Investigating Translation Errors in Recount Texts: A Study of Midwifery Students' use of Machine Translation

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Abstract

Translation is process transfer information or idea from Source Language (SL) to Target Language (TL) without change the meaning of the words or sentences. The research aimed to investigate translation errors of using machine translation in students' midwifery programs in writing a recount text. The research design of this research was a qualitative research design. Content analysis is used by the researcher to investigate the translation errors of machine translation used in students' midwifery recount texts. The data was collected purposively from 21 students of the midwifery program. The data sources of this research were students' recount texts translated using machine translation. The types of data that were collected by the researcher were words, phrases, and sentences. The researcher used documentation and a questionnaire as the instruments of this research to collect the data. The result of the research showed that the most dominant categories of translation errors were orthographic errors (35,3%), consisting of Orthographic Errors Punctuation (24,6%) and Orthographic Errors Capitalization (10,7%). Then, the second category was Semantic errors (29,2%). The next categories were Morphological Errors Verb (21,5%) and Syntactic errors (12,1%) consist of Syntactic errors Conjunction (7,6%), Syntactic errors Prepositions (3%), and Syntactic errors Article (1,5%). The last category found by the researcher was Lexical errors, Missing words (1,5%). Further research is needed to find the way how to decrease the error translation in Machine Translation (MT).

Keywords: errors translation; machine translation; recount text; midwifery program

Introduction

Translation is the transformation between the sender to receiver in written text (Silalahi et al., 2018). The process of translating involves transferring equivalent content between two different languages (the source and target languages) (Anindya & Yonatri, 2022). An activity of translating is not only translating the source text into the target text literally, but the information of the source text should have the same meaning as the target text (Sulistiyaningsih & Wulandari, 2024). The translator's culture has an impact on the process of translating the text message from

the source language. This culture is represented in how the translator interprets, perceives, and uses the language to convey the message (Ardi, 2015). The important point of translation is the message of the sentence. The message of the source language should be the same as the message of the target language. The main thing to remember from the translation is that a translator cannot change the original text's meaning (Gili et al., 2023). Translation acts like a bridge among several languages and cultures, making it an essential part of cross-cultural communication. Without translation, international communication is difficult (Ngoc et al., 2021).

Machine Translation (MT) is one of the most innovative technologies in the translation industry. A computer procedure that converts text from one source language to another target language automatically (Ismailia, 2022). There are now excessive materials for translators to translate. Translation can be made easier and quicker by a machine translation system (Abdelaal & Alazzawie, 2020). The main objective of machine translation is to use technologies to translate sentences in natural languages. Early machine translation systems mostly rely on language proficiency and manually established translation rules (Tan et al., 2020). Nowadays, there are some machine translations that are usually used by people, such as Zaz. Those technologies can help people translate the language more easily and quickly. People used those technologies not only in professional areas but also in the education area, such as students in schools and universities.

On the other hand, machine translation is only effective for recognizing the main idea of a text that has been submitted in machine translation; it cannot be used for a professional translation (Abdelaal & Alazzawie, 2020). In essence, machine translation converts text word for word while disregarding the target language's grammatical norms and the text's true meaning (Srikandi & Daulay, 2022). A misinterpretation of the translation results that fail to appropriately convey the meaning and result in a translated text that lacks contextual structure can lead to translation errors (Sholikhak & Indah, 2021). So, translation involves more than just changing words from the source to the target language (Putri, 2019). Inequality between the source and the target text, or the insufficiency of the target text when looked at from the perspective of meaning equivalency between source text and target text, is a translation error (Dara Anindya & Yonatri, 2022). Errors in translating often occur due to language structure and vocabulary knowledge from the translator themselves (Lestari & Chojimah, 2023).

Recount text is a text that talks about events in the past it consists of what happened, who was involved, where it happened, when, and why it happened (Aprilina et al., 2022). Recount text became one of the materials that should be known by students in midwifery programs. They also should write this kind of text. Unfortunately, the student in the midwifery program also used Machine Translation technologies to do their assignment in writing a recount text. They were lack in vocabulary, so they used machine translation to help them finish their work. In fact, they did not really concern the error translation of their assignment.

There was some previous research that conducted research related to error translation. Abdelaal and Alazzawie analyzed the use of machine translation in translating news text, and the result showed that omission and lexical choice were the most common errors (Abdelaal & Alazzawie, 2020). Then, four categories of student error in translating report texts into Indonesian were identified by Lestari and Chojimah's earlier research, which focused on describing the phenomenon of errors in the English translation of students' report texts: incomplete writing,

mistranslation of pronouns, translation meaning errors, and sentence errors (Lestari & Chojimah, 2023). The second previous research was conducted by Sulistiyaningsih and Wuladari in 2024. Their research result showed that most dominant types of translation error is capitalization, they were classified the error translation based on 26 categories of error translation based on the American Translator Association (ATA's) Standard of Translation Error (Sulistiyaningsih & Wulandari, 2024). The majority of the previous research by Indonesian researchers used the ATA model to analyze translation errors. However, the researcher used Hsu's model related to translation error in this research. Based on Hsu's model, there were 5 types of error translation: orthographic errors, morphological errors, lexical errors, semantic errors, and syntactic errors. Based on the explanation above, the researcher decided, this research aims to investigate translation errors of using machine translation in students' midwifery programs in writing a recount text.

This study brings several benefits for students, teachers, and others involved in language learning. For students, it helps them understand the common mistakes they make when using machine translation looks like Google Translate to write recount text. By knowing these mmistakes, students can learn to use these tools more carefully and improve their English writing skills. Then, for English teachers, the results of this study can show what kinds of errors students often make. This can help teachers prepare better lessons and exercises to fix those problems, especially in grammar, word choice, and sentence structure. Curriculum developers can also benefit from this study. The findings can help them create learning programs that teach students not only how to write in English but also how to use technology like translation tools wisely and responsibly. This study can also help other researchers who are interested in translation, language learning,or writing. It gives useful information about how students use machine translation and the errors that happen. Lastly, the results of this study can help people who make translation apps or tools. By understanding students' needs and challenges, they can improve their toolsto be more helpful and suitable for language learners.

Method

This study used a qualitative research design as its method of study. Qualitative research is a research method that uses more words than numbers (Creswell, 2009). In addition, qualitative research design was focused on analyzing written, vocal, or visual data (Srikandi & Daulay, 2022). Content analysis is used by the researcher to investigate the translation errors of machine translation used in students' midwifery recount texts. The data was collected purposively from 21 students of the midwifery program. The data sources of this research were students' recount texts translated using machine translation. The types of data that were collected by the researcher were words, phrases, and sentences. The researcher used documentation and a questionnaire as the instruments of this research to collect the data.

After the data was collected, the researcher analyzed the data by using Hsu's model related to translation error. Based on Hsu's model, there were 5 types of error translation: orthographic errors, morphological errors, lexical errors, semantic errors, and syntactic errors.
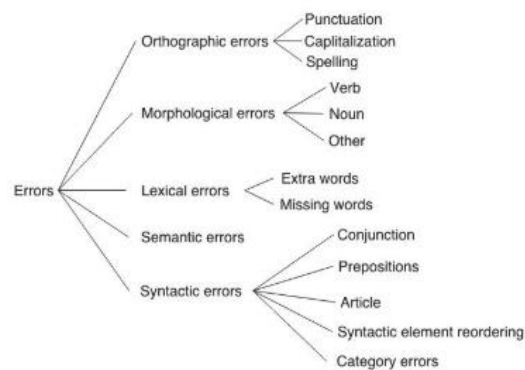
Figure 1. Adapted from Hsu's Theory (Abdelaal & Alazzawie, 2020)

The data on translation error types are classified and tabulated based on Hsu's model. Then, the researcher used coding to make it easier to analyze the data. The researcher used the following coding to analyze and tabulate the data.

Results and Discussion

The research aimed to investigate translation errors in using machine translation in students' midwifery program writing recount texts. After the researcher collected and analyzed the data, the researcher found the error translation of used machine translation used in the midwifery recount text. The researcher used a questionnaire to determine the data that the students in the midwifery program used machine translation to translate their text. They used Google Translate (90%) and DeepL (10%). After that, the researcher analyzed the text and classified the error translation based on Hsu's model. The researcher found 5 types of translation errors. They were orthographic errors, morphological errors, lexical errors, semantic errors, and syntactic errors. The most dominant types of error translation were orthographic errors. The error translation found is using Google Translate were orthographic errors, morphological errors, lexical errors, semantic errors, and syntactic errors, while error translation found in using DeepL were orthographic errors and morphological errors. We can read the detailed categories below:

Table 1 Types of Error Translation in students' midwifery texts

Codes	Frequency	Percentage (%)
1P	16	24,6%
1C	7	10,7%
1S	-	-
2V	14	21,5%
2N	-	-
2O	-	-
3E	-	-
3M	1	1,5%

4	19	29,2%
5C	5	7,6%
5P	2	3%
5A	1	1,5%
5S	-	-
5CE	-	-

We can conclude that the most dominant categories of translation errors were orthographic errors (35,3%), consisting of Orthographic Errors Punctuation (24,6%) and Orthographic Errors Capitalization (10,7%). Then, the second category was Semantic errors (29,2%). The next categories were Morphological Errors Verb (21,5%) and Syntactic errors (12,1%) consist of Syntactic errors Conjunction (7,6%), Syntactic errors Prepositions (3%), and Syntactic errors Article (1,5%). The last category found by the researcher was Lexical errors missing words (1,5%). The researcher did not find any categories of Orthographic Errors Spelling, Morphological Errors Noun, Morphological Errors Other, Lexical errors Extra words, Syntactic errors Syntactic element reordering, and Syntactic errors category errors.

Table 2 Data coding Hsu's Model used in translation error Tabulation Analysis

Name of Errors	**Codes**
Orthographic Errors Punctuation	1P
Orthographic Errors Capitalization	1C
Orthographic Errors Spelling	1S
Morphological Errors Verb	2V
Morphological Errors Noun	2N
Morphological Errors Other	2O
Lexical errors Extra words	3E
Lexical errors Missing words	3M
Semantic errors	4
Syntactic errors Conjunction	5C
Syntactic errors Prepositions	5P
Syntactic errors Article	5A
Syntactic errors Syntactic element reordering	5S
Syntactic errors category errors	5CE

Orthographic errors

The researcher found errors in translation in the categories of orthographic errors for about 35,3%, which consist of Orthographic Errors Punctuation 24,6% and Orthographic Errors Capitalization 10,7%. As shown in Figure 1 that orthographic error categories are related to the errors in using punctuation, capitalization, and spelling words. However, the researcher found the data error translation in orthographic errors punctuation and orthographic errors capitalization and the researcher did not find any errors in translation in orthographic errors spelling categories.

Example 1:

Data 001/1-1P

ST: *pengalaman saya waktu praktik di rumah sakit permata bunda dan puskesmas geyer I saya mendapatkan banyak ilmu yang pertama pengalaman saya selama praktik di puskesmas geyer 1 yaitu seperti melakukan pemeriksaan fisik ibu hamil, imunisasi anak, pemantauan persalinan dan ibu nifas, untuk pengalaman yang paling mengesankan selama praktik yaitu saya memberanikan diri untuk pertama kalinya saya membantu menolong ibu bersalin dengan di dampingi bidan senior*

TT: *my experience during my practice at Permata Bunda Hospital and Geyer 1 Health Center 1 gained a lot of knowledge, the first of my experiences during my practice at Geyer 1 Health Center was conducting physical examinations of pregnant women, child imunizations, monitoring labor and postpartum mothers, for the most impresive experience during my practice was that I dared myself for the first time to help a mother give birth accompanied by a senior midwife*

Example 1 was included in the Orthographic errors punctuation. It showed that the sentence is too long and complex. It should be divided into some sentences. It made the readers confused because there was no punctuation to separate the long sentence. The paragraph should consist of the main idea and supporting sentences to make the readers easier in understanding the paragraph. However, when the paragraph takes a long sentence, it would make the readers difficult and missunderstanding the meaning or the message of the sentence. The translator should divide the data 001/1-1P became some sentences without changing the meaning or the message of the sentences because the machine translation could not do it.

The result of this research related about this categories was different with Abdelaal and Alazzawie's research that conducted research to identify the common types of errors in Google Translate (GT) in the translation of informative news texts from Arabic to English, their research showed that they did not find error translation in this categories (Abdelaal & Alazzawie, 2020). Then, the research conducted by Nhu Ngoc focused to analyze on analyzing translation errors in online Vietnamese-English Menus in 2021, it showed that they did not find any errors in these categories (Ngoc et al., 2021).

Example 2:

Data 001/5-1C

ST: *bukan hanya itu pengalaman saya saat praktik juga melakukan komunikasi dengan pasien dengan komunikasi terapeutik yaitu komunikasi yang berfokus pada pasien*

TT: ***not only that my experience during practice also communicates with patients with therapeutic communication, namely communication that focuses on the patient***

Example 2 was included in the Orthographic Errors Capitalization. It proved that the machine translation did not use a capital letter to start the sentence. However, the translator should use a capital letter at the beginning of the sentence. It showed that the translator was careless in writing the text.

The result of this research related to these categories was similar to the result of the research conducted by William and Umar in 2023. Their research focused on analyzing translation errors in Indonesian–English business letters, then the result showed that there were errors in translation in capitalization (Williyan et al., 2023). However, it was different from the result of Mustafira and Amin's research in 2023. Their research result showed that there were no errors in translation in Orthographic errors capitalization (- & Hidayahni Amin, 2023).

Morphological Errors Verb

The researcher found errors in translation in the categories of morphological errors for about 21,5%, which consist of morphological errors of the verb. As shown in Figure 1 that morphological error categories are related to the errors in using nouns, verbs, and others. However, the researcher only found the data of error translation in morphological error verb categories.

Example 3:

Data 002/1-2V

ST: ***Setelah sampai di puskesmas saya mengerjakan laporan tugas praktik karena di ruangan VK tidak ada pasien,***

TT: ***After arriving at the community health center, I worked on the internship assignment report because there were no patients in the VK room.***

Example 3 included in the morphological errors verb. The source text showed that the verb "sampai" translates by machine translation to the target text become "arriving". It was not necessary because the verb in that sentence should have been Verb 2. They wrote a recount text, the text used the past tense. However, it was crucial because of the different word potential to change the meaning or the message of the sentence.

The result of this research was different from Sulistiyaningsih and Regita's research. They conducted research to analyze the translation errors of health program students' abstracts from Indonesia into English. The result of their research showed that they did not find any errors in this category (Sulistiyaningsih & Wulandari, 2024). However, this research result was similar to the result of Anindia and Yonatri's research. They conducted their research in 2022, which focused on investigating the type of translation errors from the Indonesian language into English in Pharmacy Journal Articles. The result of their research showed that there were errors in translation in verb form (Dara Anindya & Yonatri, 2022). However, they used ATA error categories, and this research used Hsu model categories.

Semantic errors

The researcher found errors in translation in the categories of semantic errors for about 29,2%. Semantic errors occurred when the selection of the source text was not equivalent to the target text. The linguistic ambiguity occurred because of the homophony or synonym of the source text.

Example 4:

Data 003/3-4

ST: *Saya sangat menghargai setiap proses yang saya lalui dari diri saya,yang awalnya minim rasa peduli ke orang lain, dan saat praktik saya menemukan satu nilai yaitu "mengutamakan nyawa orang lain lebih mulia dari apapun".*

TT: *"I deeply appreciate every step of the process that transformed me from someone initially lacking empathy for others to someone who discovered the value of prioritizing human life above all else.*

Example 4 included in the semantic errors and orthographic errors punctuation. However, the researcher only discussed the semantic errors in this part. There were some words and phrases that made the meaning or the message of the sentence ambiguous. The word "deeply" in the target text was more appropriate to change to the word "really", which was equivalent to the source text "sangat". Then, the phrase "someone initially lacking empathy for others" in the target text was more appropriate to change to the phrase "I didn't care much about other people at the beginning". It was because the grammatical structure of the source text and the target text was different. So, we should adapt the grammatical rules of the target text.

The result of this research was similar to some previous research. First, Abdelaal and Alazzawie research that conducted research in 2020, their study concentrated on determining the typical kinds of mistakes that occur when translating informative news articles from Arabic to English using Google Translate (GT). The result of their research showed that they found error translation in semantic error (Abdelaal & Alazzawie, 2020). Then, the research was conducted by Anindia and Yonatri in 2022, with the focus of their research being to investigate the type of translation errors from the Indonesian language into English in Pharmacy Journal Articles. The result of their research showed that there were errors in translation in the semantic error (Dara Anindya & Yonatri, 2022). However, they used ATA categories in analyzing the error translation, while the researcher used Hsu's model in analyzing the categories of error translation in this research. In addition, Koman and Hartono also conducted research to discuss the translation errors in Indonesian-English translation practice that were made by the students, the result showed that the researchers found semantic errors (Koman et al., 2019).

Syntactic errors

The researcher found errors in translation in the categories of Syntactic errors for about 12,1%, which consists of syntactic errors conjunction 7,6%, syntactic errors preposition 3%, and syntactic errors article 1,5%. As shown in Figure 1 that syntactic error categories are related to errors in using conjunctions, prepositions, articles, syntactic element reordering, and category errors. However, the researcher found data error translation in syntactic errors conjunction,

syntactic error preposition, and syntactic error article. The researcher did not find any errors in syntactic elements and syntactic error categories others.

Example 5:

Data 004/5-5C

ST: *Selain persalinan ada juga kegiatan posyandu, ANC pada ibu hamil, imunisasi bayi balita, kunjungan ke praktik mandiri bidan, dan berkunjung ke taman kanak – kanak mawar yang ada di desa prigi.*

TT: *In addition to childbirth, there are also integrated health post activities, ANC for pregnant women, immunization of infants and toddlers, visits to independent midwife practices, and visits to the Mawar kindegarten in Prigi village.*

Example 5 included syntactic errors conjunction, syntactic errors preposition, and Morphological Errors Verb. However, the researcher only discussed syntactic errors in conjunction in this part. The word selain" in the source text was not appropriate if translated became"in addition". When we translate a sentence, we should recognize the lexical form of the target. So, the sentence was not strange and led to a misunderstanding.

The result of this research was similar to Abdelaal and Alazzawie's research, they were conducted in 2020. their study concentrated on determining the typical kinds of mistakes that occur when translating informative news articles from Arabic to English using Google Translate (GT). The result of their research showed that they found error translation in syntactic error (Abdelaal & Alazzawie, 2020). In addition, Syam and Isnaini conducted research to analyze various forms of Google Translate errors in translation from Indonesian to Arabic in 2023, which showed that the researchers found errors in translation in conjunction categories (Syam et al., 2023). However, it was different with Dwiyanto and Setyaningrum's research, they conducted their research in 2020. Their study concentrated on examining the translation errors in several popular instant-noodle brands in Indonesia, including both domestically made and importedproducts. Their research result showed that they did not find any errors in translation in the syntactic errors categories (Dwiyanto & Ayu Setianingrum, 2020). However, the research conducted by Wongranu in 2017 which focused on examining types of translation errors in translation from Thai into English, showed that the researcher found errors in the syntactic error categories (Wongranu, 2017).

Conclusion

The research aimed to investigate translation errors in using machine translation in students' midwifery program writing recount texts. The result showed that there were orthographic errors, semantic errors, morphological errors, verb and syntactic errors. The most dominant error category was orthography errors, which showed that the students were still careless because they did not check the result of the machine translation. Then, semantic errors become the second place of most dominant error category, which shows that machine translation cannot be adapted to all of the languages linguistics; we should be aware of the culture of the target language, however, machine translation cannot do that. So, in conclusion, there were some mistakes in using machine translation. So, it's better to check again and edit the result of the translation. On the other hand, machine translation also needs to improve its quality in translating

sentences.

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