

LOST IN TRANSLATION: A CRITICAL ANALYSIS OF ERRORS IN ABSTRACT TRANSLATIONS BY VOCATIONAL ACCOUNTING STUDENTS

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Received on 27 July 2024 / Approved on 23 October 2024

Abstract

This study investigates the prevalent translation errors in English abstracts written by vocational accounting students at an Indonesian polytechnic university. Given the technical nature of accounting and the growing significance of English as a global academic and business language, the ability to accurately translate complex accounting terminology is essential for students. This research aims to identify the common types of translation errors, their underlying causes, and the pedagogical implications for improving language proficiency among these students. Data were collected from a sample of 30 students who translated their Indonesian abstracts into English. The analysis focused on identifying lexical, syntactical, and grammatical errors. The findings revealed that lexical errors, such as the misuse of accounting terms, were the most frequent, followed by syntactical errors that disrupted the logical flow of sentences, and grammatical errors that undermined the readability and professionalism of the abstracts. The study highlights the challenges posed by the reliance on translation software, which often fails to capture the nuances of technical language. Practical translation exercises, peer reviews, and the use of AI-powered translation tools are recommended to enhance students' proficiency. By addressing these challenges, educators can improve the quality of academic writing among vocational students, ensuring they can effectively communicate their research findings in English. This study hopefully contributes to the development of better teaching strategies and translation support systems, ultimately preparing students for success in the global academic and professional environment.

Keywords: Translation; Errors; Abstract; Writing; Vocational

Abstrak

Penelitian ini menyelidiki kesalahan penerjemahan yang umum terjadi dalam abstrak bahasa Inggris yang ditulis oleh mahasiswa vokasi akuntansi di sebuah perguruan tinggi vokasi di Indonesia. Mengingat sifat teknis akuntansi dan pentingnya bahasa Inggris sebagai bahasa akademik dan bisnis global, kemampuan untuk menerjemahkan terminologi akuntansi yang kompleks dengan akurat menjadi sangat penting bagi mahasiswa. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan penerjemahan yang umum terjadi, penyebabnya, dan implikasi pedagogis untuk meningkatkan kemampuan berbahasa di kalangan mahasiswa ini. Data dikumpulkan dari sampel 30 mahasiswa yang menerjemahkan abstrak mereka dari bahasa Indonesia ke bahasa Inggris. Analisis difokuskan pada identifikasi kesalahan leksikal, sintaktikal, dan gramatikal. Temuan menunjukkan bahwa kesalahan leksikal, seperti penggunaan istilah akuntansi yang salah, adalah yang paling sering terjadi, diikuti oleh kesalahan sintaktikal yang mengganggu alur logis sebuah kalimat, dan kesalahan gramatikal yang merusak keterbacaan dan profesionalisme dari sebuah abstrak. Penelitian ini menyoroti tantangan yang ditimbulkan oleh ketergantungan pada perangkat lunak untuk penerjemahan, yang sering kali gagal menangkap tema dari bahasa teknis. Latihan praktik penerjemahan, review teman sejawat, dan penggunaan alat penerjemahan berbasis AI direkomendasikan untuk meningkatkan kemampuan mahasiswa. Dengan mengatasi tantangan ini, pendidik dapat secara signifikan meningkatkan kualitas penulisan akademik di kalangan mahasiswa vokasi, memastikan mereka dapat secara efektif mengkomunikasikan temuan penelitian mereka dalam bahasa Inggris. Studi ini diharapkan dapat berkontribusi pada pengembangan strategi pengajaran yang lebih baik dan sistem

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dukungan penerjemahan, yang pada akhirnya mempersiapkan mahasiswa untuk sukses dalam lingkungan akademik dan profesional global.

Kata Kunci: Penerjemahan; Kesalahan penulisan; Abstrak; Tulisan; Vokasi.

INTRODUCTION

Within the domain of scholarly investigation, the abstract functions as a concise entryway into the fundamental nature of a thesis, offering a brief overview of its aims, approaches, and principal discoveries (Biggam, 2018). The importance of students' ability to articulate complicated accounting concepts in a grammatically correct manner is crucial, given the growing significance of English in the worldwide academic discourse (Johnston & Goettsch, 2000). The field of accounting poses distinct issues that necessitate a thorough analysis of linguistic proficiency, given its exact vocabulary and formulaic frameworks. The primary objective of this study is to provide a comprehensive analysis of the grammatical faults that are commonly found in the English abstracts written by accounting students. By identifying reoccurring issues and potential areas for pedagogical intervention, this research seeks to enhance understanding of these errors and contribute to the development of effective teaching strategies.

Accounting students face a significant hurdle when it comes to mastering the complexities of academic writing, especially in a non-native language (Othman et al., 2021). The process of writing, which is commonly seen as a skill that necessitates practice and improvement, can be quite challenging when attempted in a language as intricate as English. Given the circumstances, it is crucial to recognize that writing is not an intrinsically innate endeavor. Moreover, for students studying accounting, this difficulty is exacerbated by the requirement to express their research in the English language (Nation & Macalister, 2020).

An additional level of intricacy arises from the necessity for students to translate their carefully constructed Indonesian ideas into English. This matter, however, reveals a fundamental problem: a significant number of students possess an inadequate understanding of the fundamental principles and processes of translation. The process of translating from the source language (SL), Indonesian, to the target language (TL), English, poses a significant challenge. The translation quality of these students' theses is heavily dependent on the effectiveness of the translation software or artificial intelligence (AI) technologies they have access to, as they do not write their theses directly in English. As a result, the translation outcomes are riddled with numerous inaccuracies, the extent of which varies depending on the skill level of the selected translator (Lee, 2020).

In the pursuit of efficiency, students frequently turn to the most expedient option at their disposal, namely Google Translate. Unfortunately, the utilization of Google Translate, despite its seeming convenience, provides an additional level of intricacy (Aksnes, 2018). The pupils, possibly unintentionally, demonstrate a significant level of reliance on the capabilities of this AI-powered technology without fully recognizing the possible drawbacks. The translation outcomes produced by Google Translate have the potential to not only fall short in accurately capturing the intricate material of academic theses, but also to distort the intended meaning and undermine the intellectual integrity of the research (Jackson et al., 2019).

This multilingual character facilitates a comprehensive examination of linguistic transfer and the difficulties encountered by students during transitions between English and Indonesian languages (Simanjuntak, 2019). This study aimed to investigate the role of the abstract as a crucial element in engaging readers and researchers. It tried to analyze language use and detect patterns of grammatical faults that could impede the successful transmission of research findings.

The investigation aimed to not only enhance the educational comprehension of language difficulties encountered by accounting students but also offer practical suggestions for both educators and learners (Herdawan, 2020). The results of this study have the potential to provide valuable insights for the development of language support programs that specifically target the needs of students in effectively navigating the complex interplay between the technical aspects of

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accounting and the grammatical requirements of academic communication. It is important to explore the convergence of language and accounting, with the objective of improving the academic communication abilities of upcoming accountants (Sinaga, 2022). The goal is to enable them to effectively express their research findings in a manner that is both eloquent and influential, similar to their proficiency in financial analysis (Fauzi, 2022).

While there are many previous studies that examine the types of errors made by students when writing and translating their Indonesian abstracts into English (Herdawan, 2020; Suhono et al., 2020), this investigation focuses on examining the linguistic challenges that arise in English abstracts, with the aim of understanding the complexities of these blunders. It is offering valuable insights for educators, learners, and developers of translation systems. This research tries to enhance comprehension of the difficulties encountered in the significant convergence of language, technology, and academic writing. By conducting a comprehensive analysis of the mistakes, the objective is to make a valuable contribution not only to the improvement of accounting students' academic writing abilities but also to the wider discourse on successful language translation approaches in educational environments.

LITERATURE REVIEW

Translation Errors in Academic Writing

Translation errors in academic writing are a common issue, particularly for non-native English speakers. These errors can range from minor grammatical mistakes to significant misinterpretations of meaning. According to Johnston & Goettsch (2000), the primary challenge lies in the ability to convey complex academic concepts accurately while adhering to the grammatical and syntactical rules of the target language. These errors not only hinder the clarity and professionalism of academic work but also affect the credibility of the research. For vocational students, especially those in technical fields like accounting, mastering the language of instruction is essential for their academic and professional success (Lestari, 2023).

Importance of Language Proficiency in Accounting

Language proficiency is crucial for accounting students due to the technical nature of their field. Accounting involves specific terminologies and concepts that require precise understanding and communication. Macalister and Nation (2019) emphasize that English proficiency is indispensable in the global academic and professional landscape. Poor language skills can lead to misunderstandings, errors in financial reporting, and difficulties in international collaboration. For Indonesian accounting students, achieving proficiency in English is particularly challenging yet necessary, given the increasing importance of English in global business and academia (Suprato et al., 2018).

Translation Processes and Challenges

Translating academic texts from Indonesian to English presents significant challenges. Lee (2022) points out that the syntactic and lexical differences between the two languages can result in translation errors that obscure the original meaning. Translation processes often rely on software tools like Google Translate, which, while helpful, can introduce inaccuracies. These tools may not always capture the nuances of technical terminology and academic style, leading to dependency and potential misinterpretation of texts (Groves & Mundt, 2015). Therefore, students must develop their translation skills and understanding of both languages to produce accurate translations.

Abstract Translation of Research Papers

The translation of abstracts is a critical component of academic writing, serving as a concise summary of the research (Kovacs, 2019). Accurate translation is vital as abstracts are often the first

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part of a paper that readers encounter. Errors in abstract translation can mislead readers about the study's scope, methodology, and findings. Herdawan (2020) identifies common issues in abstract translations, such as incorrect use of technical terms, awkward phrasing, and grammatical errors. These mistakes can stem from insufficient language proficiency, lack of familiarity with academic conventions, and overreliance on translation software. Addressing these challenges requires focused language training and practice in translating academic texts.

Previous Studies on Translation Errors

Research on translation errors in academic writing has highlighted various types of mistakes and their implications. Herdawan (2020) and Suhono et al. (2020) have conducted studies that categorize these errors into lexical, syntactical, and grammatical errors. Lexical errors often involve the misuse of terms that can change the intended meaning. Syntactical errors affect the sentence structure, leading to confusion, while grammatical errors undermine the readability and professionalism of the text. These studies underscore the need for targeted interventions to help students improve their translation skills. It is also suggested that understanding the root causes of these errors is crucial for developing effective teaching strategies (Cano & Ruiz, 2020).

Pedagogical Implications and Strategies

To address the translation challenges faced by vocational accounting students, effective pedagogical strategies are essential. Rodríguez-Castro (2018) and Su & Li (2023) recommend language support programs that focus on the specific needs of students in technical fields. These programs should integrate language learning with subject-specific content, allowing students to develop both their linguistic and technical skills simultaneously. Practical translation exercises, peer reviews, and the use of AI-powered translation tools can enhance students' proficiency (Alharbi, 2023). However, educators must also teach students to critically evaluate and refine the output of these tools (Valijärvi & Tarsoly, 2019). By adopting these strategies, educators can help students overcome language barriers and improve the quality of their academic writing.

RESEARCH METHODOLOGY

In line with previously indicated research objectives, a descriptive qualitative design was employed in this study (Creswell, 2022). The main goal was to classify and identify the different kinds of translation errors found in academic abstracts authored by sixth-semester accounting majors at a polytechnic university in Banten Indonesia. The investigation involved the utilization of 20 (twenty) abstracts that were translated from Bahasa Indonesia to English, which were sourced from the theses of the students. The abstracts included topics related to finance, business, and accounting. The total number of words throughout the 20 abstracts was around 4867 words. The data utilized consisted of sentences, phrases, and words. Fundamental data analysis can be briefly described as consisting of three essential phases: data condensation, data display, data drawing and verification of conclusions (Miles et al., 2020).

After several sentences were selected, a validation investigation was carried out to confirm that errors in abstract writing indeed occur. After that, there was a verification phase in which the outcomes were contrasted with justifications and illustrations. Subsequently, the data underwent condensation via the error identification procedure. The errors that were identified were recorded and presented in a tabular format. The last step involved classifying the errors, which the researcher attempted to analyze from both linguistic viewpoints. In this study, we employed a linguistic mistake categorization approach, with a specific emphasis on analyzing the Target Language in isolation. The classification system comprised five subcategories: grammar, translation, vocabulary, sentence structure, and mechanical mistakes. This approach aligns with the methodology discussed

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by Barkhuizen & Ellis (2005), who emphasize the significance of categorizing linguistic errors to gain insights into language learning processes and challenges.

FINDINGS AND DISCUSSION

The research findings indicate the accounting students frequently encounter various problems and errors while engaging in the task of composing abstracts in the English language. The errors committed by the accounting students can be classified into five distinct categories, specifically errors pertaining to grammar, translation, vocabulary, sentence structure, and mechanics. Grammatical errors can be further categorized into four sub-categories: tenses, subject-verb agreement, single and plural, and inconsistency in grammar usage.

The subsequent topic to be discussed is the occurrence of translation errors. The predominant fault observed in the accounting students' translations is that of literal translation. The third kind of errors pertains to terminology. This encompasses the improper utilization of specialized vocabulary in the field of accounting and errors pertaining to syntactical arrangement. The fourth category of errors pertains to sentence structure, encompassing issues related to word and phrase structure, as well as run-on sentences and ambiguous sentences. Lastly, the final category of error is mechanics. This particular context encompasses two distinct sub-categories, specifically spelling errors and capitalization issues.

Table 1. Error findings

Error Category	Sub-Category	Number of Words	Number of Errors	Error Percentage
Grammar	Tenses	31	37	24.66%
	S-V Agreement	7		
	Singular-Plural	6		
	Inconsistency	4		
Translation	Literal Translation	45	45	30.00%
Vocabulary	Inaccurate Terminology	33	33	22.00%
	Word Order	2		
Sentence Structure	Word and Sentence Structure	3	15	10.00%
	Run-on Sentences	4		
	Unclear Sentences	5		
Mechanics	Spelling	9	20	13.33%
	Capitalization	6		
Total		155	150	100%

Table 1 provides a concise presentation of the mistake categories seen in students' English abstract writing. The table reveals that the majority of errors committed by the students occurred during the translation of words and phrases from English to Indonesian. The abstract translation by the students in 20 abstracts contained a total of 45 mistakes, which accounts for approximately 30% from overall mistakes. The category with the second highest frequency of errors pertains to

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grammar, accounting for 37 errors or 24.66% of the total. Subsequently, errors in vocabulary constitute 33 errors, equivalent to 22% of the total. The students' mistakes in mechanics have committed a total of 20 errors, accounting for 13.33% of the overall mistakes. These errors encompass both spelling and capitalization. In due course, a number of errors were seen among the students pertaining to the domain of sentence construction, amounting to a total of 15 errors, which accounts for approximately 10% of the total faults made. The subsequent paragraphs provide greater elaboration on the faults that are commonly identified in the abstracts of students.

Grammar Error

Tenses

This category refers to the improper utilization of verb tenses in English abstract writing as observed among students. The sentence below is describing the research purpose:

Source Language:	<i>Tujuan penelitian ini adalah untuk mengetahui prosedur pembukaan Tabungan wadiah pada Bank Syariah Indonesia (persero).</i>
Target Language:	<i>The purpose of this research is to find out the procedure for opening a savings account wadiah at Bank Syariah Indonesia (persero).</i>

The abstract describes the purpose of research that has already been conducted, so past tense should be used for consistency. Here is the corrected version: "*The purpose of this research was to find out the procedure for opening a Wadiah savings account at Bank Syariah Indonesia (persero).*"

Subject and Verb Agreement

In this sample, the subject "participant" is singular, and the verb "were" is plural. For subject-verb agreement, a singular subject should be paired with a singular verb, and a plural subject should be paired with a plural verb. It showed that the student failed to recognize the agreement because the source language itself did not differentiate between singular or plural noun.

Source Language:	<i>Partisipan dalam penelitian ini adalah Accounting Officer yang berjumlah 2 orang yang berkaitan dalam menangani secara langsung tentang perkreditan pada PT Bank Pembangunan Daerah Jawa Barat dan Banten Kantor Cabang</i>
Target Language:	<i>The participant in this study were Accounting Officers numbered 2 people who directly involved in handling credit at PT Bank Pembangunan Daerah West Java and Banten Branch Offices.</i>

Singular and Plural

This time, the student failed to recognize the translation of "*Berbagai factor*" that it should be "*A variety of factors.*"

Source Language:	<i>Berbagai faktor berperan penting dalam mempengaruhi perilaku konsumen.</i>
Target Language:	<i>A variety of factor plays a significant role in influencing consumer behavior.</i>

Inconsistency

This was an example of inconsistency in the verb tense and a failure of grammar parallelism. The first sentence uses the present tense ("examines"), while the second and third sentences switch to past tense ("were collected" and "suggests"). To maintain consistency and parallelism, the verbs should be in the same tense.

Source Language:	<i>Dalam penelitian ini, peneliti menguji dampak sistem akuntansi terhadap</i>
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	<i>kualitas laporan keuangan. Data dikumpulkan melalui survei dan wawancara, dan temuannya menunjukkan bahwa sistem akuntansi mempunyai dampak positif dan negatif.</i>
Target Language:	<i>In this study, the researcher examines the impact of accounting system on the quality of financial report. The data were collected through surveys and interviews, and the findings suggests that accounting system has both positive and negative effects.</i>

Translation

Literal Translation

In this example, the error in the translation lies in the literal and inaccurate rendering of the term "kantor cabang pembantu labuan." The phrase "pembantu labuan" is not properly translated, resulting in the error "pumpkin maid." This appears to be a machine translation or an inaccurate interpretation. It should be: "This study was carried out at PT. Bank Syariah Indonesia (Persero). Tbk Labuan subsidiary branch office."

Source Language:	<i>Penelitian ini dilakukan pada PT. Bank Syariah Indonesia (persero). Tbk kantor cabang pembantu labuan.</i>
Target Language:	<i>This study was carried out at PT. Bank Syariah Indonesia (Persero). Tbk branch office pumpkin maid.</i>

Vocabulary

Inaccurate Terminology

In this example, the term "depreciation audit" is not a recognized technical term in accounting. A more accurate term would be "depreciation analysis" or "asset impairment assessment." Using accurate and recognized technical terms is crucial in accounting writing to ensure clarity and precision in conveying financial information.

Source Language:	<i>Memanfaatkan algoritma yang canggih, perusahaan melakukan audit penyusutan komprehensif untuk menilai kesehatan keuangan aset tetap</i>
Target Language:	<i>Utilizing a sophisticated algorithm, the company conducted a comprehensive depreciation audit to assess the financial health of the fixed assets</i>

Word Order

This section discussed about word order in sentence. The example sentence below had a word order error because the placement of the phrase "profitability ratios that use 4 types of profitability ratios including" was awkward and contributed to confusion. It is redundant and unnecessarily complex. This sentence lacked arrangement which needed to enhances clarity and aligns with a more standard and logical word order in English.

Source Language:	<i>Bank Pembangunan Daerah Jawa Barat dan Banten Tbk tahun 2019 sampai dengan tahun 2022 rasio profitabilitas yang menggunakan 4 jenis rasio profitabilitas diantaranya gross profit margin, net profit margin return on asset dan return on equity</i>
Target Language:	<i>Regional Development Banks of West Java and Banten Tbk from 2019 to 2022 profitability ratios that use 4 types of profitability ratios including gross profit margin, net profit margin return on assets and return on equity.</i>

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Sentence Structure

Word and Sentence Structure error

In this example, there is a lack of parallelism in the structure of the sentence. The phrase "implementing a cost-cutting strategy" and "enhancing its marketing efforts" should be presented in a parallel structure. Parallel structure helps convey ideas in a clear and organized manner, making it an important aspect of effective writing.

Source Language:	<i>Meskipun terjadi penurunan laba, perusahaan menerapkan strategi pemotongan biaya dan meningkatkan upaya pemasarannya, sehingga memberikan dampak positif pada kesehatan keuangannya.</i>
Target Language:	<i>Despite the decrease in profits, the company implemented a cost-cutting strategy and enhancing its marketing efforts, resulting in a positive impact on its financial health.</i>

Run-on Sentences

In this example, there are multiple independent clauses joined without proper punctuation or conjunctions, creating a run-on sentence. A run-on sentence occurs when multiple independent clauses (complete thoughts) are strung together without proper punctuation or conjunctions. This can lead to confusion and make the text challenging to read.

Source Language:	<i>Laporan keuangan dianalisis untuk menilai kinerja perusahaan. Penelitian ini fokus pada indikator utama seperti profitabilitas, likuiditas dan solvabilitas. Hasilnya menunjukkan tren positif dalam jangka pendek namun pemeriksaan lebih dekat terhadap stabilitas keuangan jangka panjang menunjukkan potensi masalah.</i>
Target Language:	<i>The financial statements were analyzed to assess the company's performance this research focused on key indicators such as profitability liquidity and solvency the results indicated positive trends in the short term however a closer examination of long-term financial stability revealed potential challenges.</i>

Unclear Sentences

In this section, "Study This was carried out at PT. Bank Syariah Indonesia (Persero). Tbk," is unclear because of a lack of proper sentence structure and incorrect word order. The use of "Study This" at the beginning creates confusion and does not follow the typical English structure for introducing research or study.

Clear sentence structure helps convey information in a logical and organized manner, making it easier for readers to understand the intended meaning. In this case, the error in word order and the awkward placement of "Study This" at the beginning disrupts the natural flow of the sentence, making it less clear and more challenging for readers to comprehend.

Source Language:	<i>Penelitian ini dilakukan di PT. Bank Syariah Indonesia (Persero). Tbk</i>
Target Language:	<i>Study This was carried out at PT. Bank Syariah Indonesia (Persero). Tbk</i>

Mechanics

Spelling

The error in the translation appears to be due to a lack of awareness of correct spelling on the part of the student. The student might not have recognized the correct English spellings for certain words related to accounting and finance. For instance, "revenu" should be spelled as "revenue," and "fiskal" should be spelled as "fiscal."

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It's not uncommon for learners to make mistakes in spelling, especially when dealing with technical or domain-specific terms. In this case, the student may have overlooked the spelling errors or may not have been familiar with the correct English terms commonly used in accounting.

Source Language:	<i>Ada peningkatan signifikan pada pendapatan perusahaan pada tahun fiskal terakhir.</i>
Target Language:	<i>There was a significant increase in the company's revenu for the last fiskal year.</i>

Capitalization

In this example, "Financial" and "Reports" are capitalized unnecessarily. In standard writing style, these terms should be in lowercase unless they start a sentence or are part of a proper noun. Maintaining proper capitalization helps in presenting information consistently and improving the overall readability of the text.

Source Language:	<i>Bagian akuntansi menyiapkan laporan keuangan bulanan untuk direksi perusahaan.</i>
Target Language:	<i>The accounting department prepared monthly Financial Reports for company directors.</i>

The study presents findings related to the patterns observed in English abstract writing among student participants. It is unsurprising that a significant number of students encounter considerable difficulties when attempting to translate Indonesian abstracts into English. In times of despair, machine translation, such as Google Translate, may present itself as a viable solution to this situation. The errors made by individuals are primarily associated with the outcomes of literal translation. The misuse of grammar contributes to the second highest frequency of errors. Many students continue to encounter challenges when determining which tenses to use for different parts of their writing. The utilisation of the present tense is recommended for the purpose of presenting general facts or opinions, expressing continuity and applicability, or conveying drawn conclusions (Sharma, 2022). In academic writing, the past tense is employed to expound upon actions undertaken during research and their subsequent outcomes (Li et al., 2020). Nevertheless, the findings of this study indicate that students exhibited difficulty in discerning the context of previously completed actions, unless aided by temporal cues. Abstracts are intended to be brief, therefore, temporal indicators are deemed redundant. This specific finding pertaining to the misuse of tenses provides additional support to the prior studies conducted by (Situmorang et al., 2023) as well as (Sujarwati & Lorenza, 2022).

Lexical item mistakes were discovered on two separate occasions, resulting in inaccurate renditions. The initial instance occurred when an unfamiliar term was encountered, while the subsequent error in translation occurred when two similar words were rendered as different terms. This finding provides additional evidence that students failed to consider the contextual factors during the translation process (Hutauruk & Puspita, 2020). The presence of errors in students' writing can be attributed to their limited proficiency in writing, including in the Indonesian language. Many students continue to encounter challenges when it comes to organizing and composing coherent sentences that effectively convey their ideas (Toba & Noor, 2019).

One of the most prevalent challenges encountered by students is the issue of translation. Many students opt for the most convenient method of translation, which involves utilizing machine translation. Furthermore, the translation was not subjected to the necessary editing, revision, or verification processes, exacerbating the situation. Moreover, the students lack awareness regarding the outcome of machine translation, as their primary concern is solely completing the task at hand (Lee, 2020). Many individuals are unaware of the potential detrimental effects that can arise from

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relying solely on machine translation for language preservation. Specifically, the incorrect utilization of technical terminology, particularly within the realm of accounting, can lead to significant linguistic and professional repercussions. It is imperative for students to acquire a deeper understanding of lexical usage within the framework of statements.

CONCLUSION AND SUGGESTIONS

Conclusions

The Errors have been identified in the English abstracts authored by students belonging to the Accounting Department at Politeknik Piksi Input Serang. The errors can be classified into five distinct categories, specifically grammar errors, translation errors, vocabulary errors, sentence structure errors, and mechanical errors. The predominant issues observed pertain to literal translation, likely stemming from the utilization of machine translation or Google Translate. Subsequently, challenges in grammar and vocabulary are also prevalent. Additionally, there exists a small number of errors pertaining to sentence structure and mechanics. This research has demonstrated that students tend to rely on machine translation when translating, as evidenced by the similarity between their English abstracts and those generated by Google Translate, once they have been reviewed.

Additionally, a notable drawback arises that gives rise to two types of translation errors: the alteration of content and the inaccurate rendering of lexical items. Both errors have a detrimental impact on the substance of abstracts, resulting in a range of non-equivalencies. One common problem that is often seen has to do with the improper application of accounting-related technical terminology. Students often neglect to verify the appropriate usage of particular phrases and instead incorporate them directly into their sentences. It is advisable to refrain from engaging in such behavior, as it has the potential to undermine the intended message and may result in confusion and misrepresentation.

Suggestions

During the process of conducting this research, several difficulties were encountered that impacted the overall efficiency and outcomes. One issue was the difficulty in ensuring the accuracy and consistency of the translated abstracts. Given that the abstracts were translated by the students themselves, the level of proficiency varied widely. This variability made it challenging to maintain a uniform standard for analysis. In future research, it is suggested to involve professional translators or use standardized translation tools to ensure a more consistent and accurate set of data. Additionally, providing students with comprehensive training in translation techniques before they undertake the task could help in reducing inconsistencies. Another challenge was the limited sample size of twenty abstracts, which, while manageable, may not fully represent the broader population of vocational students. A larger sample size could provide more robust data and allow for more generalizable findings. Future research should consider expanding the sample size to include a more diverse range of subjects and institutions. This could help in capturing a wider spectrum of translation errors and provide more comprehensive insights into the common issues faced by students across different contexts. Based on the current research findings, future studies could expand upon this topic by addressing the challenges associated with composing abstracts in English. This could be achieved through the inclusion of more substantial data or the adoption of alternative error classification methods.

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