Lexical Problems in Indonesian-Arabic Translation at the Undergraduate Arabic Department

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Abstract

This paper investigates the issue of lexical errors encountered by Arabic Language Education students at UIN Ar-Raniry in translation. This research takes the form of a content analysis, which investigates the outcomes of the translation jobs they perform in terms of lexical mistakes. According to the research findings, pupils had significant challenges when it came to employing vocabulary, which was separated into verb vocabulary and noun vocabulary. There is still an error in the selection of words or their equivalents in the target language. Furthermore, mastery of the word structure is still quite limited, and the feature of short length in Arabic is still overlooked.

Keywords: *Lexical, Error, Translation*

A.   INTRODUCTION

Translation experts have identified multiple terminology that have emerged within the field of translation. According to Newmark, translation can be defined as the skill of substituting a written message and/or statement from one language with an equivalent message and/or statement in a different language[1]. According to David, the term translation is often used to describe a range of actions that involve conveying the meaning of one language into another language, regardless of the medium of communication used, such as written, spoken, or symbolic[2]. Translation can be understood as a process that involves altering the shape of a text. The term "form" in language refers to the tangible elements such as words, phrases, clauses, sentences, paragraphs, and other linguistic units that are utilized in spoken or written communication. The aforementioned forms are commonly known as the surface structure of a language. The structural component of language is the observable manifestation in written form or auditory expression. Translation involves the substitution of the linguistic structure of the source language with that of the target language[3].

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[1] Peter Newmark, "A Textbook of Translation," 1998, 113, https://et1lib.org/book/2207936/d33a22.

[2] David Crystal, "The Cambridge Enryclopedia of Language" (Cambridge: Cambridge University Press, 1987), 344.

[3] Mildred L. Larson, "Meaning-Based Translation: A Guide to Cross-Language Equivalance," in *Meaning-Based Translation*, Second Edi (University Press of America, 1984), 3.

Prior studies conducted in the domain of translation have found a number of challenges associated with this practice. Th[4]e topic pertaining to translation is characterized by its multidimensional nature. One of the difficulties that arise relates to the constraints imposed by a limited lexicon and the utilization of longer expressions[5]. Lexical mistakes and issues have also infiltrated the realm of translation machines[67]. According to previous research by Adrienn Károly, lexical factors were the leading cause of translation errors, followed by syntactic and textual factors[8]. Newmark has previously stated that the most difficult aspect of translation is lexical, not grammatical; that is, words, collocations, and fixed phrases or idioms Included are neologisms and the phrase "nowhere to be found"[9].

Lexical errors are mistakes in the use of words or vocabulary in language. All levels of language learners are susceptible to committing these errors in both spoken and written language. Incorrect word choice, inappropriate affixes, and incorrect word form are examples of frequent lexical errors[10] Lexical errors are not only significant in the process of acquiring a second language vocabulary, but they also represent one of the most prevalent categories of errors in learners' performance.[11] There is a consensus among researchers and educators regarding the significance of lexical knowledge in the process of acquiring a second or foreign language[12].

Many research investigations on lexical errors in various fields indicate that lexical errors are an issue that needs to be addressed appropriately, particularly for second language learners. The field of research that has been done includes writing, such as an article written by Süheyla Ander entitled Lexical errors in elementary-level EFL learners' compositions [13], Agustín-Llach authored a work titled "Vocabulary Teaching: Insights from Lexical Errors," which focuses on the topic of vocabulary education [14]. Additionally, the author explored the subject of lexical errors in scientific

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⁵ Safae Berrichi and Azzeddine Mazroui, "Addressing Limited Vocabulary and Long Sentences Constraints in English–Arabic Neural Machine Translation," *Arabian Journal for Science and Engineering* 46 (2021): 8245–59, https://api.semanticscholar.org/CorpusID:233836527.

⁶ L Zhou, "Re-Evaluating Machine Translation Results with Paraphrase Support," *COLING/ACL 2006 - EMNLP 2006: 2006 Conference on Empirical Methods in Natural Language Processing, Proceedings of the Conference*, 2006, 77–84, https://doi.org/10.3115/1610075.1610087.

⁷ N Yamashita, "Effects of Machine Translation on Collaborative Work," *Proceedings of the ACM Conference on Computer Supported Cooperative Work, CSCW*, 2006, 515–24, https://doi.org/10.1145/1180875.1180955.

⁸ A Károly, "Translation Competence and Translation Performance: Lexical, Syntactic and Textual Patterns in Student Translations of a Specialized EU Genre," *English for Specific Purposes* 31, no. 1 (2012): 36–46, https://doi.org/10.1016/j.esp.2011.05.005.

⁹ Peter Newmark, "A Textbook of Translation."

¹⁰ Agustín-Llach and Mª Pilar, "Vocabulary Teaching: Insights from Lexical Errors," *TESOL International Journal* 12, no. 1 (2017): 63–74.

¹¹ Süheyla Ander and Özgür Yildirim, *Lexical Errors in Elementary Level EFL Learners' Compositions*, *Procedia - Social and Behavioral Sciences*, vol. 2, 2010, https://doi.org/10.1016/j.sbspro.2010.03.864.

¹² John Read and Carol Chapelle, "A Framework for Second Language Vocabulary Assessment," *Language Testing* 18 (2001): 1–32, https://doi.org/10.1191/026553201666879851.

¹³ Ander and Yildirim, *Lexical Errors in Elementary Level EFL Learners' Compositions*.

¹⁴ Agustín-Llach and Pilar, "Vocabulary Teaching: Insights from Lexical Errors."

writing in a separate work titled "Lexical Errors in Second Language Scientific Writing: Some Conceptual Implications [15]. In the discipline of translation, Nidal Alhihi explored lexical issues in translating English to Arabic[16], while Mohammad Alsehab has investigated lexical problems in translating legal sentences from English to Arabic[17]. Research on lexical issues in Indonesian-to-Arabic translation remains limited, particularly in educational institutions. Therefore, the purpose of this study is to identify the lexical issues Arabic language education students encounter. The identification of lexical issues in translation may assist instructors in developing successful lesson plans.

B. DISCUSSION

1. METHOD

This qualitative study will analyze the translation content of Arabic Language Education undergraduates enrolled in the Indonesian-Arabic translation course for the sixth semester at Ar-Raniry State Islamic University Banda Aceh. Content analysis is a method of conducting research that aims to duplicate and draw accurate conclusions from a text's usage context[18]. Approximately 70 students between the ages of 20 and 21, divided into two class units, were enrolled in the course at that time. These courses are only available to students who have successfully completed prerequisite courses such as *Nahw* and *Sarf*, which serve as the foundation of language science. They were provided with Indonesian texts for Arabic translation. They are permitted to consult dictionaries, as their ability to recall vocabulary remains extremely low. However, they are prohibited from using Android, laptops, and similar devices lest they utilize online machine translation.

2. LITERATURE REVIEW

a. Translation

As was indicated in the introduction, translation experts have identified a number of terms used in the translation field. According to Newmark, translation can be interpreted as the capacity to replace messages and/or written statements in one language with equivalent

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[15] María Luisa Carrió-Pastor and Eva María Mestre-Mestre, "Lexical Errors in Second Language Scientific Writing: Some Conceptual Implications," *International Journal of English Studies* 14, no. 1 (2014): 97–108, https://doi.org/10.6018/ijes/14/1/154361.

[16] Nidal Alhihi, "Lexical Problems in English to Arabic Translation: A Critical Analysis of Health Documents in Australia," *Arab World English Journal* 6, no. 2 (2015): 316–28, https://doi.org/10.24093/awej/vol6no2.24.

[17] Mohammad Alshehab and Lugman Rababah, "Lexical Legal Problems Committed by Translation Students When Translating English Legal Sentences into Arabic at Jadara University in Jordan," *Asian EFL Journal* 27, no. 22 (2020): 193–216.

[18] Klaus Krippendorff, "Content Analysis: An Introduction to Its Methodology," *Content Analysis: An Introduction to Its Methodology*, 2022, https://doi.org/10.4135/9781071878781.

messages and/or statements in another language[19]. Translation is also the process of conveying meaning from a language unit to another language, either in its entirety or in part[20]. According to David, the term translation is frequently used to describe the various actions involved in conveying the meaning of one language to another, irrespective of the communication medium employed, such as text, speech, language, speaking, or symbolizing[21].

Translation is the process of transforming the form of a text. In the context of language, "form" refers to tangible elements like words, phrases, clauses, sentences, paragraphs, and other linguistic units used for oral or written communication. Commonly, these forms are referred to as the superficial structure of language. The physical manifestation of spoken or written expression is the structural aspect of language. Translation involves replacing the linguistic structure of the source language with that of the target language[22]. In accordance to a next definition, translation is the process of converting a text from the source language to the target language with the greatest possible equivalence, which requires the translator to comprehend the syntax, semantics, stylistics, and context of the original text.[23] Translation is commonly defined as the act of converting a text from a source language (SL) to a target language (TL) in a manner that (1) maintains a similar overall meaning between the two languages and (2) strives to preserve the structures of the SL while avoiding significant distortion of the TL structures[24].

According to Nida and Taber, the translation process consists of two primary components: comprehending the source text and generating the target text. The initial step involves analyzing the source language text, which encompasses the examination of grammatical relationships as well as the interpretation of individual words and word combinations. The second stage involves the transfer of studied material from the source language to the target language within the translator's head. Thirdly, the process of reorganizing the transferred content in a manner that conforms entirely to the standards and conventions of the target language or the language of the recipient[25]. Newmark provides a comprehensive overview of the many types of translation, which can be briefly divided into eight distinct categories. [26]:

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[19] Peter Newmark, *About Translation* (Clevedon: Multilingual Matters Ltd, 1991).
[20] Ibid.
[21] David Crystal, "The Cambridge Enryclopedia of Language."
[22] Mildred L. Larson, "Meaning-Based Translation: A Guide to Cross-Language Equivalance."
[23] Wills wolfram, *The Science of Translation: Problems and Methods* (Tübingen. Gunter Narr Verlag, 1982).
[24] Bussnett-McGuire, *Busnett-McGuire, Susan,1988.Translation Studies* (London-Newyork: Routledge, 1988).
[25] Eugene A. Nida dan Charles R. Taber, *The Theory and Practice of Translation* (Liden: E.J. Brill, 1974).
[26] Peter Newmark, "A Text Book Of Translation" (Shanghai: Foreign Language Education Press, 1988), 3.

1. Word-For-Word translation, Mostly, this type of translation is associated with inter-translation, with the target language directly below the source language words, where the word order of the source language is maintained and the words are translated in their general meaning, out of context.

2. Literal translation, Where the grammatical structure of the source language is converted into its closest equivalent in the target language, the translation of lexical words is independent and out of context.

3. Faithful translation, A certified translation replicates the exact meaning of the original text while adhering to the grammatical and lexical rules of the target language. As long as grammatical or lexical errors do not impact the meaning of the translated text, the translator will not correct them.

4. Semantic translation, Semantic translation aims to pay attention to the aesthetics and logic of the source language and may compromise on the level of meaning when it is urgently needed. In addition, it is based on translating something that carries the values of the culture using neutral words or functional terms.

5. Adaptation translation, This particular mode of translation was distinguished by a greater degree of artistic license, primarily employed in the context of theatrical works and poetry, where the thematic elements, distinctive features, and structural framework were frequently upheld. The culture associated with the source language undergoes a literal transformation when it is expressed in the target language.

6. Free translation, The process involves duplicating an item precisely without employing the conventional approach, and the substance is detached from the source text. Typically, a paraphrase is much lengthier than the original text and might be referred to as an intra-lingual translation.

7. Idiomatic translation, The objective of idiomatic translation is to extract the original meaning from the source language, while being mindful of the potential distortion of the moral component. This can occur when broad phrases and concepts are preferred, which may not have an equivalent in the source language.

8. Communacative translation, The objective of communicative translation is to convey the contextual significance of the original text in a manner that is readily

3. LEXICAL IN TRANSLATION

When discussing the concept of translation, one's attention is naturally directed towards the process of converting a text from one language to another, commonly referred to as translating from the source language to the target language. The primary objective of a translator is to convey the underlying meaning and purpose of a document in the target language, so facilitating comprehension of the original source text's intended message. Therefore, it is imperative for a translator to possess a high level of proficiency in both languages. Translators must possess a proficient command of various essential components, including grammar and lexical factors.

The study of language structure encompasses not only the prescriptive laws that govern language usage, but also its inherent connection to meaning. This phenomenon is observed in instances where vocabulary provides a direct explication of the definition of a word. In order to ensure proportional translation results, it is imperative to comprehend the intent and meaning encapsulated within the source language text. Text is a linguistic construct that encompasses both spoken and written forms of communication, serving as a vehicle for semantic expression. It encompasses a wide range of communicative acts, ranging from emotional expressions such as sobbing to more structured and deliberate forms of discourse within societal contexts[27].

In translation, activities will be involved in linguistic transfer, which requires a translator to have analytical skills and transfer the meaning contained in the lexicon, which signals a high understanding of the lexicon contained in the source language and target language, which is necessary in translating[28]. Translation involves more than just replacing words in one language with words in another language. It requires a deep understanding of the lexical or vocabulary aspects and meanings of both the source language and the target language. Additionally, a good translation involves comprehending the meaning of words and phrases in a specific context. Therefore, a successful translation is achieved when attention is given to the lexical meanings of both the source and target languages.[29]

4. TRANSLATION ERROR

Translation errors refer to the mistakes that are made while translating, whether it is done by humans or machine translation technology. These errors are usually systematic and are the result of a person's lack of understanding of certain language or cultural contexts. Such errors can occur in

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[27] Ruqaiya Hasan M. A. K. Halliday, *Cohesion in English* (London: Longman Publishing Ltd, 1976).
[28] K. Klaudy, "Languages in Translation: Lectures on the Theory, Teaching and Practice of Translation." (Budapest: Scholastica, 2003).
[29] K Littau, *Translation and Language Education: Pedagogic Approaches Explored* (London-Newyork: Routledge, 2013).

various aspects of the translation such as grammar, syntax, orthography, and semantics [30]. According to Tarigan, A mistake is a type of undesirable language that is a recurring deviation from a student's linguistic system at some point during learning[31] Any type of error made during translation, whether by a human translator or a machine translation program, is what is meant by translation error. This error is systematic and arises from an individual's failure to comprehend the linguistic or cultural context. These errors can be made in some areas, including grammar, syntax, spelling, and semantics[32]. According to Tarigan, A mistake is a type of undesirable language that is a recurring deviation from a student's linguistic system at some point during learning. It is important to remember that an error and a mistake are not the same thing. In this particular situation, mistakes are not the same as errors. Errors are variations from the standard language system caused by various performance issues, including tiredness, emotional problems, memory loss, tongue sprains, misspellings, and so forth[33] [34].

There are various translation faults in the field of higher education, including a lack of knowledge of grammatical structures in source language phrases, which leads to translation errors explored in the Analysis of faults in English Text Translation-Indonesian. [35]. Improper word choice in text translation results from errors in selecting acceptable terms to express the meaning of the source language.[36]. There are three models of errors that commonly occur when translating, which include errors in culture, errors in matters related to language, and text-specific errors. In the case of cultural mistranslation, it can occur when there are insufficient decisions related to reproduction or adjustment of cultural conventions. The form of translation error in the aspect of Language arises because there is inadequate when focused on the structure of the Language. While text-specific translation errors are related to text-specific translation problems. In habit this allows it to be evaluated from a functional or pragmatic perspective. The majority of translation errors arise due to the inequality between the source and target languages. Types of translation errors among students include lexical, grammatical, and idiomatic errors. Linguistic translation errors are caused by inadequate translations when the focus is on the structure of the language. Text-specific translation

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[30] Muhammad Nuruzzaman Syam et al., "The Analysis of Google Translate Translation Error From Indonesian To Arabic And Tips For Using It /Analisis Kesalahan Terjemahan Google Bahasa Indonesia-Arab Dan Tips Penggunaannya," *Ijaz Arabi Journal of Arabic Learning* 6, no. 1 (2023): 247–57, https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/16299.

[31] Tarigan Guntur H, *Analisis Kesalahan Berbahasa* (Jakarta: Depdikbud, 1997).

[32] Syam et al., "The Analysis of Google Translate Translation Error From Indonesian To Arabic And Tips For Using It /Analisis Kesalahan Terjemahan Google Bahasa Indonesia-Arab Dan Tips Penggunaannya."

[33] H Hartono, "Analisis Kesilapan Terjemahan Bahasa Inggris Ke Dalam Bahasa Indonesia," *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan ...* 2, no. April (2016): 40–46, https://eprints.umm.ac.id/57932/.

[34] Stephen D. dan Tracy D. Terrell Krashen, *The Natural Approach Language Acquisition in the Classroom* (New York: Pergamon Press, 1985).

[35] Shanty Halim and Bustamin A. R, "Analisis Kesalahan Dalam Penerjemahan Teks Bahasa Inggris-Bahasa Indonesia," *Politeknik Negeri Ujung Pandang*, 2016, 67–87.

[36] Ibid.

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errors are related to text-specific translation issues and can usually be evaluated from a functional or pragmatic point of view. In addition, article 5 states that translation errors are largely due to the inequality between the source and target languages. Types of translation errors among undergraduate students include lexical, grammatical, and idiomatic errors. [37]

5. LEXICAL ERRORS IN TRANSLATION

To convey an idea accurately, it is important to use a diverse and broad vocabulary. The use of appropriate vocabulary enhances the quality of communication and makes it more interesting and understandable. Learning new vocabulary is crucial to developing language skills since it forms the core of the language used to communicate effectively. Vocabulary is an essential aspect of language when it comes to communication and is a fundamental part of learning a language. Researchers and educators believe that improving one's knowledge of words and phrases is crucial to acquiring a second or foreign language.

Several prior studies of lexical errors in translation discovered that there are lexical errors in terms of utilizing inappropriate words, semantically inaccurate word selection, and errors in the aspect of elimination or addition of content words in the translation.[38]Lexical errors are mistakes made when choosing words that do not fit the context. There are seven types of lexical errors, which include: choosing the wrong word, translating literally, omitting or incomplete sentences, misspelling, adding unnecessary words, using incorrect word combinations, and creating words that do not exist.[39]

6. FINDING AND DISCUSSION

The findings of the study on lexical problems are divided into two categories: verbs, which are lexically used in verbs, and nouns, which are lexically used to express nouns. First translation: The text Indonesian "The presence of smartphones" is translated with يحاضر الهتيف الذكي. In this translation, two errors were found. The first mistake is the use of the verb يحاضر to mean "presence." Among the meanings contained in the word حاضر is ألقى محاضرة, i.e., giving a lecture or speech. The desired presence in this context is existence or being. If the student can convert the verb to a noun, then the translation can be considered correct, for example, حضور الهاتف الذكي. The second error lies in الهتيف, where the correct word is الهاتف. The results of this translation show that

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[37] Kartini Rahmatillah, "Translation Errors In The Process Of Translation," *Journal of English and Education* 7, no. 1 (2016): 14–24, https://doi.org/10.20885/jee.vol7.iss1.art2.

[38] Ibid.

[39] Nanik Retnowati et al., "An Analysis On Lexical And Grammatical Errors On Students ' Indonesian To English Text Translation" 1, no. 1 (2022): 37–43.

students have not been able to understand the context of "presence," which means existence. The word حاضر is, at first glance, similar to the word "presence" in Indonesian; hence, it is considered appropriate to use. While الهتيف, which should be written with الهاتف, can be caused by a lack of accuracy in identifying vocabulary structures that are commonly used or based on hearing in everyday life where the word structure is not well identified, Second translation: The Indonesian text "influencing the pattern of human life" is translated with يؤثر تصميم حياة الناس. The error here is that the word يؤثر is not juxtaposed with the letters في or على, where يؤثر cannot stand alone without being juxtaposed with the letter jar. The second mistake is the use of the word تصميم to mean the word "pattern" in Indonesian. The true meaning of تصميم is designing or planning. The desired pattern in the above sentence is a lifestyle, which in Arabic is more accurately called نمط. It can be seen from the translation that students still take the vocabulary as it is without paying deeper attention to the context of the sentence. The proper translation for the above sentence is يؤثر في نمط حياة الناس Third translation: The text Indonesian: "Various needs" is translated with كل الحجات; the error contained in the expression is الحجات where the correct word is الحاجة. If what the translator wants is the plural form, it remains wrong because الحاجة has two plural forms, namely حاجات and حوائج. Here, it is identified that the mad law in this word has not been mastered properly. The word chosen is correct, but there are still errors in the mad law.

C. CONCLUSION

After analyzing and discussing the matter, it was discovered that students are still facing significant difficulties when it comes to using vocabulary, both in the form of verbs and nouns. Vocabulary still cannot be applied to a context, and words are often taken without considering their suitability for the given context. Moreover, the students' understanding of the structure of a word is still weak, and they often fail to recognize the long and short aspects of harakat. This indicates that the students' mastery of vocabulary is quite weak.

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