



Indonesian-Arabic Interference in Translating Theses Abstracts: A Case Study of Pba Students at UIN Padangsidimpuan

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Abstract: This study aims to analyze the interference of Indonesian in Arabic translation among students of the Arabic Language Education program, focusing on morphological, syntactic, and lexical errors. The research employed quantitative, qualitative, and descriptive approaches, with data collected through a document study of students' theses translated from Indonesian into Arabic. The analysis was conducted to identify the types of errors, their frequency, and the underlying factors affecting translation quality. The findings indicate that Indonesian interference occurs at multiple linguistic levels, affecting the coherence, cohesion, and stylistic appropriateness (*Uslug*) of the translated texts. Morphological errors included word-for-word translation, incorrect verb conjugation, and gender disagreement; syntactic errors involved word order, misuse of conjunctions, and improper clause combination; while lexical errors consisted of inappropriate word choice, literal translation of idiomatic expressions, and inaccurate use of technical terms. These results underscore the need for targeted training in linguistic rules, stylistic norms, and discourse practice, alongside the development of cultural and pragmatic awareness. The study concludes that Indonesian interference significantly influences Arabic translation, manifesting at morphological, syntactic, and lexical levels.

Keywords: Interference, translating, Indonesian-Arabic,

Introduction

This study highlights the complexity of Indonesian language interference in Arabic translation within undergraduate theses produced by students of Arabic Language Education, with a particular focus on identifying common errors, recurring error patterns, and the underlying contributing factors (Sholihah 2020). Error analysis serves as an analytical lens for identifying grammatical inaccuracies, particularly at the morphological and syntactic levels, which may potentially disrupt the coherence and cohesion of the translated text (Najah et al. 2022). Morphological interference from the first language, such as Indonesian, exerts a significant influence on learners' Arabic language proficiency, both spoken and written, which in turn affects the overall quality of their translations (Zulharby, Rafli, and Setiadi 2022).

The integration of first-language elements into the second language often triggers significant linguistic deviations, particularly among learners of Arabic. Structural disparities between Indonesian and Arabic give rise to specific challenges in the translation process, necessitating a comprehensive understanding of both

linguistic systems. Consequently, mastery of translation theory becomes crucial for translators to develop the competence required to accurately render Arabic texts into Indonesian and vice versa (Hanifah 2013). Arabic, with its long historical development and its status as the language of divine revelation in Islam, possesses unique linguistic characteristics and presents distinct challenges in translation. These challenges stem from its rich morphological system, complex syntactic structures, and deep semantic nuances, all of which require a high level of linguistic awareness and cultural competence from the translator (Mohd Hasan, Muhamad Romli, and Basir 2020). Language errors—including those related to affixation, reduplication, compounding, as well as the use of standard vocabulary and effective sentence construction—often lead to ambiguity or lack of clarity in meaning. Existing studies indicate that translation errors have become increasingly prevalent; even within academic contexts, misspellings, morphological inaccuracies, misuse of standard forms, and ineffective sentence structures are frequently observed (Puspita and Rosyidiana 2020).

Such interference may surface through deviations in lexical choice, syntactic arrangement, and the overall structural organization of translated texts. These challenges highlight the necessity for translators to possess not only linguistic proficiency but also a deep understanding of contrastive linguistics between Indonesian and Arabic. Without this competence, translators risk producing translations that are semantically inaccurate, stylistically inconsistent, or lacking in coherence and cohesion. Therefore, addressing first-language interference is essential for improving translation accuracy and enhancing overall translational competence (Kurniasari, Priyantin, and Suryanti 2019). The formation of words or technical terms in Arabic can be achieved through the assimilation of foreign vocabulary into the language (Jihada 2018). Moreover, interference is not limited to linguistic aspects but also extends into the pragmatic domain, where differences in communicative norms and expectations may lead to misinterpretations and translational errors. Language plays a crucial role as a medium of social interaction among individuals within a society. It serves as a means through which individuals articulate ideas, thoughts, and opinions (Kaharuddin 2019). In this context, the ability to translate accurately and effectively becomes increasingly essential, not only for the transmission of information but also for facilitating cross-cultural understanding and fostering robust communicative bridges between civilizations (Mailani et al. 2022). Therefore, a comprehensive understanding of both languages, along with sensitivity to cultural nuances and communicative contexts, is crucial for producing accurate and meaningful translations (Tangdibiri' and Lembang 2021).

In the context of translation, a translator must not only master translation theory but also possess an in-depth understanding of the cultures associated with both languages involved. The cognitive processes implicated in translation are highly complex, encompassing source-text comprehension, linguistic and cultural analysis, meaning transfer, and reconstruction in the target language. A translator must be able to disentangle the source text's complex meanings and accurately reconstruct them in the target language while preserving the original author's style, tone, and intent.

To achieve a high level of accuracy and fluency in translation, translators must possess a deep understanding of both the languages and cultures involved, as well as the ability to address the unique linguistic and cultural challenges that arise in each translation project. Language mastery entails an understanding of linguistic systems, including phonology, morphology, syntax, semantics, and pragmatics. Language continually evolves over time, reflecting the social, cultural, and technological changes occurring within a society. It plays a central role in human life, functioning as a primary means of communication that enables individuals to interact, share ideas, and build social relationships (Purwanti 2020). Language is a system of symbols used by members of a society to communicate and interact with one another (Mulyati and Hosniyah 2023). Linguistic ability enables individuals to think abstractly, solve problems, and convey information effectively. Moreover, language serves as a window into culture, reflecting the values, beliefs, and traditions of a society (Nuryati and Rangganis 2022). Therefore, understanding language and culture is essential for fostering effective communication and appreciating human diversity (dian Rahmawati and Shofiyani 2020).

Syntax, as a branch of linguistics that examines sentence structure, plays a crucial role in ensuring clarity and precision of meaning in translation (Septiyantri, Asropah, and Nayla 2022). In this context, a deep understanding of various types of meaning including denotative meaning, connotative meaning, stylistic meaning, affective meaning, and pragmatic meaning is essential. The translation process involves a series of complex steps that require thorough comprehension of both languages involved, as well as the ability to accurately analyze and reconstruct meaning. Moreover, translators must possess a strong understanding of the cultures associated with both languages, as culture can significantly influence the meaning and interpretation of a text.

Thus, this study aims to provide deeper insights into the challenges and complexities involved in Arabic translation by Arabic language education students in Indonesia, as well as to identify effective strategies and approaches to enhance translation quality and minimize errors resulting from language interference (Amral and Sumiharti 2022). Through a careful analysis of commonly occurring errors, this study is expected to make a significant contribution to the development of more effective translation curricula and teaching methodologies, as well as to assist students in becoming more competent and professional translators. Language errors can be defined as deviations from established linguistic norms, occurring in both spoken and written forms. Such errors may manifest across various linguistic levels, including phonology, morphology, syntax, and semantics. Language errors can result from multiple factors, including native language interference, insufficient understanding of the target language rules, or ineffective learning strategies (Wafi et al. 2023). In the process of foreign language learning, language errors are natural and can even form an integral part of the learning process itself. Nevertheless, the identification and analysis of language errors are essential for helping learners understand and correct their mistakes, thereby enabling them to enhance their language proficiency effectively.

Varied translation techniques, such as literal translation, reduction, transposition, and modulation, facilitate an in-depth exploration of Arabic content, thereby supporting autonomous learning (Afyyuddin et al. 2024). Learning

motivation also plays a crucial role in the success of Arabic language acquisition (Sa'diyah and Hadi 2009). Utilizing translation tools such as Google Translate can expedite and facilitate the translation process; however, translators must still possess a deep understanding of both the source and target languages (Warsidi and Kamal 2022). Although machine translation can provide substantial assistance, it is important to remember that such tools do not replace human translators. Human translators possess the ability to comprehend context, cultural nuances, and the author's intent, which are often difficult for machines to capture (Kholis and Mustofa 2024). Therefore, it is essential to develop comprehensive translation skills, including linguistic competence, cultural knowledge, and critical analytical abilities, in order to produce translations that are accurate, meaningful, and aligned with their communicative purposes

Numerous studies have addressed this topic, including research on the use of AI in language learning (Susmita 2022). AI can assist language learners in various ways, such as providing automated feedback, offering personalized exercises, and creating an interactive learning environment (Shao et al. 2022). Studies on the translation of Indonesian undergraduate theses into Arabic often report frequent errors in grammar, sentence structure, word choice, and the use of technical terms (Irfan et al. 2023). Indonesian language interference in Arabic translation can occur across various linguistic levels, including phonology, morphology, syntax, and semantics. Phonological interference arises when Arabic language learners apply the sound system of Indonesian to Arabic.

Error analysis is a highly relevant method for identifying and understanding the types of errors made by language learners Arab (Abdilah, Junaedi, and Al Farisi 2023). Error analysis involves the collection of error data, identification of error types, explanation of the causes of errors, and evaluation of their impact on comprehension and communication. In the context of translation, error analysis can be employed to identify common errors in translations, understand their underlying causes, and develop strategies to prevent or mitigate such errors in the future. In this study, error analysis will be used to identify the errors made by Arabic language education students in translating theses from Indonesian into Arabic, as well as to understand the factors contributing to these errors (Maulana and Sanusi 2021).

Method

In this study, a quantitative approach is employed to measure the frequency and types of errors made by students in translating theses. A qualitative approach will be used to analyze the causes of errors and their impact on translation quality. Additionally, a descriptive method will be applied to illustrate the characteristics of errors committed by students and to identify common error patterns. Data collection will be conducted through document analysis, specifically examining theses of Arabic language education students translated from Indonesian into Arabic. The collected data will be analyzed using descriptive statistical techniques to measure the frequency and types of errors. Furthermore, the data will be analyzed qualitatively to identify the causes of errors and their effects on translation quality.

The data collection technique employed in this study involves a document study of theses selected as research samples (Bauk, Mamoh, and Simarmata 2022).

This study aims to conduct an in-depth exploration of the types of errors occurring in the translations produced by students of the Arabic Language Education program, with a particular focus on morphological and syntactic errors that affect coherence and cohesion in the translated texts. (Susmita 2022). This study also highlights how structural differences between Indonesian and Arabic pose specific challenges in the translation process (Sapanti 2019).

Result and Discussion

The findings reveal several patterns of Indonesian interference in Arabic translations produced by the students. These errors encompass issues in grammar, sentence structure, word choice, and the use of technical terms. The table illustrates the original student translations alongside the suggested revisions that align with proper Arabic stylistic norms (*Uslub*). Overall, the data indicate that direct transfer from Indonesian often results in morphological, syntactic, and lexical inaccuracies, highlighting the need for targeted instruction in Arabic linguistic structures and translation strategies. Overall, the data indicate that direct transfer from Indonesian often results in morphological, syntactic, and lexical inaccuracies, highlighting the need for targeted instruction in Arabic linguistic structures and translation strategies

The following table presents the findings related to Indonesian interference in Arabic translation

Nomo r	Bahasa arab	Saran terjemahan bahasa arab sesuai <i>Uslub</i>
1	اللغة العربية هي لغة مبنية على قواعد علم النحو وعلم الصرف	اللغة العربية هي لغة مبنية على قواعد النحو والصرف
2	يعلم الصرف جزءاً من علوم اللغة في بعض الأحيان، يعتبر الصرف للعلوم جزءاً من العربية، وهو مرتبط بعلم النحو ارتباطاً وثيقاً	يعلم الصرف جزءاً من علوم اللغة في بعض الأحيان، يعتبر الصرف للعلوم جزءاً من العربية، وهو مرتبط بعلم النحو ارتباطاً وثيقاً
3	ومع ذلك، التركيز في هذا البحث هي للممناقشة، في تطبيق الطريقة...	ومع ذلك، التركيز في هذا البحث هي للممناقشة، في تطبيق الطريقة...
4	ليست البيانات التي يتم جمعها على شكل أرقام، ولكن البيانات من خطوطات المقابلة واللاحظات والوثائق	ليست البيانات التي تُجمع في هذا البحث ليست كمية، بل تُستخلص من المقابلات واللاحظات والتوثيق
5	وفي تعليم المفردات اللغة العربية وخاصة في تعليم المفردات اللغة العربية خاصة...	وفي تعليم المفردات اللغة العربية وخاصة في تعليم المفردات اللغة العربية خاصة...
6	تركز عملية التعليم على وسائل السبورة السبورة البيضاء	تركز عملية التعليم على وسائل السبورة السبورة البيضاء

7	المنهجية المستخدمة في هذا الباحث هي المنهجية المستخدمة من قبل الباحثة هي الطريقة النوعية	
8	أنشطة التلاميذ كثير ويهتمون بتعليم أصبح الطلاب أكثر نشاطاً واهتمامًا بتعليم المفردات	
9	"لا يزال هناك العديد من التلاميذ الذين يعانون من مشاكل"	كثير من التلاميذ يواجه المشكلة
10	لا يزال العديد من تلاميذ الصف التاسع مدرسة الثانوية النور باندج سيميسون يواجهون صعوبة	يواجه تلاميذ الصف التاسع مدرسة الثانوية النور باندج سيميسون صعوبة
11	إن المعلمة لا تزال تركز على طريقة واحدة	تستخدم المعلمة طريقة واحدة
12	ولا تزال النتائج أدنى من المتوسط.	النتائج الدراسية منخفضة
13	ومن خلفية أو مشكلة البحث	ومن خلفية البحث و مشكلتها
14	ولا يستطيعون أن يتكلموا أو ينطقو باللغة العربية	ولا يستطيعون أن يتكلموا باللغة العربية أو ينطقو بها
15	وهم يستخدمون اللغة العربية عند تقديم يمكهم استخدام اللغة العربية عند تقديم مادة أمام العديد من الأشخاص	مادة أمام الآخرين

Based on the data above, several patterns of Indonesian interference in Arabic translations of student theses were identified. The errors found can be categorized into three main types: morphological errors, syntactic errors, and lexical errors.

1. Morphological Errors

These occur when Arabic grammatical rules are incorrectly applied or omitted, such as verb forms, gender agreement, and noun constructions. Example:

Original text: **إن المعلمة لا تزال تركز على طريقة واحدة**

Suggested Arabic translation: **تستخدم المعلمة طريقة**

This demonstrates a word-for-word translation tendency, producing unnatural or ungrammatical Arabic constructions. These patterns are consistent with L1 interference reported by Al-Said & Al-Khulaifi (2017) and Mahmud (2019), emphasizing that Indonesian linguistic structures influence students' morphological choices in Arabic. Targeted instruction in verb conjugation, gender agreement, and noun-adjective constructions is therefore critical to mitigate these errors.

2. Syntactic Errors

These involve errors in sentence structure, including incorrect phrase order, improper use of conjunctions, and faulty clause combination:

و مع ذلك، من خلال النظر إلى التركيز الرئيسي للمناقشة، في تطبيق **الطريقة**

...ومع ذلك، التركيز في هذا البحث هو تطبيق **الطريقة**

Here, Indonesian sentence structures directly influence Arabic word order, reducing clarity and coherence. This indicates that students' syntactic competence is constrained not only by L1 transfer but also by limited exposure to complex Arabic constructions. Pedagogical interventions such as guided sentence combining, explicit teaching of conjunctions, and paragraph-level practice are essential to strengthen syntactic proficiency.

3. Lexical Errors

These involve incorrect word choice, literal translation of idiomatic expressions, or inappropriate use of technical terms:

في بعض الأحيان، يعتبر الصرف للعلوم جزءاً من علم النحو

Suggested Arabic translation: **الصرف جزء من علوم اللغة العربية، وهو مرتبط**

علم النحو ارتباطاً وثيقاً

In this example, Students often rely on direct Indonesian equivalents, disregarding Arabic semantic norms and stylistic conventions. Lexical interference disrupts cohesion, fluency, and overall readability, confirming Khalil (2020) that literal translation produces semantic inaccuracies in technical texts. Contextualized translation tasks, vocabulary enhancement, and contrastive L1-L2 analysis are recommended to address these challenges.

The findings demonstrate that Indonesian interference systematically affects multiple linguistic levels morphology, syntax, and lexicon rather than producing isolated errors. This underscores the importance of comprehensive, targeted training that addresses structural, stylistic, and pragmatic aspects of Arabic translation

Morphological errors, such as incorrect verb forms, gender agreement, and noun constructions, underscore a pronounced tendency among students to rely on word-for-word translation from Indonesian. This pattern reflects the deep influence of L1 transfer, where students apply familiar linguistic structures from their native language to the target language, often resulting in ungrammatical or semantically awkward constructions in Arabic. This observation aligns with the findings of Al-Said and Al-Khulaifi (2017), who reported that L1 interference constitutes a primary source of morphological errors in Arabic translation among non-native speakers, particularly in areas involving verb conjugation and agreement. Similarly, Mahmud (2019) found that students frequently struggle with gender agreement and verb conjugation due to the cognitive influence of their first language, reinforcing the present results. The persistence and systematic nature of these errors suggest that surface-level correction alone may be insufficient; instead, there is a pressing need for focused and sustained instruction in morphological rules.

This is especially crucial in areas where Indonesian and Arabic grammatical structures diverge significantly, such as verb tense and aspect, noun-adjective

agreement, and the use of definite and indefinite markers. Furthermore, targeted exercises that contrast L1 and L2 morphological patterns, combined with guided translation practice and corrective feedback, could help students internalize correct forms and reduce overreliance on literal translation strategies. Addressing these challenges not only improves grammatical accuracy but also enhances overall fluency and naturalness in Arabic translation, contributing to more coherent and academically appropriate texts.

Building on the morphological challenges discussed above, syntactic errors in sentence structure, phrase ordering, and clause combination were also prevalent among students. The influence of Indonesian sentence patterns on Arabic word order frequently resulted in reduced coherence and clarity in translations, reflecting the cognitive tendency to map familiar L1 structures onto L2 output. These findings are consistent with the study by Al-Hadad (2018), which reported that syntactic interference from L1 leads to frequent misordering of elements in Arabic sentences. However, while Al-Hadad emphasized errors primarily at the clause level, the present study further identified issues in conjunction use, logical sequencing, and the integration of subordinate clauses, suggesting a broader range of syntactic challenges than previously documented.

This indicates that students' syntactic competence is not solely affected by L1 transfer but is also constrained by limited exposure to complex Arabic sentence structures, as well as insufficient practice in constructing cohesive and logically connected sentences. Consequently, targeted pedagogical interventions such as guided sentence combining exercises, explicit teaching of conjunctions and connectors, and practice in paragraph-level organization are essential to strengthen students' syntactic proficiency. Addressing these issues is particularly important because syntactic accuracy directly impacts the overall coherence of the text, bridging the gap between correct word-level morphology and fluent, contextually appropriate translations.

In addition to morphological and syntactic challenges, lexical errors emerged as a significant source of difficulty in students' Arabic translations. These errors included incorrect word choice, literal translation of idiomatic expressions, and improper use of technical terms. Students frequently relied on direct equivalents from Indonesian without considering semantic appropriateness, stylistic norms, or the pragmatic context in Arabic, which often led to unnatural or misleading translations.

This finding corroborates the study by Khalil (2020), who emphasized that literal translation tends to produce semantic inaccuracies in technical and academic texts. However, the current study extends these findings by demonstrating that lexical interference not only affects the accuracy of individual words but also disrupts cohesion, fluency, and the overall readability of the text. The interaction between lexical and syntactic errors further exacerbates the difficulty, as inappropriate word choice can complicate clause integration and hinder logical sequencing. Therefore, targeted strategies such as vocabulary enhancement exercises, contextualized translation tasks, and contrastive analysis between L1 and L2 lexical norms are essential to help students develop a more nuanced understanding of word meaning and usage in Arabic. Addressing lexical challenges in tandem with morphological and syntactic training can significantly enhance

students' overall translation competence, producing texts that are not only grammatically accurate but also coherent, stylistically appropriate, and contextually meaningful.

Overall, the findings of this study confirm that Indonesian interference manifests across multiple linguistic levels, including morphology, syntax, and lexicon, consistent with previous research on L1 influence in second-language translation. Importantly, this study adds nuance to existing literature by demonstrating that interference does not merely result in isolated errors, but can systematically affect overall text coherence, cohesion, and stylistic appropriateness, thereby impacting the communicative effectiveness of translations. These results highlight the critical need for comprehensive and targeted training that addresses not only the structural aspects of Arabic—such as verb conjugation, gender agreement, sentence organization, and lexical choice—but also the stylistic and rhetorical norms (*Uslub*) that govern academic and formal Arabic writing.

Furthermore, the findings suggest that integrating translation practice with cultural, pragmatic, and discourse-level awareness can enhance students' ability to produce translations that are linguistically accurate, contextually appropriate, and culturally sensitive. Such an integrated approach may reduce overreliance on literal translation and mitigate the negative effects of L1 interference. The study also points to the potential benefits of pedagogical interventions such as contrastive analysis between Indonesian and Arabic, corpus-based exercises, and scaffolded translation tasks that progressively increase in complexity. Future research could empirically evaluate the effectiveness of these interventions in improving translation competence, particularly in addressing persistent morphological, syntactic, and lexical challenges. Overall, the present study contributes to a deeper understanding of the nature of L1 interference in Arabic translation among Indonesian learners, offering practical implications for curriculum design, instructional strategies, and the development of professional translation skills.

Moreover, pedagogical strategies such as scaffolded translation tasks, contrastive analysis, and corpus-based exercises are recommended to progressively improve students' translation competence. Future research should empirically evaluate these interventions and explore additional methods to mitigate persistent L1 interference in Arabic translation.

Conclusion

This study deepens the understanding of L1 interference in Arabic translation among Indonesian learners. The findings provide practical recommendations for curriculum design, instructional strategies, and professional translation training, emphasizing that targeted, multi-level intervention is essential to produce coherent, grammatically accurate, and contextually appropriate translations.

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