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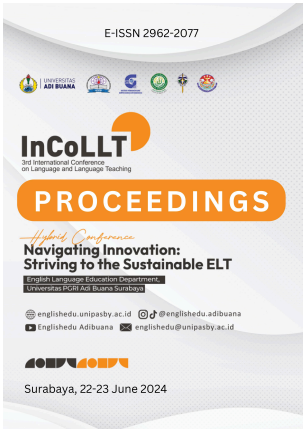
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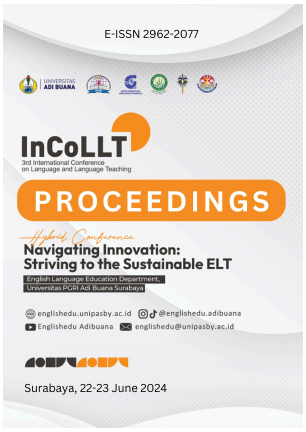
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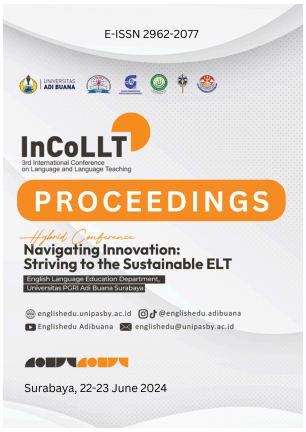
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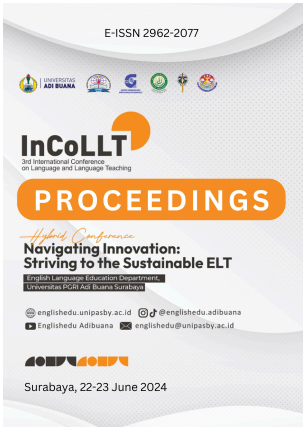
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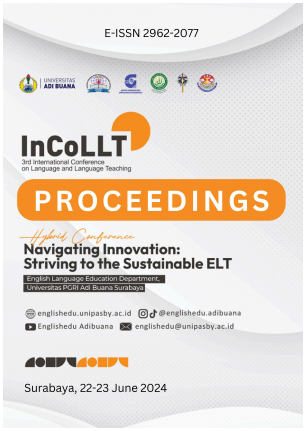
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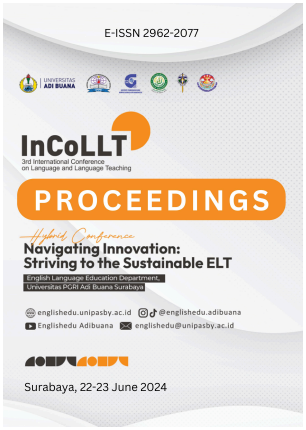
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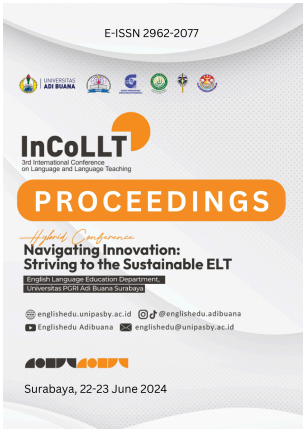
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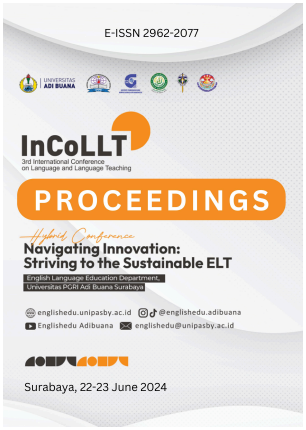
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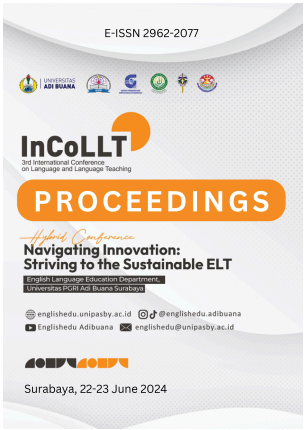




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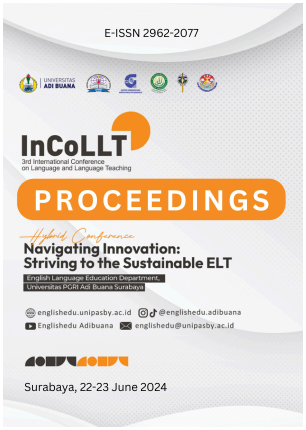
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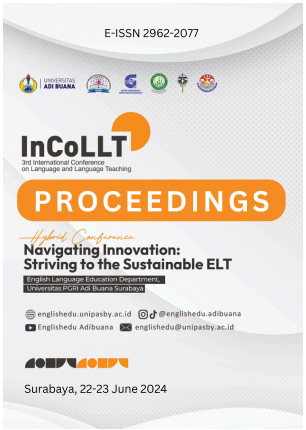




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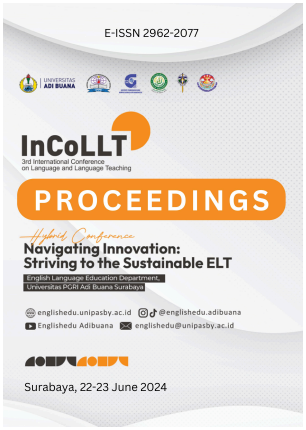
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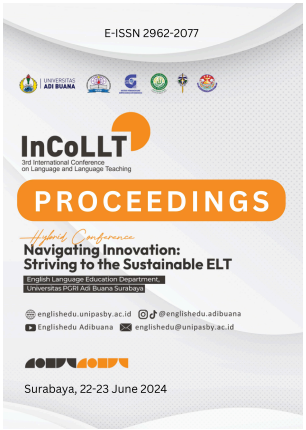




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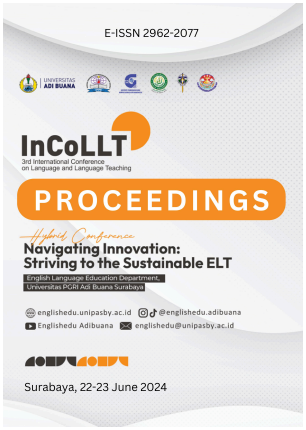
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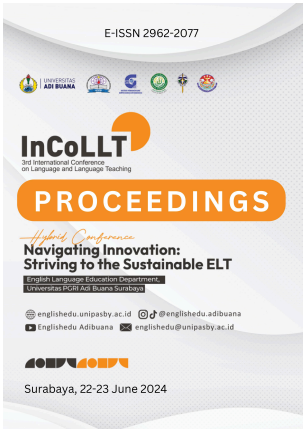




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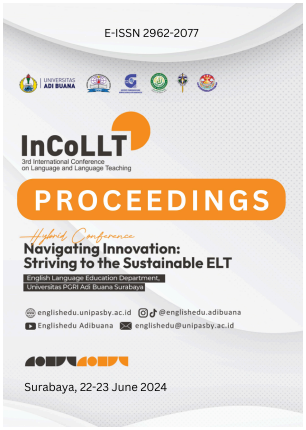
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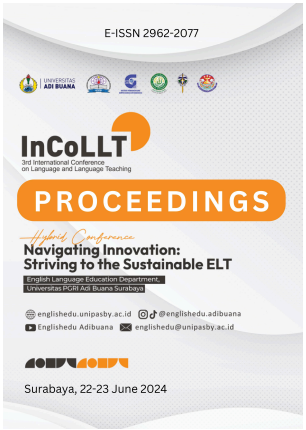




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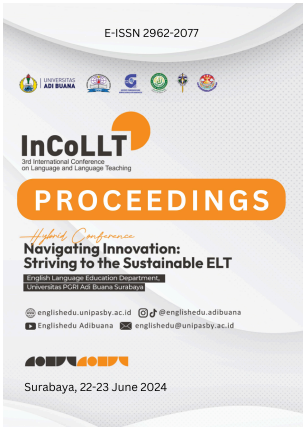
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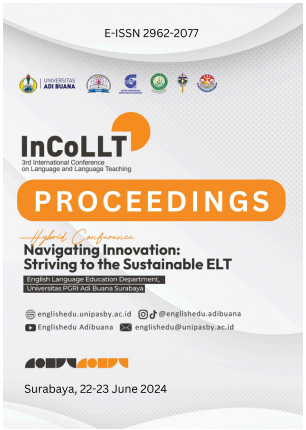




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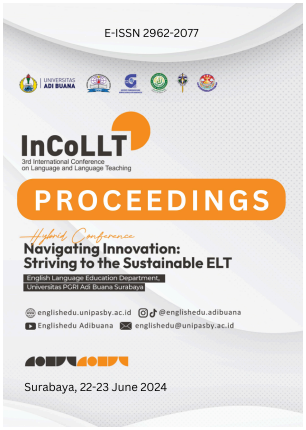
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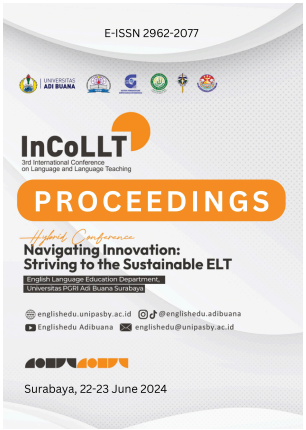




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Indexing:

Published by

English Language Education Department, Faculty of Social Sciences and Humanities, Universitas PGRI Adi Buana Surabaya, Indonesia.

Soelaiman Joesoef Building, 5th Floor. Campus II, Universitas PGRI Adi Buana Surabaya.

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EXPLORING OMISSION ERRORS IN STUDENT TRANSLATIONS

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Abstract.
This study examined omission as one common type of translation errors, which involve the deletion of necessary items in sentences. Omission errors are particularly prevalent in early stages of second language learning, where essential elements are often missing from sentences. The research focused on identifying the most frequent error type and the sources that contribute to these errors. The participants of the study were second-semester students from Universitas Katolik Musi Charitas who were selected by purposive sampling method. A qualitative descriptive methodology was employed. Data were collected through Indonesian-English translation tests and analyzed through thoroughly interpretation of each errors source and classification. The results indicated that the errors in students' Indonesian-English translation primarily stem from the omission of grammatical errors and content morphemes which significantly affect students' ability to produce accurate and coherent translations.

Keywords: Omission Errors, Content Morphemes, Grammatical Errors

INTRODUCTION

Translation is a fundamental aspect of modern communication, with its applications evident in various settings, including family, educational, healthcare, legal, and corporate contexts. As Cook (2011) notes, translation is an essential act of communication that permeates our daily lives. It can be observed in various forms, such as signs, packaging, menus, subtitles, news reports, and more.

The process of translation involves the conversion of a written source language text into an optimally equivalent target language text. This process requires the translator to have a deep understanding of the original text's syntactic, semantic, stylistic, and text pragmatic elements, as highlighted by Choliludin (2007) and Afifah (2022). The translation process involves multiple stages, including the conversion of spoken language (SL) into written language (TL), and students are typically trained to translate texts from Indonesian to English or vice versa.

Translation is a complex task that demands a high level of linguistic sensitivity, cultural awareness, and knowledge of the target language. According to Foster (2012), translation involves the conversion of a text's content from its original language into a target language. To achieve this, the translator must accurately and faithfully convey the writer's intention, original thoughts, and opinions in the translated version. This requires a solid mastery of both the source and target languages, as well as a high level of linguistic sensitivity. Zulkifli, Bayusena, and Ampera (2023) defined translation as any action taken to convey the meaning of the source language into the target language.

Students often perceive translation as simply converting spoken language into written language. When translating words or sentences, they often translate them literally, which can lead to errors. These mistakes can provide valuable insights into students' proficiency in and

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performance in the target language, as well as their comprehension and level of awareness when translating it. Students frequently make mistakes in grammar structure while translating word for word.

Omission errors are a common type of error that students make during translation. These errors occur when the translator fails to include essential information or concepts in the target language text. Omission errors can significantly impact the accuracy and clarity of the translated text, leading to misunderstandings and miscommunications. Despite their significance, omission errors have received limited attention in translation research, particularly in the context of student translations.

Previous studies have focused on various types of translation errors, including grammatical, lexical, and semantic errors. However, there is a need to investigate omission errors in student translations to better understand their causes and consequences. This study aims to explore omission errors in student translations, examining the causes of these errors on the translated text.

The study of omission errors in student translations can provide valuable insights into the linguistic and cognitive abilities of students. By analyzing the types and causes of omission errors, this study can identify areas where students need improvement and inform the development of more effective translation training programs. Additionally, the study can contribute to a deeper understanding of the translation process and the factors that influence translation accuracy.

LITERATURE REVIEW

In the context of Indonesian-English translation, omission errors are particularly relevant due to the complexities of the two languages and the challenges of conveying meaning across linguistic and cultural boundaries. Moreover, this kind of errors is a distinct type of error that involves the failure to include essential information or concepts in the target language text. Grammatical functions, such as verb tense and subject-verb agreement, are particularly susceptible to omission errors, as are content morphemes, such as prepositions and conjunctions.

This literature review explores the existing research and theories on omission errors in Indonesian-English translation, with a focus on the grammatical functions and content morphemes that are often affected by these errors.

Omission Errors

Omission errors are a significant issue in student translations, particularly when translating from Indonesian to English. These errors occur when the translator fails to include essential information or elements in the target text, resulting in a loss of meaning or clarity (Anindya & Yonatri, 2022). Research has shown that omission errors are more common in student translations due to various factors, including limited proficiency in the target language, inadequate understanding of the source text, and lack of attention to detail.

Studies have identified several types of omission errors in Indonesian-English translations. For instance, one study found that students often omit prepositions, articles, and auxiliary verbs, which can significantly impact the grammatical structure and meaning of the target text (Dewi, 2017; Afifah, 2022). Another study highlighted the importance of considering the cultural and linguistic differences between Indonesian and English, as omission errors can be influenced by these factors.

Grammatical Functions

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Grammatical functions are a crucial aspect of language, and errors in these functions can significantly impact the accuracy and clarity of student translations (Wahyuningsih, 2021). Research has shown that students often struggle with grammatical functions such as verb tense, subject-verb agreement, and sentence structure, leading to errors in their translations.

One study found that students tend to overuse or underuse grammatical structures, resulting in errors such as incorrect verb tenses or subject-verb agreement. Another study highlighted the importance of teaching students about the grammatical functions of Indonesian and English, as well as the cultural and linguistic differences that can influence these functions.

Content Morphemes

Content morphemes are a fundamental component of language, and errors in these morphemes can significantly impact the meaning and accuracy of student translations (Susini, 2020). Research has shown that students often struggle with content morphemes such as prefixes, suffixes, and root words, leading to errors in their translations.

One study found that students often fail to recognize the importance of content morphemes in conveying meaning and context, resulting in errors such as incorrect word choice or incorrect word order (Burhansyah. 2019). Another study highlighted the importance of teaching students about the morphological structures of Indonesian and English, as well as the cultural and linguistic differences that can influence these structures. This draft provides a general overview of the main points you want to cover in your literature review. You can expand on each section and provide more specific examples and references to support your arguments.

METHODOLOGY

This study employed a qualitative research approach to explore the omission errors in student translations. Descriptive analysis, according to Arikunto (2010), was used to describe the nature or state of phenomena. Meanwhile, this approach “is a method used to explain or analyze study data but not to derive broader conclusions" (Sugiyono, 2012). The goal of qualitative descriptive research was to give a thorough account of certain events that people or groups of people had experienced in straightforward language

The sample for this study consisted of second-semester students of Pendidikan Bahasa Inggris, Universitas Katolik Musi Charitas. These students were selected because they were at a stage in their academic journey where they were beginning to develop their translation skills, and their errors could provide valuable insights into the translation process.

The instrument used to collect data for this study was an Indonesian-English translation test. The test consisted of a set of sentences in Indonesian that the students were asked to translate into English. The test was designed to assess the students' ability to translate Indonesian sentences accurately and effectively into English.

The test results were analyzed for omission errors by identifying the sentences that contained errors and categorizing them according to the type of error. The errors were then coded and analyzed to identify patterns and trends in the data. This analysis allowed for an in-depth examination of the types of omission errors that the students made and the factors that contributed to these errors.

The qualitative approach used in this study allowed for a rich and detailed analysis of the data, providing insights into the translation process and the errors that occur during this process. The findings of this study can inform the development of translation training programs and provide valuable insights for translators and translation educators.

RESULT

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The results of the study were based on the analysis of Indonesian-English translation tests administered to the second-semester students of Pendidikan Bahasa Inggris, Universitas Katolik Musi Charitas. The tests were designed to assess the students' ability to translate Indonesian sentences accurately and effectively into English. The analysis of the test results revealed two main points of research result: grammatical functions and content morphemes.

The findings of this study showed that students made omission errors in both grammatical functions and content morphemes, with different types of errors occurring in each area. Table 1 shows the sorts of the omission errors and the number of errors in the sentence translation.

Table 1: *The Number of Omission Errors*

Number of Sentences	Number of Words	Kinds of Omission Errors	Number of errors in the sentences
10 Sentences	116 Words	Grammatical Errors	199
		Content Morphemes	88

The data collected from the analysis of the given text reveals a total of ten sentences. These sentences collectively contain 116 words, providing a substantial sample for evaluating the nature and frequency of omission errors in Indonesian-English translations.

The test results indicated a significant prevalence of omission errors within the sample sentences. Specifically, there were 199 instances of grammatical errors. These errors substantially affect the accuracy and coherence of the translations, leading to sentences that are structurally incomplete or ambiguous. The high number of grammatical omissions underscores the challenges faced by students in mastering the syntactic rules of English.

In addition to grammatical errors, 88 content morpheme omissions were recorded. These omissions impact the clarity and meaning of the sentences, as key lexical items necessary for conveying the intended message are missing. Together, the high incidence of both grammatical errors and content morpheme omissions highlights the critical areas that require attention for improving the quality of Indonesian-English translations by students.

DISCUSSION

The results of this study on exploring omission errors in student Indonesian-English translations revealed two significant findings: a high grammatical errors score of 199 and a relatively low content morphemes score of 88. These scores indicate that participants were more prone to grammatical errors in their translations, which could significantly impact the overall coherence and clarity of the text.

The findings were consistent with previous research by Choi (2014) that highlighted the importance of grammatical structure in translation, particularly in genres like news reporting where precise wording and sentence structure were crucial for conveying meaning effectively. The high Grammatical Errors score suggested that students may need additional training in understanding the grammatical structures of the target language and how to apply them effectively in translation.

The lower content morphemes score of 88 suggested that students were able to effectively convey the main ideas and content of the source text, albeit with some minor omissions. This indicated that students were generally able to grasp the essential information and convey it accurately, although they might have missed some details or nuances in the process.

This findings were in line with research that emphasizes the importance of content in translation, particularly in genres like news reporting where the accuracy and relevance of information were paramount (Kusumawati, 2017; Stepanova & Lukyanova, 2023). The relatively lower score in content morphemes may indicate that students were still developing

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their ability to accurately identify and convey the key elements of the source text, which was an essential skill in translation.

Those results highlighted the need for targeted training in both grammatical structure and content identification to improve the overall quality of student translations. Thus the followings are some findings and how each example of the errors is explored by its correction and identification.

Grammatical Errors

The first kind of omission errors was due to the use of grammar. The total number of errors is 199 from the total number of the participants. The following are some highlights on the occurrence of the errors:

Omission of Article

Indonesian Sentence : "Saya melihat buku di meja."
Incorrect Translation : "I see book on table."
Correct Translation : "I see a book on the table."
Explanation : Indonesian does not use articles like "a," "an," or "the." The omission of articles in Indonesian-English translation is a common phenomenon that can significantly impact the clarity of the translated text. For instance, in the phrase "book on table," the article "a" is often omitted, resulting in the incorrect translation "book on table" instead of "a book on the table". This omission can be attributed to the differences in the use of articles between English and Indonesian. In English, articles are used to specify the type and quantity of nouns, whereas in Indonesian, the use of articles is less common and often implied through context (Burhansyah. 2019). The omission of articles can lead to ambiguity and confusion in the translated text, as it can change the meaning of the sentence (Gayo & Widodo, 2018). For example, without the article "a," the phrase "book on table" could refer to any book on any table, rather than a specific book on a specific table.

Omission of Auxiliary Verbs

Indonesian Sentence : "James tidak pergi ke kampus pada akhir pekan."
Incorrect Translation : "James not going to campus every weekend."
Correct Translation : "James does not go to the campus every weekend."
Explanation : The omission of the auxiliary verb "does" in the simple present tense results in a grammatically incorrect sentence in English. In the sentence "does not go to the campus," the auxiliary verb "does not" is often omitted, resulting in the incorrect translation "not go to the campus" instead of "does not go to the campus". This omission can be attributed to the differences in the use of auxiliary verbs between English and Indonesian. In English, auxiliary verbs are used to express tense, aspect, and mood, whereas in Indonesian, the use of auxiliary verbs is less common and often implied through context (Aini, 2018). The omission of auxiliary verbs can lead to significant changes in the meaning of the sentence, as it can change the tense and aspect of the verb.

Omission of Prepositions

Indonesian Sentence : "Mahasiswa suka mendengarkan ceramah dosennya."
Incorrect Translation : "The students like to listen their lecturers."
Correct Translation : "(The) students like listening to their lecturers' lecture."
Explanation : Prepositions are essential in English to indicate relationships between words. Omitting "to" after "listening" makes the sentence still understandable but grammatically incorrect. In the phrase "listening," the preposition "to" is often omitted, resulting in the incorrect translation "listening" instead of "listening to". This omission can be attributed to the differences in the use of prepositions between English and Indonesian (Afifah (2022). In English, prepositions are used to indicate the relationship between a noun or pronoun

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and other words in the sentence, whereas in Indonesian, the use of prepositions is less common and often implied through context.

Omission of Verb Tenses

Indonesian Sentence : "Mereka sangat senang bisa mengerjakan soal dengan sangat baik."
Incorrect Translation : "They very happy to do the test well."
Correct Translation : "They were very happy to be able to do the test very well"
Explanation : Indonesian often uses context or additional words to indicate tense. In English, the verb form itself indicates tense, and omitting this leads to confusion about the time reference. Some students might use "are" instead of "were" even it was clear that the event they could do the test refers to the past event. This omission can be attributed to the differences in the use of verb tenses between English and Indonesian. In English, verb tenses are used to indicate time and aspect, whereas in Indonesian, the use of verb tenses is less common and often implied through context (Tiarina, 2017). The omission of verb tenses can lead to significant changes in the meaning of the sentence, as it can change the time and aspect of the verb. For example, without the verb tense "were," the sentence "they happy" could refer to the present tense, whereas the original sentence "they were happy" indicates the past tense.

The omission of grammatical elements such as articles, subject pronouns, auxiliary verbs, prepositions, and verb tenses in students' Indonesian-English translations leads to significant errors. These omissions disrupt the grammatical structure and coherence of the translated text, resulting in sentences that are incomplete, ambiguous, or incorrect.

Content Morphemes

As being stressed previously, in the context of Indonesian-English translation, omission errors can significantly impact the clarity and meaning of the translated text. Content morphemes, which carry the core meaning of a word or phrase, are particularly crucial. Their omission can lead to misunderstandings or a complete loss of intended meaning.

In the other hand, understanding the reasons under the omission errors might give more benefits on providing the alternatives. Students might omit content morphemes due to several reasons:

1. *Lexical Gaps*: Students might struggle with finding the exact equivalent in English, leading them to omit the word altogether.
2. *Linguistic Structure Differences*: The syntactic differences between Indonesian and English might confuse students, resulting in the omission of essential words.
3. *Lack of Proficiency*: Limited vocabulary and grammar proficiency in English can cause students to leave out critical content morphemes unintentionally.

Here are the examples of content morphemes often omitted in Indonesian-English translations, categorized by their type (noun, verb, adjective, adverb), along with examples and explanations:

Omission of Nouns/Pronouns

Indonesian sentence : "Mahasiswa suka mendengarkan ceramah dosennya "
Incorrect Translation : "Students like listening the lecturers."
Correct Translation : "(The) students like listening to their lecturers' lecture."
Explanation : The pronoun "-nya" is omitted. In the case, the possessive pronouns such as "-nya" in "dosennya" translates to "their lecturers teacher." This omission can occur due to the influence of the Indonesian language, where possessive pronouns are often implied rather than explicitly stated. For instance, Afifah (2022) noted that omission errors can occur when the mother tongue interferes with sentence construction, leading to the omission of essential elements like possessive markers.

Omission of Verbs

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Indonesian sentence: "James dan saudaranya makan malam bersama setelah pulang dari kampus."Incorrect Translation: "James and his brother dinner together after going back from campus."
Correct Translation: "James and his brother had dinner together after coming back from campus."
Explanation: The verb "makan" (to eat or to have) is omitted. Even it might not directly affect the meaning – since the sentence remain understandable, this omission can lead to incorrect grammatical and structural sentence. For instance, the phrase "makan malam" in Indonesian, which translates to "dinner," is often omitted in English translation, resulting in the phrase "dinner" instead of "have dinner." This omission can be attributed to the influence of the Indonesian language, where the verb "makan" is often implied rather than explicitly stated. This phenomenon is consistent with the findings of Adnyani et. al. (2023), which highlighted the over-generalization and omission of the copula BE as a characteristic of Indonesian English. Similarly, Afifah (2022) noted that omission errors could occur when the mother tongue interferes with sentence construction, leading to the omission of essential elements like verbs.

Omission of Adverbs

Indonesian sentence: "Mereka sangat senang bisa mengerjakan soal dengan sangat baik."
Incorrect Translation: "They happy to do the test well."
Correct Translation: "They were very happy to be able to do the test very well."
Explanation: The both adverbs "sangat" (very) are omitted. This omission occurred due to the influence of the Indonesian language, where adverbs were often implied rather than explicitly stated. For instance, the translation of English adverbs of manner into Indonesian often involves omission, as the target text may already convey the intended meaning through other words or phrases (Zulkifli, Bayusena, & Ampera, 2023).

CONCLUSION

This study shed light on the prevalence and sources of omission errors in student translations, particularly in the context of Indonesian-English translation. The findings indicated that omission errors were a significant issue in student translations, with the majority of errors stemming from the omission of grammatical errors and content morphemes. These errors could significantly impact the accuracy and coherence of the translated text, highlighting the need for targeted training in both grammatical structure and content identification.

The results of this study brought up important implications for the development of effective translation strategies and pedagogical approaches. Specifically, the findings suggested that teachers in general should focus on improving students' understanding of grammatical structures and content morphemes to reduce the occurrence of omission errors. Additionally, the study underscored the importance of providing students with ample practice in translating different genres and providing feedback on their performance to help them refine their skills. By addressing these issues, teachers could help students develop the skills necessary to produce accurate and coherent translations, ultimately enhancing the quality of their work.

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