

ANALYZING TRANSLATION ERRORS IN JAPANESE LANGUAGE EDUCATION STUDENTS' THESIS ABSTRACTS USING WADDINGTON'S METHOD A

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Abstract: This study examines the translation quality of thesis abstracts written by students in the Japanese Language Education program at Universitas Pendidikan Ganesha, Indonesia. This research uses using qualitative descriptive approach that uses Waddington's (2001) Method A of Translation Quality Assessment to evaluate the accuracy of students' Japanese translations of Indonesian abstracts. The dataset comprises 12 texts of bilingual abstracts analyzed using a single-rating analysis approach to identify types and severity of translation errors by using a data card. Ten error types were identified, with *faux sense* emerging as the most frequent and severe (–23), followed by style and grammatical errors (–15). These results indicate that students still struggle with expressing ideas naturally in Japanese and often fail to fully grasp the intended meaning of the source text. The findings suggest that while students demonstrate foundational skills in academic writing, additional training in translation strategies is necessary. Implications of this study suggest that the study has demonstrated the effectiveness of Waddington's A-Method as a practical diagnostic tool for assessing students' translation skills, providing evidence-based insights for improving teaching in translation practice. It also highlights the insights for improving teaching in translation practice and highlights the need to strengthen training in genre-specific academic writing and cross-cultural transfer. Future research is recommended to explore longitudinal research in academic translation development, integrate peer and AI-assisted feedback for translation assessment and evaluation, and compare with other quality assessment models to enhance learning outcomes in translation education.

Keywords: Translation error; thesis abstracts; student writing; Waddington's framework; Japanese translation

INTRODUCTION

In recent years, the growing demand for accurate and effective translation in academic settings has increasingly emphasized the quality of student-generated translations, particularly in higher education institutions offering foreign language education. In Japanese Language Education, where linguistic and cultural nuances are crucial, translation accuracy becomes a matter of linguistic transfer and a reflection of cross-cultural communicative competence. (Berns, 2013; Choi et al., 2012; Munday et al., 2022). Among various academic texts, thesis abstracts significantly represent students' ability to summarize complex ideas into coherent and accessible Japanese texts, often aimed at an international readership.

Previous studies on translation quality assessment have employed a range of models. (Margareth et al., 2025; Romadhon, 2025; Schön et al., 2025). While these

models offer comprehensive frameworks, they often require complex rubric development and extensive training for raters or are more suitable for professional translation rather than academic student work. Among the models, Waddington's framework (2001) has gained prominence in educational contexts due to its practical and pedagogical orientation. Method A, which focuses on identifying and categorizing translation errors based on linguistic and communicative severity, has proven helpful for diagnosing specific areas of student difficulty in translation tasks. (Güldal & Tarakcioğlu, 2025).

In addition to Waddington (2001), other approaches, such as the Holistic and Analytical Scoring model (Schiaffino & Zearo, 2006), Multidimensional Quality Metrics (MQM), and the rubric of the American Translators Association (ATA), are also known in the professional world

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(Aeni et al., 2024). However, these models are often designed to assess the work of professional translators, not students who are in the process of learning. Therefore, the complexity of the criteria and the need for intensive training make these models less suitable for application in the context of undergraduate foreign language education, especially in Indonesia. In this context, Waddington's Method A offers a more user-friendly and adaptable approach to providing direct feedback on student performance. By focusing on the type and severity of errors, this method allows lecturers and students to evaluate translation results more objectively and systematically.

However, applying Waddington's (2001) Method A to Japanese to Indonesian academic texts written by undergraduate students in Indonesia is a novel approach. Existing research tends to focus on general translation tasks rather than academic genres such as thesis abstracts, which demand higher-order summarizing and formal writing skills. This novel approach presents an exciting opportunity to bridge the gap in applying diagnostic translation assessment tools within the context of Japanese Language Education in Indonesia.

Translation-related research has been extensive, contributing to understanding the transition of first language competence (Aremu, 2024) and translation techniques in the context of children's literature (Latingara et al., 2023). However, these two studies have not specifically highlighted translation errors in the academic domain of foreign language learners. In contrast, this study focuses on identifying and analyzing translation errors using Waddington's Method A framework, which emphasizes evaluating the quality of the translation results. This approach allows for more detailed observation of the linguistic aspects and the application of translation strategies in formal academic contexts. (Hatim & Munday, 2019). Thus, this study complements previous studies with a sharper focus on the quality of scientific abstract

translations by students.

This study seeks to fill that gap by applying Waddington's (2001) Method A to evaluate the Japanese translations of thesis abstracts written by Japanese Language Education students at Ganesha University of Education. This research is important to conduct because students of the Japanese Language Education study program are required to translate their thesis abstracts from Indonesian into Japanese after being informed to have passed the *Akademikku Nihongo* courses according to the Independent Learning–Independent Campus (MBKM) Curriculum 2020. This process is a challenge because even though students have received theoretical and practical learning in academic writing, not all have adequate translation competence, especially in the formal academic context of Japanese.

Implementing the MBKM policy in foreign language education (Fikni et al., 2024; Rafiq et al., 2023; Widyartono et al., 2025) also affects the form and burden of students' final assignments, including the obligation to independently translate abstracts into a foreign language. In this context, Ganesha University of Education sets a standard that students must demonstrate academic competence in Japanese writing as part of the final assessment. However, lacking technical guidelines or formal translation assessment rubrics means that translation quality standards vary widely between individuals and supervisors.

Based on preliminary observations, several categories of errors can be identified in student abstracts. These include *faux sense* (plausible but inaccurate meaning) and *counter-sense* (reversing the original meaning of the source text), as well as style, grammar, and lexical inaccuracy that seen on translation issues. These errors can affect students' academic credibility and the quality of cross-language scientific communication (Romadhon, 2025). Therefore, analysis of translation errors is important to identify

areas of weakness and provide a basis for developing a more effective translation pedagogy, with the potential to significantly enhance the quality of cross-language scientific communication. By systematically identifying and analyzing translation errors, this research aims to highlight patterns of linguistic transfer issues and provide practical insights into the pedagogical implications for translation training in Japanese language programs, directly benefiting educators and students alike.

Based on initial observations, several factors cause dominant errors in faux sense and lexical inaccuracy categories. Faux sense in translation is a type of translation error in which a word or phrase is mistranslated after translation, differing from its original meaning in the source text. It often occurs because of differences in meaning within the context of the source language sentence. Moreover, counter-sense in translation is a situation where the translator must consciously reverse or reorder the original meaning of the source text (ST) to make it suitable for the target language (TL). The goal is to ensure that the translated message remains accurate and natural for the target reader.

These two aspects indicate translation errors in students' abstract texts, as identified in preliminary studies. First, a weak understanding of the discourse context causes students to translate literally. Second, the lack of exposure to the Japanese academic language style causes translated sentences to sound artificial or unnatural. Third, limited experience using technical terms in their field of study makes it difficult for students to choose equivalent words. In addition, the tendency to maintain the sentence structure of Indonesian also causes the translation results to lose the formal academic nuances common in Japanese. Identifying this pattern is important for designing more specific and measurable learning interventions.

Based on these findings, academic Japanese language teaching needs to be

equipped with translation modules based on academic genres, intensive training related to Japanese scientific writing style, and the introduction of translation assessment rubrics from the beginning. Lecturers can also integrate a multi-layered revision process and peer review to strengthen students' self-evaluation skills on their translation results. (Salter & Kothari, 2016). Applying mini-corpus-based exercises, namely by providing a collection of original academic abstracts and their translations, can be one practical method to increase students' sensitivity to word choice, register, and sentence structure. (Hatipoğlu, 2019).

In the end, this study aims to evaluate the quality of Japanese translations of thesis abstracts by identifying and categorizing the translation errors made by Japanese Language Education students using Waddington's (2001) Method A.

METHOD

Research Method

This research employed a descriptive qualitative design using Waddington's (2001) Method A of Translation Quality Assessment (TQA). The dataset consisted of twelve bilingual thesis abstracts (Indonesian Japanese) written by students of the Japanese Language Education Study Program at Ganesha University of Education in 2024. The units of analysis included words, phrases, clauses, and sentences that reflect aspects of translation quality. Data was collected through documentation and analyzed by identifying and categorizing translation errors according to Waddington's framework.

The abstracts were produced as part of the students' graduation requirements, following the completion of *Akademikku Nihongo* courses according to the MBKM Curriculum 2020. Each abstract reflects the students' ability to convey academic content across languages, offering valuable insight into the challenges of translating from Indonesian to Japanese. The details of the thesis topics and their respective research

areas are presented in Table 1 below.

Table 1. *Student's Abstract List*

Student Code	Title	Primary Research
S1	Representasi Budaya Jepang dalam Game Ensemble Stars	Culture
S2	Proses Adaptasi Budaya Peserta Magang Kerja LPK Aska Sangket di Jepang	Education
S3	Analisis Terjemahan Indonesia-Jepang pada Lirik Lagu "Indahnya Dunia"	Translation
S4	Analisis Pembelajaran Bahasa Jepang di Kelas Kursus LPK Aska Bali Klungkung	Education
S5	Profil Pembelajaran Bahasa Jepang di Kelas Karantina LPK Aska Bali Klungkung	Education
S6	Pengembangan Video Pembelajaran Hiragana Berbasis Metode Mnemonic	Education
S7	Analisis Penggunaan Gaya Bahasa pada Lirik Lagu Jepang Karya KANA-BOON	Linguistics
S8	Pengembangan Media Video Pembelajaran Kosakata Bahasa Jepang dengan Voice Over	Education
S9	Representasi Wanita Tataraba dalam Film Princess Mononoke	Linguistics
S10	Analisis Penggunaan Shuujiro Danseigo oleh Tokoh Pria dalam Anime Saiki Kusuo no Sai Nan	Linguistics
S11	Pengembangan Modul Elektronik Interaktif sebagai Bahan Ajar Inovatif	Education
S12	Penerapan Model Pembelajaran Kooperatif Tipe STAD Berbantuan Media Audio Visual	Education

Their diverse research topics, spanning education, linguistics, culture, and translation, provide a rich picture. Their involvement becomes a relevant and in-depth representation, enlightening us in evaluating the quality of academic translation.

Waddington Method: A Framework

In this research, the abstracts are analyzed using Waddington's framework (2001),

which focuses on identifying and categorizing translation errors. In Table 2, a summary of the serious and minor errors that were adapted from Waddington's Method A is presented below. This table clarifies the error categories that will be addressed in the research.

Table 2. *Serious and Minor Errors in Waddington's Method A*

Factor	Aspect
Inappropriate rendering of the understanding Source Text (ST)	1. Omission 2. Addition 3. Nonsense 4. Faux sense 5. Counter-sense
Inappropriate rendering in the Target Language (TL)	1. Style 2. Text 3. Lexicon 4. Grammar 5. Spelling
Inadequate rendering	1. Main function of ST 2. Secondary function of ST
Good solutions	1. +1 point 2. +2 points

In this study, the Source Text (ST) refers to the Indonesian abstracts, while the Target Language (TL) refers to the Japanese translations. Error categories such as *faux sense* (plausible but inaccurate meaning) and *counter-sense* (reversing the meaning of the ST) are assigned positive or negative scores depending on the accuracy of rendering. Positive scores (+) indicate acceptable renderings, while negative scores (–) represent inaccuracies or translation mistakes.

Translation Scoring Criteria

Evaluating students' abstracts using single-rater analysis. To ensure objectivity in this research, the error identification followed a two-stage procedure. In the first stage, potential errors at the word, phrase, clause, and sentence levels are determined based on data. In the second stage, each identified instance was cross-checked against Waddington's (2001) criteria to assess the error category and severity. Although no additional rater training was required, the researcher relied strictly on Waddington's rubric as the reference framework for

evaluation. Reliability is maintained through systematic cross-verification with the rubric and repeated checking of the data to minimize subjectivity in error classification.

In Waddington's Method A, the evaluation applies a holistic scoring system on a 0–10 scale, emphasizing the accuracy of meaning transfer and the appropriateness of expression in the target language. For analysis, however, the identified errors were grouped and quantified to highlight their frequency and relative severity. The numerical values presented in the results (e.g., Omission = –6) should therefore not be interpreted as the number of words omitted but rather as aggregated scores derived from the frequency and impact of errors.

Table 3 presents the scoring system used in this study, adapted from Waddington (2001). This table clarifies the error categories and their respective weights before the presentation of results.

Table 3. *Translation Scoring Criteria in Waddington's Method A*

Error Type	Description	Example	Score
Omission	Missing information from ST	Key detail omitted in TL	–1 to –6
Addition	Unnecessary information added in TL	Extra detail is not present in ST	–1 to –4
Faux Sense	Plausible but inaccurate meaning	Writing skills only translate into skills (loss of nuance)	–2 to –23
Grammar/Style	Unnatural or incorrect TL expression	Informal tone, wrong syntax	–1 to –15
Lexicon/Spelling	Inaccurate word choice or spelling errors	Approach translated into 近づく instead of 手法	–1 to –8
Counter-Sense	Meaning the opposite of ST	solve translated into explore	–1 to –4
Positive Points	Effective or elegant solutions beyond the	Accurate restructuring	+1 / +2

minimum
demand

This scoring framework ensured transparency and consistency in interpreting the students' translation errors, while still maintaining alignment with the holistic nature of Method A.

RESULTS AND DISCUSSION

Table 4 presents the results of this research that focuses on translation errors that appear in students' abstracts using the criteria of Waddington's Method A. The detailed data corresponding to translation errors identified in each of the twelve students' abstracts based on Waddington's Framework of Method A are presented in Appendix 1.

Table 4. *Translation Error on Student's Abstract using Waddington's Framework of Method A*

Factor	Aspect	Score
Inappropriate rendering of understanding ST	Omission	–6
	Addition	–2
	Non-sense	0
	Faux sense	–23
	Counter-sense	–4
Inappropriate rendering on TL	Style	–15
	Text	–8
	Lexicon	–4
	Grammar	–15
	Spelling	–2
Inadequate rendering	Main function of ST	–2
	Secondary function of ST	0
	+1 point	0
Good solutions	+2 points	0

Based on Table 4, the most dominant error in understanding the source text (ST) was identified as faux sense (–23). Other prominent errors were found in style and grammar (–15), followed by textual (–8), lexical (–4), omission (–6), and addition (–2). No instances of non-sense or counter-sense errors were observed in this research.

The result indicates the most dominant error in understanding the source text (ST) was identified as faux sense, with a score of –23. This relatively high negative value

indicates both greater frequency and severity compared to other error categories. A faux sense error refers to a misinterpretation of the ST that nevertheless appears plausible on the surface. Such errors are particularly problematic, as they may mislead readers by conveying an apparently reasonable but ultimately inaccurate meaning.

Other prominent errors were found in the areas of style and grammar in the target language (TL), each with a score of -15, suggesting a lack of conformity with Japanese linguistic norms in conveying messages. Errors in the textual (-8) and lexical (-4) domains appeared with comparatively lower scores, while omission (-6) and addition (-2) of information from the ST were recorded less frequently. Interestingly, no instances of non-sense or counter-sense errors were observed, and there was no contribution from reasonably successful translation solutions (+1 or +2).

The acceptance of grammar and style errors (-15) significantly reduced readability in the translation text. In academic Japanese, it is not appropriate to use conversational expressions like 学生たちは頑張った. Instead, students are encouraged to use more educational and formal registers, such as 学生は積極的に取り組んだ. This example demonstrates what Hatim and Munday (2019) refer to as a lack of naturalness and fluency in translation, in which the target text does not follow the academic genre's stylistic conventions. According to MQM, these register inconsistencies make the translation less readable and acceptable since it conveys a casual rather than academic tone (Schiaffino & Zearo, 2006).

Similarly, the context became ambiguous due to the removal of essential modifiers, which the target readers found less acceptable. These results show that readability issues were caused by both a lack of knowledge about Japanese academic discourse conventions and human-made grammatical errors.

Taken together, these findings suggest

that while students were able to avoid producing completely meaningless or contradictory translations, the prevalence of faux sense errors highlights a hidden challenge in translation accuracy: conveying messages that appear correct yet subtly distort the intended meaning of the ST. This outcome underscores the need to strengthen students' comprehension of the ST and to develop greater sensitivity to stylistic and grammatical appropriateness in the TL, to enhance overall translation quality.

The high frequency of faux sense errors (-23) considerably decreased acceptability, even though most abstracts were still somewhat understandable because the target text frequently gave false impressions. Style and grammar mistakes also hurt readability (-15), making the abstracts sound out of place in academic Japanese writing.

Based on the research results conducted on students' abstract translation errors using Waddington's Method A framework, each form of error will be discussed based on the students' primary research interests, including education, linguistics, culture, and translation. This categorization helps highlight how the nature of the research topic may influence the complexity and type of translation challenges encountered. For instance, students researching in the field of education may struggle with technical pedagogical terms, while those in linguistics may face issues related to grammatical or stylistic accuracy.

By analyzing errors in relation to the topic domain, the study aims to provide a more contextualized understanding of translation difficulties. This approach also supports the development of targeted instructional strategies to improve students' translation competence in specific academic areas.

Translation Errors Analysis Education

In education, the quality of abstract

translation is crucial because it serves as an initial representation of the content and purpose of the research. Based on the results of the analysis of several student abstracts that focus on the development of Japanese language learning media and strategies, it was found that many translation errors were in the minor errors category, with a final score ranging from -6 to -7 from a maximum limit of 0. The most common errors include.

Faux Sense

This type of error occurs when the translation appears grammatically correct but conveys a misleading or incorrect meaning. For example, in one abstract, the phrase "この研究は学生の能力を高めることを目的としています" was used to translate "This study aims to improve students' skills", but the context of the original text referred specifically to writing skills, which was omitted, leading to a vague and misleading interpretation.

Grammar and Word Order

Errors in this category often involve incorrect sentence structure or unnatural word arrangement in Japanese. An example is the translation "教育の質を向上させるために、研究が行われました", which, while understandable, places the focus awkwardly. A more natural rendering would be "本研究は、教育の質を向上させることを目的として実施されました".

Style and Register

Academic writing in Japanese requires a formal and objective tone. Some abstracts used overly casual or conversational expressions, such as "学生たちは頑張った", which is inappropriate in academic contexts. A more suitable phrase would be "学生は積極的に取り組んだ".

Lexical Choice

Inappropriate word selection can lead to ambiguity or loss of meaning. For instance, translating "approach" as "近づく" instead of the more contextually appropriate "アプローチ" or "手法" confused the

methodological aspect of the study.

The analysis of abstracts in the field of education reveals that while the translation quality is generally acceptable, minor errors persist and affect clarity and formality. These include issues such as faux sense, grammatical inaccuracies, inappropriate word order, and mismatched style and register, which often stem from a lack of sensitivity to academic conventions in Japanese. Although the intended meaning is often preserved, the lack of specificity and formality can reduce the professionalism and impact of the abstract. Therefore, strengthening students' understanding of academic tone, lexical precision, and syntactic structure is essential to enhance the overall quality of educational research translation.

Linguistic

In linguistics, accuracy and sensitivity to meaning are very important, mainly when translating technical terms such as figurative language, particles, or rhetorical structures. Based on the analysis of student abstracts that raised the theme of linguistics, it was found that most of the translation errors were included in the serious errors category, with final scores ranging from -6 to -8. Some prominent error patterns include.

Faux Sense and Counter-Sense

This error occurs when the translated meaning seems correct but is deviant or even the opposite of the original intent. For example, the sentence "この研究は学生の問題を解決することを目的としています" is translated as "This study aims to explore students' challenges," whereas the words "解決する" (to solve) indicate a more active meaning than simply exploring.

Omission and Addition

Some abstracts show omissions or additions of information that is not in the source text. For example, in the translation of "学生の意見を分析しました", it is not mentioned that the analysis was conducted through interviews, even though this information is

important in the original version.

Inappropriate Lexicon and Style

This study also found that the use of vocabulary and language styles is inappropriate for academic contexts. For example, the word “すごい” in the sentence “すごい結果が得られた” sounds too informal and is not suitable for academic writing; “有意義な結果” or “重要な結果” should be used.

Inadequate Rendering of Main Function

Some translations fail to convey the primary function of the text, such as the purpose of the research or scientific contribution. For example, the sentence “この研究は教育に役立つ” is too general and does not reflect the specific purpose described in the Indonesian version, which is to improve academic writing skills.

The translation errors found in student abstracts with a linguistics focus highlight the importance of precision, contextual awareness, and appropriate academic language use in Japanese academic writing. The prevalence of serious errors such as faux sense, omission, inappropriate lexicon, and unclear articulation of research purpose demonstrates that even students familiar with linguistic theory may struggle to apply it effectively in cross-language academic contexts. These findings underscore the need for more targeted translation training that emphasizes semantic accuracy, academic register, and genre-specific conventions. Addressing these issues is essential to ensure that students not only understand linguistic principles but can also implement them competently in bilingual academic communication.

Cultures

In the culture field, translation requires linguistic accuracy and sensitivity to the social, symbolic, and cultural contexts inherent in the source text. Based on the results of the analysis of abstracts discussing the representation of Japanese culture in popular media, such as games, it was found

that translation errors tend to appear in the form of additional meanings, inappropriate terminology, and less formal language styles. Some of the main findings include.

Addition

Additional errors were identified when students inserted cultural references or implications that were not present in the original Indonesian abstract. For instance, one abstract included the sentence “この研究は日本の教育制度にも参考になる”, suggesting relevance to the Japanese education system, which was never mentioned in the source text. This addition shifts the scope of the research and introduces unintended cultural assumptions. Such inaccuracies can mislead readers and compromise the integrity of the translation.

Inappropriate Lexicon

Lexical choices that failed to reflect the cultural context of the original text were also observed. A common example was the translation of “contextual challenges” as “文化的な問題”, which inaccurately framed the issue as cultural rather than situational. This misinterpretation alters the reader’s understanding of the research focus. Selecting culturally appropriate vocabulary is essential to preserve the intended meaning.

Style and Register

Several translations used informal or conversational expressions that were inappropriate for academic writing in Japanese. For example, the phrase “面白い発見があった” was used to describe research findings, which sounds too casual for scholarly contexts. A more suitable alternative would be “興味深い知見が得られた”, which maintains the expected academic tone. Proper use of style and register ensures clarity and professionalism in academic communication.

Inadequate Rendering of Cultural Function

Some translations failed to convey culturally significant concepts from the source text, resulting in a loss of meaning. For instance,

the Indonesian term "gotong royong", which reflects a deep-rooted cultural value of communal cooperation, was translated simply as "協力". While "協力" means cooperation, it lacks the cultural depth and social nuance of "gotong royong". Preserving such cultural elements is crucial to maintaining the authenticity and richness of the original message.

The analysis of abstracts in the cultural field highlights the importance of cultural sensitivity and precision in translation, especially when dealing with texts that involve symbolic meanings and socio-cultural references. The most frequent issues found include unnecessary additions, misused cultural terms, informal language, and inadequate translation of culturally loaded expressions. These errors, while sometimes subtle, can significantly alter the intended message and reduce the authenticity of the cultural representation. Ensuring accurate and context-aware translation is essential to uphold the integrity of cross-cultural academic communication. Thus, translators must be trained not only in linguistic competence but also in cultural literacy to effectively bridge meaning across contexts.

Translation

In translation, students are expected not only to be able to transfer meaning from source languages to target languages but also to acknowledge the basic principles of translation, such as equivalence of meaning, cultural context, and style. Based on the analysis of abstracts that focus on translating song lyrics, it was found that translation errors tend to be conceptual and terminological, with final scores ranging from -6 to -7. Some prominent error patterns include.

Inappropriate Lexicon and Omission

In this abstract, we find the use of foreign terms such as semantic, communicative, and free that are not translated into Japanese, for example, in the sentence “使用される翻訳方法は3つあり、semantic communicative、

freeということである” . It causes a mismatch in the register in the Japanese academic context. In addition, several important terms from translation theory, such as equivalence or translation shift, are not explained adequately. It indicates the omission of important information that can reduce the clarity and depth of the analysis.

Faux Sense and Counter-Sense

Faux sense errors occur when technical terms are translated literally without considering the corresponding Japanese equivalents. For example, “paraphrase using unrelated words” is translated as “paraphrase using unrelated words” without any adjustment to the structure or meaning in Japanese. This lack of adjustment can lead to losing the original text’s integrity. Errors such as these highlight the need for translators to make necessary adjustments to maintain the original text’s meaning in translation studies.

Inadequate Rendering of Main Function

Some parts of the abstract do not explicitly explain the primary function of the research, specifically the relationship between translation methods and strategies. For instance, sentences like “翻訳方法に使用される翻訳戦略はさまざまである” are descriptive but do not demonstrate how methods influence strategies. Understanding logical structures like this is important in academic writing. It also underscores the need for educators to provide guidance in conveying scientific contributions systematically, as students still require this support.

Style and Format

The sentence structure in the Japanese version still follows many Indonesian language patterns, making it feel unnatural. For example, the sentence “データ収集は、リスニングとメモ取りの手法を使用して実行された” sounds like a direct translation and is not in the Japanese academic writing style. In addition, punctuation and paragraph separation do not follow the conventions of scientific writing in

Japanese. This issue indicates the need for further training in academic writing styles and appropriate formats for the target language.

The analysis of abstracts in the field of translation reveals that many errors stem from a lack of understanding of key theoretical concepts and insufficient adaptation to the conventions of Japanese academic writing. Conceptual issues such as misuse of technical terms, omission of core theoretical elements, and improper rendering of the research's main function significantly affect the clarity and credibility of the translated text. Structural and stylistic errors, including literal translation patterns and format inconsistencies, further emphasize the students' need for deeper exposure to translation theory and practice.

These findings underscore the importance of reinforcing translation pedagogy with more contextual, analytical, and language-specific training. Strengthening these areas can help students develop translations that are both accurate and academically appropriate.

Based on the four findings in the fields of linguistics, education, culture, and translation, it can be concluded that translation errors in students' abstracts are not only related to lexical or grammatical limitations but also reflect a lack of understanding of academic language style, the primary function of scientific texts, and sensitivity to cultural and theoretical contexts. The implications of these findings suggest that teaching academic writing in a bilingual context (Indonesian-Japanese) needs to be strengthened, not only through mastery of academic Japanese language structures but also through the integration of academic genre-based translation materials, register and style awareness training, and cross-cultural and cross-disciplinary meaning adjustment practices.

Learning should involve evaluating translated texts that are directly related to

CONCLUSION

students' research fields so that they can link academic content to the appropriate language form. However, it is crucial to emphasize the need for more in-depth feedback and structured revision formats that train students to reassess their translations' meaning, function, and accuracy. This teaching approach is expected to improve the quality of bilingual scientific writing and prepare students to face international academic standards.

Overall, these findings reinforce that the translation errors among Japanese Language Education students are not limited to surface-level lexical or grammatical mistakes but also involve deeper challenges of style, register, and textual function. This study found the dominance of faux sense errors in which confirms Romadhon's (2025) findings, which also identified lexicosemantic issues as the most frequent error types in student abstract translations. The current research highlights stylistic issues in translation as equally problematic when translating academic genre-based texts, in contrast to Romadhon's study, which concentrated on lexical inaccuracy in translation issues.

Additionally, Hatim and Munday (2019) argue that translation proficiency necessitates more than merely applying the stylistic and grammatical rules of the target language and transferring semantics. Achieving appropriate and successful translations requires this dual focus. Furthermore, this study demonstrates that deeper problems cannot be easily resolved with the support of machine translation (AI or NLP). It highlights the need for translation pedagogical training, such as integrating genre-based translation practice, academic register awareness, in contrast to Aeni et al. (2024), who highlighted the potential of AI-assisted translation to reduce surface-level errors.

This study successfully identified and

categorized the types of translation errors in the abstracts of Japanese Language Education students at Ganesha University of Education using Waddington's Method A (2001). The most dominant types of errors include false meaning (*faux sense*), inappropriate lexical choices, and failure to adequately convey the source text's primary function. This error pattern shows that although students have a basic understanding of academic style in Japanese, they still face difficulties in conveying meaning accurately and naturally, especially when writing academic genres such as thesis abstracts.

The main contribution of this study lies in strengthening the study of translation quality in educational contexts. By applying a structured evaluation framework, this study provides empirical findings that can be used to improve the curriculum, especially in translation and academic writing courses for Japanese language learners. Pedagogically, the results of this study emphasize the importance of more targeted training in translation strategies, understanding academic registers, and writing by the function of the text. In fact, this study also proves that Waddington's Method A is effective as a diagnostic tool for comprehensively measuring the quality of students' translations.

For further development, this study recommends a longitudinal study to track the development of students' translation skills over time, as well as a comparative study using other evaluation frameworks such as MQM (Multidimensional Quality Metrics) or ATA rubrics. In addition, integrating peer review methods and using artificial intelligence-based technology can be an innovative approach to improving translation accuracy and fluency in academic contexts. These approaches support more effective translation teaching and prepare students to face challenges in the multilingual academic and professional world.

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