



Analysis of meaning errors in Indonesian-Arabic translation: A case study of PBA students at UIN Kiai Haji Achmad Siddiq Jember

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ABSTRACT: Meaning is an aspect that needs to be considered in translation activities, and translation errors fail to convey the intended meaning from the source language. This research aims to identify translation errors from Indonesian to Arabic based on types of meaning, uncover the factors behind these errors, and propose solutions to address them. This is a qualitative study of a case study type. The subjects of this research are several translation task manuscripts and PBA students at UIN Kiai Haji Achmad Siddiq Jember. Data was collected using observations, interviews, and documentation study. The data analysis is based on content analysis, which sequentially includes data collection, identification and classification of errors, correction, and interpretation. The research findings indicate that: (1) translation errors occur in several types of meaning, namely: lexical, grammatical, and contextual; (2) Interlingual and Intralingual Transfer are the two main factors causing these errors, followed by communication strategies related to learning styles; (3) As an effort to overcome these errors, the course lecturer as a facilitator improves the quality of learning by utilizing multimedia based on Google Sites to provide students with more opportunities due to its flexible, accessible, and simple characteristics.

KEYWORDS: Meaning, translation, analysis of error.

Introduction

In conveying a message, one requires language so that the message can be well understood (Matsna, 2018). The primary purpose of language is to convey the meaning within a message, enabling others to comprehend the speaker's intention (Anas & Sapri, 2022; Bonvillain, 1992). Conversely, the conveyed message is useless without meaning and holds no value. Therefore, it is difficult to imagine communication wherein the language used lacks meaning, which would result in misunderstanding and confusion among the communicators (Agustini, 2021).

When one wishes to convey a message to recipients from different nations, a process of language transfer is required, as each nation

has its language and characteristics. This process is called translation. Translation is a method of conveying ideas, messages, and thoughts orally or in writing from one language to another (Akmaliyah, 2017). Through translation, communication between nations can occur effectively, creating mutual understanding and effectively conveying the message's meaning (Mahbub & Nasrullah, 2023).

Discussing the process of translation cannot be separated from the stages undertaken by the translator to produce the final translation (Shalihah, 2017). These stages include the strategies employed by the translator and the reasons behind the choice of certain diction for words or terms with similar

meanings (Agustina, 2021; Ma'mur, 2004). Translation is not unfamiliar to those engaged in the field of language, particularly foreign languages. However, many of them face various difficulties related to linguistic aspects, such as finding the precise equivalent meaning due to differences between the source language and the target language (Adriana, 2012; Apriyanti & Shinta, 2021). Additionally, non-linguistic difficulties arise from the translator's weak command of the target language, a lack of understanding of translation theory, and limited supporting resources. Cultural aspects also pose a unique challenge in finding equivalents between two different language cultures (Syihabuddin, 2005).

Essentially, translation is the process of transferring a message from one language to another for communication. This is crucial in introducing the culture, civilization, and thoughts of one society to another (Akmaliyah, 2017; Shalihah, 2017). Therefore, a translator must master the source language (al-Lughah al-Mutarjam minha) and the target language (al-Lughah al-Mutarjam ilaiha), including linguistic, non-linguistic, and cultural aspects. Translation can be defined as the process of transferring the message contained in the source language text to the target language (Lindawati, 2006).

Every language has its system and characteristics, including Indonesian and Arabic, which exhibit significant differences in terms of grammar, morphology, and syntax (Akashtia, 2021; Megawati & Razaq, 2018). Besides choosing the appropriate words and equivalents, translators must pay attention to grammatical aspects to avoid errors that can affect the understanding of the message's meaning, particularly in the semantic aspect (Agustina, 2021).

Semantics is the study of meaning, starting from references and symbols. This field examines meaning, including the symbols or signs that express meaning, the relationships between various meanings, and their impact on people and society. Semantics encompasses the meaning of words, their development, and changes (Matsna, 2018). The study of word

meaning in a particular language based on semantic classification is a branch of linguistics that investigates the meaning of words, their origins, development, and changes throughout the history of the language (Ansori, 2021; Chaer, 2012). Many other fields of study are related to semantics, so meaning plays an important role in the use of language as a tool to convey experiences, thoughts, and intentions (Izzan, 2015). The field of semantics is limited to observing and examining the process of meaning changes in words in language use (Salbiah & Idris, 2022).

Based on preliminary data, the researcher found the translation result by a PBA student at UIN Kiai Haji Achmad Siddiq, who translated the source sentence "mata pelajaran yang harus dikuasai oleh anak-anak" as "المواد التي يجب أن يتقنها بالأولاد" in Arabic. This translation is inaccurate because it omits the word that should function as the subject, namely "anak-anak" or students in this context, who are required to master the subjects. Therefore, meaning is an essential aspect of language, as the purpose of language is to convey meaning. Meaning is the ultimate goal between the speaker and the listener, as well as between the writer and the reader. Language is merely a series of utterances and meanings, where utterances have no value without meaning, and vice versa (Hidayatullah, 2021).

Based on several previous research findings, the researcher intends to contribute to knowledge through a study conducted on students of the Arabic Language and Literature Program at UIN Kiai Haji Achmad Siddiq Jember, titled "Analysis of Meaning Errors in Indonesian-Arabic Translation: A Case Study of PBA Students at UIN Kiai Haji Achmad Siddiq Jember." This research presents several differences and unique aspects compared to previous studies. The primary focus of this research is on meaning errors in the semantic aspect, encompassing various types of meanings, thus aiming for a deeper identification and specific analysis of semantic errors. The study also emphasizes that

automated translation tools such as Google Translate are not fully recommended for use.

Its objective is to propose theoretical and practical solutions to reduce translation errors, particularly in the semantic aspect. Furthermore, the research will outline efforts to address these errors through media developed by course instructors in the Tarjamah Fauriyah course based on Google Site, which includes materials on basic translation concepts, translation strategies, and selected video examples of well-developed translations (A. Maulana & Ma'suq, 2024).

Research methods

This research is a qualitative study, as defined by Bogdan and Taylor, cited by Moleong (2010), which generates descriptive data in the form of written or spoken words from individuals or observable behaviors. The type of research employed is a case study, an empirical method that investigates a case or phenomenon in depth, particularly when the boundaries between the phenomenon and its context are unclear, thereby allowing researchers to gain a holistic view of a series of events or specific phenomena (Nurahma & Hendriani, 2021; Sugiyono, 2022).

The subjects of this study are several translation task texts created by 6th-semester PBA students in class group B1 at UIN Kiai Haji Achmad Siddiq Jember, as well as several translation task videos published on the social media platform YouTube. Data collection utilized Sugiyono's theory, encompassing observation techniques in the classroom during the Tarjamah Fauriyah course as pre-research observation data, videos of translation task outputs, documentation studies of the translation task texts, and interviews related to efforts to minimize translation errors using media developed by the lecturer in the form of web-based multimedia on Google (A. Maulana & Ma'suq, 2024).

The collected data were analyzed using a semantic error analysis approach through the following stages (Adriana, 2012):

1. Gathering data from several translation task texts.
2. Identifying and classifying errors based on error types.
3. Correcting and improving these errors.
4. Explaining the results of the corrections made to the identified errors.

Research findings

Forms of meaning errors in Indonesian-Arabic translation

Based on the data obtained from translations conducted by several PBA students at UIN Kiai Haji Achmad Siddiq, several translation errors have been identified that significantly affect the produced and understood meanings. Upon classification, these errors are found in three types of meanings: lexical meaning, grammatical meaning, and contextual meaning.

Firstly, lexical errors occur when the words used in translation do not correspond to the context or intended meaning in the source language. Below are some findings of errors in the lexical meaning aspect.

Table 1. Lexical Meaning Errors

No.	Source Language	Translation Results
1.	Ketika anda ingin mengetahui gambaran homeschooling dengan jelas	عندما تريد أن تعرف صورة واضحة عن التعليم المنزلي
2.	Perbedaan yang pertama adalah tentang jalur pendidikan	الاختلاف الأول هو يتعلق بمسار التعليم
3.	Tapi hal ini berbeda dalam homeschooling ...	لكن هذا الحال يختلف بالتعليم المنزلي
4.	Sedangkan homeschooling termasuk dalam jalur pendidikan informal	أما التعليم المنزلي في مسار تعليم غير الرسمي
5.	Tidak harus mendengarkan ceramah dari guru	ليس الاستماع إلى محاضرات المعلم دائما

Based on the above Table 1., these errors are related to lexical meaning errors due to the mismatch in intended meanings. Firstly, the word *صورة* is inappropriate as it leans more

towards a visual representation or physical portrayal. Secondly, the use of الاختلاف cannot be used due to inconsistency in writing a term that has been previously mentioned. Thirdly, the use of الحال only speaks about specific conditions and does not refer to a broader situation. Fourthly, the word تعليم is wrongly written in the definitive form. Fifthly, the use of محاضرات is unnecessary in plural form.

Meanwhile, the correct translation based on the exposure of the error data and its explanation will be presented in the form of a table below:

Table 2. Correction of Lexical Meaning Errors

No.	Source Language	Translation Results
1.	Ketika anda ingin mengetahui gambaran homeschooling dengan jelas	عندما تريد أن تعرف <u>تصور</u> واضحاً عن التعليم المنزلي
2.	Perbedaan yang pertama adalah tentang jalur pendidikan	<u>الفرق</u> الأول هو يتعلق بمسار التعليم
3.	Tapi hal ini berbeda dalam homeschooling ...	لكن هذا الأمر يختلف بالتعليم المنزلي
4.	Sedangkan homeschooling termasuk dalam jalur pendidikan informal	أما التعليم المنزلي في مسار <u>التعليم</u> غير الرسمي
5.	Tidak harus mendengarkan ceramah dari guru	ليس الاستماع إلى <u>محاضرة</u> المعلم دائماً

Based on Table 2., firstly, the use of تصور is more appropriate as it aligns with describing an idea, concept, or abstract understanding. Secondly, the use of الفرق is more suitable due to consistency in writing within that context. Thirdly, the use of الأمر is more appropriate as it refers more to the issue or topic discussed, namely the flexibility of homeschooling. Fourthly, the spelling of التعليم is correct as it indicates the definitive form. Fifthly, the use of محاضرة is more appropriate in the singular form, not plural.

Secondly, grammatical errors occur when the sentence structure or grammar in the translated results does not adhere to the rules of the target language. Below are some findings of errors in the aspect of grammatical meaning.

Table 3. Grammatical Meaning Errors

No.	Source Language	Translation Results
1.	... maka akan lebih mudah bagi anda ...	سيكون من الأسهل <u>عليك</u>
2.	... karena homeschooling memiliki fleksibilitas yang tinggi.	لأن <u>التعليم</u> المنزلي مرونة عالية
3.	... yang harus dikuasai oleh anak ...	يجب أن يتقنها <u>بالأولاد</u>
4.	Kita boleh belajar tentang sapi ...	<u>يمكن</u> نتعلم عن البقر
5.	Kita sangat diizinkan untuk tidak selalu berada di dalam kelas	يسمح لنا <u>إلا نكون</u> دائماً في الفصل
6.	Jadi saya ingin anak saya belajar fokus di bahasa Indonesia	لذلك أريد أن يكون ولدي <u>تركيز</u> التعليم على اللغة الإندونيسية

Based on table 3 above, these errors are related to grammatical meaning mistakes due to mismatches in grammar in the target language. Firstly, the particle على is often used in contexts of commands or obligations. Secondly, the omission of particles that should indicate possession. Thirdly, the incorrect use of the ب particle due to influences from the source language. Fourthly, the meeting of two verbs without a separating letter. Fifthly, the writing of إلا نكون which is incorrect and lacks clear meaning. Sixthly, the use of تركيز which is not appropriate in its position in a sentence context.

The accurate translations based on the data of errors and their explanations above are presented in the following table:

Table 4. Correction of Grammatical Meaning Errors

No.	Source Language	Translation Results
1.	... maka akan lebih mudah bagi anda ...	سيكون من الأسهل <u>لك</u>

2.	... karena homeschooling memiliki fleksibilitas yang tinggi.	لأن للتعليم المنزلي مرونة عالية
3.	... yang harus dikuasai oleh anak ...	يجب أن يتقنها الأولاد
4.	Kita boleh belajar tentang sapi ...	يمكن أن نتعلم عن البقر
5.	Kita sangat diizinkan untuk tidak selalu berada di dalam kelas	يسمح لنا أن لم نكن دائما في الفصل
6.	Jadi saya ingin anak saya belajar fokus di bahasa Indonesia	لذلك أريد أن يكون ولدي يركز التعليم على اللغة الإندونيسية

According to table 4 above, firstly, the use of the particle **ل** is more appropriate after the word **سهل** or its formation. Secondly, the addition of the particle **ل** to become **للتعليم** is more suitable to indicate possession, in this case, that homeschooling has the flexibility attribute. Thirdly, the omission of the **ب** particle is more appropriate to indicate correct grammar and meaning. Fourthly, the addition of a separating letter **أ** between two verbs meeting each other is more suitable for the right meaning. Fifthly, the writing of the word **أن لم نكن** is more appropriate for a more accurate structure. Sixthly, the use of the verb **يركز** is more appropriate to maintain a correct meaning understanding.

Thirdly, contextual errors occur when the translation does not consider the sentence context or broader situation, thus not aligning with the intended meaning. Below are some findings of errors in terms of contextual meaning.

Table 5. Contextual Meaning Errors

No.	Source Language	Translation Results
1.	Maka anda tidak bisa melakukan itu.	لا يمكنك أن تفعل ذلك في المدرسة

2.	... melalui kurikulum pembelajaran diatur oleh pemerintah ...	من خلال المناهج يتم تنظيمه من قبل الحكومة
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Based on the above Table 5, these errors are related to contextual meaning errors due to mismatched meanings within their contexts. Firstly, the selection of phrases that do not provide the required formal nuance in specific contexts. Secondly, the broad interpretation of the word **المناهج**.

Adapun terjemah yang tepat berdasarkan paparan data kesalahan dan penjelasannya di atas, akan disajikan dalam bentuk table berikut:

Table 6. Correction of Contextual Meaning Errors

No.	Source Language	Translation Results
1.	Maka anda tidak bisa melakukan itu.	لن تستطيع القيام بذلك
2.	... melalui kurikulum pembelajaran diatur oleh pemerintah ...	من خلال المناهج الدراسية يتم تنظيمه من قبل الحكومة

According to Table 6 above, firstly, the use of the phrase above is more appropriate to directly convey the meaning of inability without adding irrelevant context. Secondly, adding **الدراسية** after **المناهج** is more appropriate to indicate a contextually appropriate meaning, which is curriculum as in the source language.

Causes of meaning errors in Indonesian-Arabic translation

Based on an interview conducted by the researcher with a student named Ali Wafa, he stated that he encounters considerable difficulty in translating from Indonesian to Arabic, primarily due to significant differences in grammar and linguistic characteristics between the two languages.

"There are several factors that cause me to frequently make mistakes in translation, especially due to differences in grammar between the source language, which is Indonesian, and the target language, which is Arabic. For example, Arabic has more complex sentence structures compared to Indonesian. This

requires a good understanding of the target language. Although there are some words in Indonesian that originate from Arabic, their usage can differ. For instance, the word 'kitab', which in Indonesian means book, whereas in Arabic it can mean a holy book or a book in general. Therefore, these differences can lead to confusion if not well understood."

Furthermore, the researcher conducted an interview with another student, Abdur Rohman, who expressed that he lacks proficiency in the target language, specifically Arabic, which consequently leads to translation errors.

"I am not very proficient in Arabic, hence I often struggle to find the exact equivalents. For instance, Arabic has numerous words with the same meaning, but each word carries different nuances in specific contexts. I frequently see peers using inappropriate synonyms due to a lack of understanding of these nuances. Errors in word choice are quite common."

Another student, Umarul Faruq, also cited other reasons, mentioning that his learning style sometimes makes it difficult for him to consistently study diligently, relying on external tools besides himself.

"Yes, learning style and motivation significantly influence translation outcomes. Some students tend to overly rely on translation tools, which is not recommended. While these tools can assist, excessive reliance on them may diminish the effectiveness of translation learning. Direct translation requires a high level of mastery and responsiveness that cannot be fully acquired from translation tools alone."

Efforts to address meaning errors in Indonesian-arabic translation

Based on several factors and causes of errors as outlined in the previous points, the course instructor as the facilitator of the Tarjamah Fauriyah course needs to assess and evaluate, thereby fostering an initiative to enhance the quality of learning. One of these efforts involves developing Google Sites-based multimedia to facilitate students in learning translation theory.

"Several efforts have been undertaken in teaching the Tarjamah Fauriyah course to address common errors in translation by students of PBA UIN Kiai Haji Achmad Siddiq. One of the primary initiatives we have pursued is enhancing the quality of learning by actively involving students in the learning process. We encourage them not

only to comprehend but also to master translation theory. Moreover, we provide numerous opportunities for direct practice, both in written and spoken forms. To meet the goals of improving learning quality, we have developed multimedia teaching materials based on Google Sites. Based on our research, these Google Sites have proven effective and relevant to rapid translation learning from Indonesian to Arabic. This is reflected in the results obtained by students, showing significant improvement in their translation abilities."

Discussion

Undoubtedly, meaning is the most crucial aspect of translation (Ahmad Zaky, 2020; Amilia & Anggraeni, 2017). Therefore, to achieve accurate meaning, translators need to undergo several stages. Theoretically, translators must grasp what translation entails, which techniques can be employed, and what strategies are available (Agustina, 2021). These steps facilitate the transfer of meaning from the source language, aiding in a better understanding of the intended meaning that should be present in the source text (Zahro & Nu'man, 2024).

Several translation errors have been identified in the work of PBA students at UIN Kiai Haji Achmad Siddiq Jember. These include lexical errors due to mismatches in intended meanings between the source and target languages, grammatical errors resulting from inaccuracies in structure or rules in the target language, and contextual errors stemming from a lack of attention to sentence situations within a broader context. These types of meaning errors significantly impact how listeners comprehend spoken translations and how readers understand written translations (Mahbub & Nasrullah, 2023; Riana et al., 2022; Yuslimar & Arifa, 2021). Therefore, it is crucial for translators aiming to be considered proficient to focus keenly on these aspects. Theoretical understanding and mastery of translation methods are essential, complemented by practical training, whether guided or independent (Arifianto et al., 2021).

Several factors contribute to these meaning errors in their translations. Firstly, interlingual transfer occurs due to differences

in systems, characteristics, and cultures between the two languages: Indonesian and Arabic (Putra, 2022). As known, Arabic has a vast vocabulary with specific contextual uses ('Izza, 2024), and influences from the source language often manifest as grammatical errors (Mugiarti, 2020). Secondly, intralingual transfer results from insufficient mastery and understanding of the target language, compounded by its complexity, such as the difficulty translators face in finding suitable word equivalents (Agustina, 2021; Putra, 2022). Other contributing factors include communication strategies related to learning styles, approaches, and methods of studying or translating (M. F. Maulana, 2023; Setyawan, 2022; Yasin et al., 2023).

Addressing these issues requires concerted efforts, especially from facilitative educators, including enhancing the quality of learning through student-focused approaches that encourage active engagement in learning and educational activities. Additionally, the practical development of multimedia-based learning tools (Furoidah, 2020), such as Google Sites, the educators themselves, contain specific materials on translation concepts, theories, and practices, which proves beneficial. These multimedia tools are designed for easy access and use, offering flexibility beyond the classroom, thereby enhancing student learning capability and motivation in mastering translation concepts (A. Maulana & Ma'suq, 2024).

Conclusion

Meaning is an aspect that must be considered in translation. Translation errors can alter the intended meaning that should be understood correctly. This research identified several types of errors based on their meanings: lexical, grammatical, and contextual. Several factors contributing to these errors include interlingual transfer, intralingual transfer, and communication strategies. Efforts to address these issues involve improving the quality of learning by encouraging students to be more active and utilizing Google Sites-based

multimedia to provide translation-related materials.

Disclosure statement

The researchers report that the current study declares no conflicts of interest.

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