in translating an explanation text from Indonesia into English

No	Students	Score	Level of Accuracy
1	RJ	60	Less accurate
2	CC	75	Accurate
3	ND	65	Less accurate
4	BS	70	Less accurate
5	AS	75	Accurate
6	TP	80	Accurate
7	JG	80	Accurate
8	AS	50	Inaccurate
9	AP	55	Less accurate
10	PN	60	Less accurate

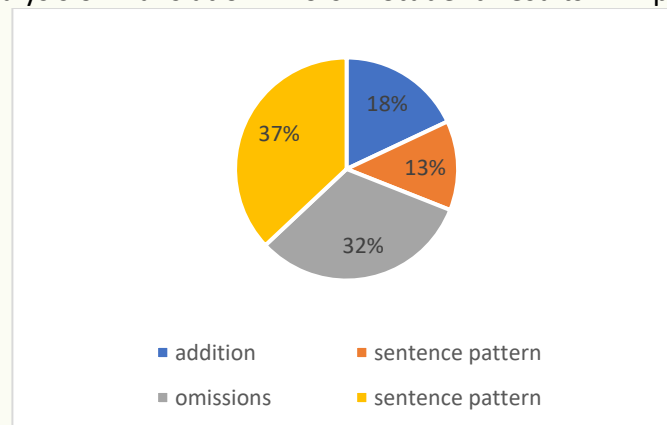
No	Students	Score	Level of Accuracy
11	DS	65	Less accurate
12	NT	75	Accurate
13	SS	70	Less accurate
14	GT	75	Accurate
15	AT	60	Less accurate
16	GS	55	Less accurate
17	TM	40	Inaccurate
18	ST	50	Less accurate
19	AM	65	Less accurate
20	NM	70	Less accurate
Total	-	1295	
Mean		64,75	Less accurate

Based on the table above, it can be seen that the students' translation accuracy abilities are at the less accurate level. For more details, see the following table;

Table 2: The Percentage Level of Translation

Level accuracy	Frequency	Percentage
Highly accurate	-	-
Accurate	6	30%
Less accurate	12	60%
Inaccurate	2	10%
Total	20	100%

Table 3: Analysis of Translation Errors in Student Results in Explanatory Texts



From the table above, it shown the result of students 'score in translating the explanation text from Indonesia into English still low where in translating, none of the students that get the Highly accurate and there are only 6 students that get that accurate level, and 12 students for the less accurate and there are 2 students that get

the Inaccurate level. So, it can be concluded that students level accuracy is still on the level Less accurate.

There are several factors and aspects that cause students to experience errors during the translation process which makes the level of translation accuracy at a low level. These factors include: the classification will include additions, information errors, omissions, word class arrangements and sentence patterns.

1. Additions

The problem that often occurs by students is the addition of words that should not be made during the translation process. This could happen because in Indonesian texts we often find more words. Therefore, students tend to follow this writing culture by adding words that should not be included in sentences. For example;

Source text: *Kemiskinan merupakan tingkat ketidakmampuan Masyarakat*

Target text: The general statement that poverty is the process of inability society

The general statement phrase is a repetition of a phrase contained in the generic structure of the explanatory text. students add back words that should not be needed in the sentence

Source text: *Mulai dari kelangkaan alat pemenuh kebutuhan dasar. sulitnya akses terhadap pendidikan, hingga sulitnya mendapatkan pekerjaan. Kemiskinan dapat menjadi faktor kesenjangan sosial dalam suatu negara*

Target text: Starting from the scarcity of tools to fulfil basic needs. and then, the difficulty of accessing education, to the difficulty of getting a job.

The words from and then here refer to the addition of words that do not come from the source text, but are added by the translator. This is a mistake because apart from adding the wrong words, the rules for making sentences are also wrong. because it is hoped that if the word and appears it means the sentence will be closed. whereas in this sentence it can be clearly seen that there is still a sentence after the second sentence is made

2. Information errors

Information errors here mean students' mistakes that often occur when they find errors in capturing the information contained in the text. Thus, it often causes errors in the translation process

Source text: *Struktur sosial dan perilaku menjadi faktor terbesar terjadinya masalah kemiskinan*

Target text: The government system and community behaviour are the biggest factors in the problem of poverty

In this sentence it is very clear that the information created is very wrong, because the translation transfer error makes the information created wrong. In terms of the quality of the translation of this example sentence, it is at the Inaccurate level because it is unacceptable.

3. Omissions

Omissions are the opposite of additions. where in omission there is the deletion of words that should have been made but were omitted so that the information given was inaccurate. This is a mistake that is often made by students due to several factors such as not knowing the translation so they omit the word. For example;

Source text: *Namun, hal ini harus didukung dengan perilaku masyarakat yang tidak menghamburkan uang, menghindari gengsi, menabung, dan membantu orang di sekitarnya.*

Target text: However, this must be supported by people's behavior of not wasting money, saving money, and helping people around them.

In this sentence, the phrase 'avoiding prestige' was removed in the translation process. where there is a possibility that students do not know how to translate it in English. However, this is a fatal mistake because it can cause misunderstandings and the information provided may not be acceptable but the meaning can still be known

Source text: *Masyarakat miskin cenderung tidak menganggap bahwa pendidikan itu penting*

Target text: people tend not to think that education is important.

In this sentence there is a word that is omitted, namely the adjective word "poor" and it only translates to society. so that when the sentence is delivered the information provided is not clear. We don't know which people think that education is not important

4. Word Class Arrangements and Sentence Patterns

Word class arrangements and sentence patterns are an error that is very often found when the translation process is carried out. This can happen because of students' lack of knowledge in grammar and word classes in English, making it difficult for students to compose good sentences in English. If this error is often made, the information transfer process will not be conveyed and will not be accepted, where the first language and second language experience negative transfer.

Source text: *oleh karena itu, pemerintah juga telah membuat program untuk meretas kemiskinan. Contohnya menaikkan upah minimum kerja, memperluas lapangan pekerjaan, pendidikan gratis, tempat tinggal dengan harga terjangkau*



Target text: so, the government also has created a program to eradicate poverty. For example, increase the minimum wage for work, expanding employment opportunities, free education, affordable housing

In the translation given by the student there were several errors in the translation process and these are errors that often occur when students translate texts into English. In this sentence there is the phrase "*oleh karena itu*" where students translate it into "so" which should be "therefore". The next mistake is placing the words correctly and correctly. In the words "the government has also". Here most students translate it word for word. This is very fatal because it can cause errors when constructing correct sentences. The correct words are "the government has also" and not "also has".

In this study, researchers collected 22 data that showed the mistakes made by the students. Where the collected data is identified into each part of the translation error. Where there were 4 (18%) data identified as Additions. 3 (13%) data contained in information errors, 7 (32%) data contained in word refinements (Omissions) and 8 (37%) data came from word arrangement or sentence patterns made by students in translating Indonesian texts into English using an explanatory text entitled "the problem of poverty". This research explains that the findings that researchers can discuss regarding students' ability to translate texts is still very low, including lack of mastery of vocabulary, grammar, sentence patterns, additions or deletions of word structures in a sentence. Researchers also explained in previous research from Kurnia et al. (2016) who analyzed students' level of translation accuracy in news item texts. In this study, researchers focused on the accuracy of students' translations using simple random sampling. In this research, what differentiates our research from previous research is that previous researchers used translation accuracy from English (source text) and Indonesian (target text). The implications of this research can be expected to be able to build student enthusiasm in searching for information by using good translation techniques. So that later communication between students and teachers and with society can be established well without any misunderstandings and miscommunication.

3.2. Discussion

In this research, the results that have been collected answer the research problem which states that students have problems when carrying out the translation process into English. In this research, it was found that there were several problems that arose when carrying out the translation process, namely the first was addition. Addition is the process of adding words that are not needed in a translation because they can cause misinformation. Of these addition errors, there were 4 (18%) sentences detected using the addition of words into a sentence translation according to the text being shared. The second error is information errors. This is a mistake if students are not careful when looking for consistent information that is consistent with the content of the text. Thus, making students assume that the translation is inaccurate due to information errors. In this study, researchers found 3 (13%) sentences who had information errors in the process of translating the sentence. The next one is omissions, omissions are the most common mistakes made by students and are often found when



presenting translation results. The causes of this omission are various things, such as the lack of vocabulary that students have and that they have. the second is often guessing the relationship between the initial word and the final word to answer or provide a translation that has lost the translation of a word or phrase. In this omission, there were 7 (32%) sentences detected making omission. from the sentence translation according to the text being shared there were 8 students who experienced this. and the last one is the word class arrangements and sentence patterns error. This is an error due to students not being used to constructing sentences from initially Indonesian into target texts such as English, students also do not do enough practice when learning to compose correct and appropriate sentence structures. and the next thing is that students often experience confusion because they have not mastered grammar or parts of speech (noun, pronoun, adverb, verb, conjunction, adjective, preposition and interjection). In this study, out of 20 students, 8 (37%) sentences were detected to have errors in word class arrangements and sentence patterns.

Conclusion

4.1. Conclusion

Translation accuracy is very important to understand when trying to extract information from text sources in different languages. The importance of accuracy in translation varies, from preserving nuances of meaning and message intent to building trust, ensuring cultural sensitivity, and meeting legal and compliance requirements. Translation techniques are also very important to understand in order to know how information is conveyed both according to context, factual and grammatical. Based on the findings and discussions previously explained, it can be concluded that students' accuracy in translating the explanatory text entitled "problem of poverty" is still less accurate. This can be seen because based on the number and percentage of students' work in the translated text there are still various errors. The researcher also saw that in the highly accurate type, not a single student was able to reach that stage, meaning that the students' ability to translate explanatory text was still in the lower middle range. Based on the analysis above, it can show the results of how the abilities of class XI Mia 1 students at HKBP Lintong Nihuta Private High School are at the Less Accurate level. This happens due to several factors such as the addition of unnecessary words, deletion of words, lack of good vocabulary mastery, lack of grammar and correct sentence structure. These errors are what cause students' translation results to experience errors and unsatisfactory results.

4.2 Suggestion

From the research results along with the conclusions that can be conveyed by the researchers above. Researchers will provide some good input and suggestions to be conveyed to all people who have an impact and contribute to this research. The researcher hopes that after this research is carried out, students can improve their translation techniques and master the material better in the future. so that later students will more easily understand if there is a text or conversation that does not come



from a local language such as English, they can capture the information provided so that it can broaden students' insight. Students need to practice more and read and analyze texts to make it easier for them to practice reading and understanding English texts. and for teachers and the school environment to build a more enjoyable, creative and innovative learning atmosphere to educate students to become responsible students and able to provide even more creative ideas and innovations. Media is very important in the learning process in order to create a lively and enjoyable class atmosphere. As final words, the researcher would like to say thank you very much to the school, teachers and staff who have allowed the researcher to carry out this research in class.

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