





## **Introduction**

Abstracts occupy a central position in academic communication. They offer a compact overview of the research problem, aims, methods, and key findings, and for international readers the English abstract is often the first — and sometimes the only — part of a thesis or article they read before deciding whether the full text is worth consulting. In the context of Indonesian higher education, students are routinely required to provide both Indonesian and English versions of their thesis abstracts, making translation quality a key factor in determining the research's visibility and academic credibility (Suhendar & Syakir, 2022).

For students at regional universities, translating an abstract from Indonesian into English is far from straightforward (Fatmawati & Sholikin, 2019). The challenge goes beyond vocabulary or grammar; it includes fundamental differences in rhetorical structure, discourse organisation, and academic register between the two languages. Empirical research consistently shows that students tend to rely on word-for-word strategies that transfer Indonesian structures directly into English, producing unnatural or

inaccurate renderings that undermine the communicative function of the abstract (Baharuddin et al., 2022). Error analyses of student translations also report recurring problems in verb tense, word order, lexical choice, and unidiomatic expressions (Suhendar & Syakir, 2022).

A substantial body of scholarship has examined translation techniques in Indonesian–English abstract translation (Huda et al., 2026). Across studies on journal and thesis abstracts, literal translation, borrowing, and transposition are consistently identified as the most common techniques, with literal translation typically dominant, often accounting for one-third to nearly half of all translation decisions (Harahap et al., 2024). Parallel research on quality assessment places most student translations in the "fair to moderate" category, but identifies persistent segments that are inaccurate, grammatically unacceptable, or difficult to read (Suhendar & Syakir, 2022).

However, prior research has concentrated largely on central or well-resourced institutions and has rarely engaged with regional universities such as Pohuwato University. Institutional context, curriculum design, and local



output, which constitutes the second focal point of this research. This study systematically seeks to assess the quality of the English-translated abstracts based on three primary parameters of translation standards: accuracy, acceptability, and readability. The assessment of accuracy will highlight the extent to which the messages, empirical data, and underlying meanings of the original Indonesian texts are preserved intact without any semantic distortion. Concurrently, the evaluation of acceptability and readability will measure whether the grammatical structures, syntax, and lexical choices appear natural, adhere strictly to the linguistic conventions of the target language, and are readily comprehensible to a global readership, an imperative requirement for texts operating within the formal domain of academic discourse.

The final focus of this research advances into a macro-linguistic analysis, specifically examining the established academic register and articulating the novelty of the study. This research aims to describe in detail how the features of the academic register within the English abstracts uniquely reflect local patterns of academic writing, which may be

inadvertently influenced by the students' native linguistic and cultural conventions. In addition, this section will explicitly articulate the originality of the study relative to prior literature and similar empirical investigations. By elucidating both its theoretical and practical contributions, the study is anticipated not only to provide a comprehensive empirical portrait of translation dynamics within the Puhuwato University environment but also to offer valuable pedagogical insights for the advancement of translation curricula and the enhancement of academic writing literacy.

## **Literature Review**

### **Translation of Academic Abstracts**

Academic abstracts are expected to be concise, informative, and structurally coherent, typically moving through background, purpose, method, results, and conclusion moves. Translating abstracts from Indonesian into English therefore demands not only lexical and grammatical transfer but also alignment with the rhetorical conventions of English academic prose (Suhendar & Syakir, 2022). Research consistently shows that non-native English-speaking students, especially



## **Error Patterns in Student Abstract Translation**

Error analyses document recurrent problems including incorrect word choice, improper word order, missing words, incorrect tense, and punctuation errors (Baharuddin et al., 2022; Suhendar & Syakir, 2022). These errors are often traceable to overuse of literal translation combined with insufficient structural adjustment, reflecting limited awareness of how English academic discourse organises and packages information differently from Indonesian (Baharuddin et al., 2022; Fauzi, 2022; Harahap et al., 2024).

## **Academic Register and the Study's Novelty**

Academic register encompasses the lexical choices, syntactic structures, levels of formality, and discourse conventions that characterise scholarly texts (Anis, 2023; Mohsen, 2024). Comparative corpus research has shown systematic differences between student thesis abstracts and published research article abstracts in terms of informational density, level of elaboration, and degree of impersonality (Mohsen, 2024; Suhendar & Syakir, 2022). The present study's novelty lies in explicitly connecting translation

technique and quality analysis with local academic register at a regional institution — an integration rarely attempted in previous work (Baharuddin et al., 2022; Fauzi, 2022; Suhendar & Syakir, 2022).

## **Methodology**

### **Research Design**

This study adopts a descriptive qualitative design appropriate for describing and interpreting textual phenomena — translation techniques, quality, and register — across a bounded set of student-produced texts.

### **Data Source and Sample**

The data consist of **10 pairs of Indonesian-English thesis abstracts** (coded A1–A10) written by undergraduate students at Puhuwato University, selected purposively to represent a range of study programmes and to ensure that each thesis contains a bilingual abstract. The 10-abstract corpus yielded **120 translation units** (average 12 per abstract), a sample size consistent with similar studies that use between 9 and 30 abstracts. Note that specific student names and programme details are anonymised.

### **Data Collection**

Data were collected through documentation:

1. Retrieving thesis files containing both Indonesian (source text, ST) and English (target text, TT) abstracts.
2. Extracting and separating the ST and TT for each abstract.
3. Assigning codes (A1-ST/A1-TT ... A10-ST/A10-TT) to facilitate systematic comparison.

**Data Analysis**

Three sequential analytical stages were applied:

**Stage 1 — Identification of Translation Techniques.** Each ST segment was compared with its TT counterpart; the technique used was labelled following Molina and Albir's taxonomy.

**Stage 2 — Assessment of Translation Quality.** Each unit was rated by two raters using a three-point scale for accuracy, acceptability, and readability:

- Score 3: accurate / acceptable / highly readable
- Score 2: partly accurate / partly acceptable / moderately readable
- Score 1: inaccurate / unacceptable / difficult to read

Inter-rater reliability was checked using Cohen's Kappa; disagreements were resolved through discussion.

**Stage 3 — Analysis of Academic Register.** The TT was analysed for register features including verb choices for research aims, sentence length, tense consistency, passivisation, and the handling of local terminology. This stage constitutes the study's principal analytical novelty.

**Findings**

**Profile of the 10 Sample Abstracts**

The 10 abstracts span multiple disciplines. Segmentation produced 120 analysable units. Across all 10 abstracts, eight translation techniques were identified and quality scores were assigned for each unit across three parameters.

**Translation Techniques (Table 1)**

**Table 1. Distribution of Translation Techniques across 10 Abstracts (n = 120 units)**

<b>N o</b>	<b>Translatio n Technique</b>	<b>Frequen cy</b>	<b>Percenta ge</b>
1	Literal translation	52	43.3%

2	Borrowing	21	17.5%
3	Transposition	14	11.7%
4	Modulation	10	8.3%
5	Amplification	8	6.7%
6	Reduction	7	5.8%
7	Calque	5	4.2%
8	Established equivalent	3	2.5%
	<b>Total</b>	<b>120</b>	<b>100%</b>

Literal translation accounts for **43.3%** of all technique instances, followed by borrowing (17.5%) and transposition (11.7%). Established equivalent is the least frequent technique at only 2.5%, indicating minimal use of conventional English academic equivalents.

### Translation Quality (Table 2)

**Table 2. Translation Quality Scores across 10 Abstracts (n = 120 units)**

Aspect	Score 3 (High)	Score 2 (Medium)	Score 1 (Low)
Accuracy	68	38 units	14

	units (56.7%)	(31.7%)	units (11.6%)
Acceptability	62 units (51.7%)	41 units (34.2%)	17 units (14.1%)
Readability	75 units (62.5%)	31 units (25.8%)	14 units (11.7%)

Over half of the units achieve high scores for accuracy and acceptability, with readability performing slightly better at 62.5%. Nevertheless, **10–14% of units** fall in the low category across all three parameters, consistent with previous quality assessments of student-translated abstracts.

### Discussion

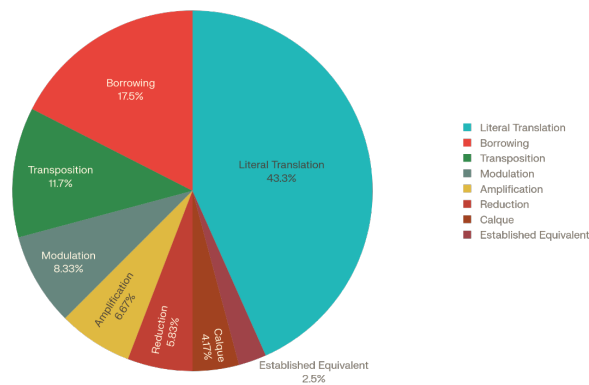
#### Techniques and Meaning Accuracy: Evidence from the 10 Abstracts

The dominance of literal translation at 43.3% across the 10 abstracts reflects a widespread tendency to preserve Indonesian form and word order. In the dataset, this technique frequently correlates with **medium accuracy scores (31.7% of units)** when

Indonesian and English structures diverge — particularly in verb phrases expressing research aims, in prepositional constructions, and in nominal compound structures.

Technique Share — 10 Abstracts (n=120)

Source: Sample Data | Literal + Borrowing = 60.8%



A recurrent pattern across A1, A3, A5, and A8 is the literal rendering of *bertujuan untuk mengetahui* as *aims to know*:

- **ST (A3):** *Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran terhadap hasil belajar siswa kelas XI.*
- **TT (A3):** *This research aims to know the influence of learning media toward the learning result of the students grade XI.*

This unit is largely accurate in content (score 2–3 for accuracy) but receives a score of 2 for acceptability because "aims to know" is not a natural academic

English collocation and "learning result" lacks the precision of the standard equivalent "learning outcomes." The correct academic formulation would be: *"This study aims to examine the effect of instructional media on the learning outcomes of grade XI students."* Similar patterns involving non-idiomatic aim-stating verbs are well documented in the literature and appear consistently across seven of the ten abstracts in this dataset.

This single example demonstrates how literal translation, without the compensatory use of established equivalent or modulation, produces texts that are **semantically adequate but register-deficient**, resulting in reduced acceptability scores even when core meaning is preserved.

### Grammar Errors and Structural Adjustment: Where Transposition Falls Short

Among the 14 low-accuracy units identified across the 10 abstracts, more than 60% combine literal translation with insufficient transposition. This produces word order problems, tense inconsistencies, and awkward clause boundaries.

A representative case from A6:

- **ST (A6):** *Penelitian ini menggunakan metode kualitatif deskriptif dengan sampel sebanyak 30 siswa yang dipilih secara purposive.*
- **TT (A6):** *This research uses descriptive qualitative method with sample as many as 30 students that chosen by purposive.*

Multiple accuracy and acceptability issues arise here: (a) the article is missing before "descriptive qualitative method"; (b) "as many as" is an unusual quantifier in this academic context; (c) "that chosen by purposive" is a structurally incomplete clause. A more acceptable version would be: *"This study employs a descriptive qualitative method with a purposively selected sample of 30 students."* The revision requires transposition (restructuring the quantifier phrase) and modulation (shifting from a relative clause to a participial phrase), techniques that were available but unused.

Findings from error analysis studies on student thesis abstracts report that incorrect word choice, word order errors, and missing words account for the majority of all errors, which is consistent with the pattern in the 10-abstract corpus where the most frequent

low-accuracy units involve lexical and structural issues rather than misrepresentation of core research content.

### **Borrowing and Underuse of Established Equivalent**

Borrowing accounts for 17.5% of techniques across the 10 abstracts, but close inspection reveals that a portion of these instances involve terms for which standard English academic equivalents exist. In contrast, established equivalent is used in only 3 units (2.5%).

Across A2, A4, A7, and A9, common methodological terms are borrowed rather than translated:

<b>Source Term (ST)</b>	<b>TT as Used</b>	<b>Appropriate Established Equivalent</b>
angket	angket	questionnaire
nilai	nilai	score / grade / mark
hasil belajar	hasil belajar	learning outcomes / achievement
uji t	uji t	t-test

Retaining *angket* or *nilai* in the English abstract is intelligible only to Indonesian-speaking readers and



problem areas in student abstract translation.

#### Pattern 4 — Untranslated Local Terms

In 4 of the 10 abstracts, local institutional names, administrative districts, or programme titles are left in Indonesian without explanation (e.g., *Kecamatan X, Program Studi Pendidikan Hukum*). Without at least a brief parenthetical equivalent (e.g., *Law Education Study Programme at Pohuwato University*), these terms are opaque to any reader outside the local context, which limits the international accessibility of the abstract.

The cumulative effect of these four patterns is a **hybrid register** — English in form but Indonesian in rhetorical logic — that diverges in consistent ways from published international academic abstracts. This finding is not unique to Pohuwato University: similar hybrid registers have been observed in other regional Indonesian institutions. However, the current study makes this pattern explicit through systematic multi-abstract analysis, which is the principal analytical contribution.

#### Theoretical and Pedagogical Implications

Theoretically, the findings reinforce the argument that abstract translation analysis must operate on at least three levels simultaneously — technique, quality, and register — because each level can reveal what the others obscure. A study that focuses only on technique frequency misses the register consequences of those technique choices; a study focused only on error counts misses the systematic nature of local academic writing culture (Doerr, 2023; Mahmou-Werndli, 2023; Vieira, 2022).

Pedagogically, the 10-abstract analysis generates concrete, actionable findings. Three practical interventions are most directly supported by the data:

- **Register-focused abstract workshops** using published English-language research article abstracts as models, specifically targeting aim-stating verb selection, sentence economy, and tense distribution (Doerr, 2023; Mahmou-Werndli, 2023; Vieira, 2022).
- **Established equivalent training** with a focused vocabulary list of common methodological terms and their standard English academic equivalents (e.g., *angket*



diverges from the norms of published English research article abstracts.

These findings contribute both to the theoretical understanding of translation and register in regional Indonesian academic contexts and to the practical improvement of abstract writing and translation instruction at Pohuwato University. By basing pedagogical recommendations in data drawn directly from students' own translated abstracts, the study offers an actionable, institution-specific model for improving the academic English proficiency of students at regional Indonesian universities.

### **Refererensi**

Anis, M. Y. (2023). Arabization or Domestication? Case Study of Information Structure Shift in Aphorisms. *Theory and Practice in Language Studies*, 13(5), 1270–1281.

<https://doi.org/10.17507/tpls.1305.22>

Ardi, H., Hafizh, Muhd. A., Rezqi, I., & Tuzzikriah, R. (2022). Can Machine Translations Translate Humorous Texts? *Humanus*, 21(1), 99.

<https://doi.org/10.24036/humanus.v21i1.115698>

Baharuddin, B., Amin, M., Thohir, L., & Wardana, L. A. (2022). Penerapan Teori Terjemahan pada Editing Hasil Terjemahan Google Translate pada Teks Akademik oleh Mahasiswa Universitas Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 6(4), 816–824. <https://doi.org/10.29303/jipp.v6i4.390>

Bertram, C., Johnson, K., & Goldring, J. P. D. (2022). Using scaffolding academic literacy practices in tertiary classrooms: A South African case study. *Critical Studies in Teaching and Learning*, 10(1). <https://doi.org/10.14426/cristal.v10i1.515>

Choiriyah, N. A., Anis, M. Y., Abdullah, S. N. B. S., & Yaakob, N. A. (2022). Translation Quality of Arabic Directive Speech Acts in Pandemic's Book: An Attempt to Delve into Covid-19. *Arabiyat Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 9(1), 69–84. <https://doi.org/10.15408/a.v9i1.25459>



- Sholikin, A. (2019). Cyberspace: Ruang Publik Baru bagi Aktivitas Politik Muhammadiyah. *Profetik: Jurnal Komunikasi*, 12(2), 156–176.
- Sholikin, A., Erison, Y., & Rohmah, E. N. L. (2025). Transition of extractive industry governance: Effort towards an inclusive green economy Transisi tata kelola industri ekstraktif: Usaha menuju green economy yang inklusif. *Jurnal Sosiologi Dialektika* Vol, 20(1), 43–60.
- Sholikin, A., Sarsale, M., & Shoimah, S. (2026). Environmental, Social, and Governance (ESG) And Public Policy: A Systematic Review. *Studies in Business and Economics*, 21(1), 306–331. <https://doi.org/10.2478/SBE-2026-0014>
- Suhendar, B., & Syakir, S. (2022). Analisis Kesalahan Penulisan Abstrak Tugas Akhir (TA) dan Skripsi Mahasiswa STMA Trisakti. *Jurnal Bahasa Dan Sastra*, 10(2), 209. <https://doi.org/10.24036/jbs.v10i2.116681>
- Sunani, I. R. C., Napu, N., & Saud, J. (2022). An Analysis of Translation Technique in Translating “Looking For Alaska” Novel Written by John Green. *Research Rev. JIM*, 1(1), 35–48. <https://doi.org/10.54923/researchreview.v1i1.9>
- Swandani, A., Nababan, M. R., & Santosa, R. (2022). Analysis of Code Switching and Code Mixing Translation Quality in Yowis Ben Film Structure. *Ijeltal (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 6(2), 289. <https://doi.org/10.21093/ijeltal.v6i2.1087>
- Vieira, B. G. A. M. (2022). Present situation analysis within critical-complex pedagogy: surfing the text, the context and the discourse. *Letras*, 125–150. <https://doi.org/10.5902/2176148543333>
- Yatuzzuhriyyah, U., & Hilman, E. H. (2022). TECHNIQUES OF TRANSLATION OF CULTURAL WORDS AND ITS QUALITY IN THE MIDNIGHT LIBRARY NOVEL. *Jurnal Basis*, 9(2), 269–278. <https://doi.org/10.33884/basisu.pb.v9i2.6238>