

## REFLECTIVE PRACTICE ON THE TRANSLATION ERRORS IN INDONESIAN-ENGLISH ABSTRACTS

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**Abstract:** This study investigates the prior work in translating Indonesian-English abstracts of undergraduate students in Indonesia. The objectives are to find out what linguistics problem categories found and how to solve them in future works. The available abstracts are 133 pieces translated from 2009 to 2012; however, only 20 English version abstracts are purposively taken as the objects of the analysis with non-probability sampling technique. The data analysis technique is by sorting, clustering, and categorizing the analyzed texts. The findings show that the types of errors found are, respectively from the most to the least; the absence of definite and indefinite, grammatical errors, and lexicon error. This study is in context of personal development through reflection on writing; therefore, the types of errors made, the theories applied to solve these errors, and the empirical studies gained from this study, are worth studying.

**Keywords:** Errors, Indonesian-English, reflection, translation

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### INTRODUCTION

#### Background of the study

Previous studies have revealed that Indonesian learners made errors and mistakes in translating an Indonesian-English text. According to a journal and a thesis, those mistakes and errors occurred and evidences have been reported. Fithriyani (2014, p.2) has reported that “the errors among students occurred mostly in grammar; 17.3% in plurals, 14% in noun phrases, 35.3% in passive sentences, 8.8% in simple and simple past, and 24% in verb agreement.” This research investigated 30 respondents of the EFL context in Indonesia. In conclusion, this study has categorized the findings as Inter-lingual and Intra-lingual errors in grammar in translation. Another study revealed a similar result. Setiamunadi (2007) reported that the syntagmatic collocation was the most common problem faced by students in contrast to that of paradigmatic collocation which was successful in coping. The context of this study was EFL Indonesian high school students. Thus, this empirical study has led me to highlight a general review concisely on what is meant by translation.

Further, it was reported that a reflective portfolio is beneficial to students’ language learning in Taiwan. In addition, this study has improved the students’ autonomous learning. Correspondingly, in my study; the portfolio is a set of abstract collections. So, the evidence by Lo has a close relationship with my study (Lo, 2010). All of the three reports above are considered to be sufficient for me to be the basic foundation for this study.

#### Review of related kinds of literatures

Many experts define a reflective practice (RP) in different ways. Therefore for the conciseness of this review I would like to adopt the term proposed by Boud, Keogh, and Walker (1985) as cited in (Walsh & Mann, 2015) “ reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation.” (p.352). Henceforth, this term is applied in the rest manuscript of this article. Thus, I refer this definition as to what I meant by reflective practice. Henceforth, translation is a process of encoding a source language (SL) into a target language (TL) through a specific approach or technique so that it results in a good TL translation. In doing so,

errors may happen as both SL and TL are different in many aspects, at least in lexicon and syntax. In this context, I prefer to consider my work as errors since it might happen in the condition that I did not know what it had to be, instead of saying mistakes in which sooner I knew how to make them correct.

Translation can be seen from two points of view (Catford, 1978). The first one is seen from the second language (SL) vision. It consists of word per-word, literal, faithful and semantic translation. The second one is perceived by the target language (TL) view. It comprises adaptation, free, idiomatic, and communicative translation. In addition to these divisions, some studies have proposed terminologies in translation, for example, Cultural Translation (Burden & Nowotny, 2009; Pratt, 2010).

Another scholar proposes various vision seen from different angles (Williams, 2013,p.31-36). It is a lexical equivalent translation such as total, optional, approximate, and nil-equivalent. Further, it can be summarized as connotative, denotative, text-formative, pragmatic, formal aesthetic equivalent which is between source text (ST) and target text (TT).

Further, it is also explored by Pinheiro (2015). She has proposed to discuss three types of translation techniques; literal, cultural, and artistic. Literal translation refers to the word per word translation. Cultural translation refers to a matching context. Artistic translation refers to matching reactions (Pinheiro,2015,p.122). Theoretically, translation has various types as explained above.

Further, a translator can be attributed to the various categories (Williams, 2013, p. 91-111). The translator functions as a negotiator of meaning. A translator can be as a networker, theorizing the role, theories of (in)visibility, theories of agency, theories of subjectivity, negotiator of meaning, risk taker, ethical responsibility. All of these theories have led me to realize what my position would be after reflecting on my works from abstract samples. A recent report revealed that some potential errors appearing in the students' work varied (Chan, 2010). Among them are L1 transfer, lack of facilitation from L1, and non-L1 related errors (p.310-11). Further, this study reported that the findings of error patterns were found to be morphological, lexical level, and syntactic level. Each of them was represented by several detail errors in its own category (p.300-310).

### **Personal Reason**

As a student lecturer, I will never let every single piece of my actions, professional works, and thoughts went without being documented in the type of manuscripts. It is intended to make the other academicians benefit it from me. I began writing from a straightforward thing; what I did and felt in the past, experienced through my works, and thoughts toward others. As for this work, it is a part of my track record in the context of my profession as an academician. Thus, it can be the professional development of my lifelong learning (Duta & Rafaila, 2014). The second reason why I did this is due to an obligation on the enrolled class. The obligation was an inquiry to know what point of achievement I had made before regarding this work. This is taken into account since my status when I am writing the study is a student teacher. Because of this, the updated development matters for me to know since I have been updating new knowledge and experiences as a postgraduate student.

The result will be how well I have made advancement so far, what is left out to learn. How many discrepancies I find as a challenge and what strategies I apply to overcome the problems. To put it briefly, this is a reflection, a diary writing, and I believe that through this type of a

manuscript I can discover a connection between my teaching tenets and their implementation in the classes. Further, both may strongly have an impact on my motivation and performance (Jones, 2008). Also, this work is also inspired by Waring (2013).

Last, but by no means the least, I do this work due to the need of self-esteem from my writing product. Yet in this sense, I categorize it as a published non-referred writing (Burton, 2005) to gain authority through publishing this paper (Whitney et al., 2012). The whole rationale is addressed to my personal development through reflection. However, the types of reflection is inference reflection (Clara, 2015).

Lastly, it is due to a positive effect of reflective practice on promoting autonomous learning (Lo, 2010). Autonomous learning is quite important to have since it causes a multi-effect on further learning modes. It is said to have a good impact on the learners, as Lo (2010) has stated:

"The students' awareness of autonomous learning was thus enhanced. In conclusion, a reflective portfolio can be useful in enhancing student language learning in Taiwan. It enables students to engage in multi-domain learning and develop a holistic approach to language learning. It also allows learners to practice autonomous learning skills." (p.90)

In my context as an autonomous learner, this finding is an empirical justification so that I can keep on doing this.

### **The context of the study**

As I was working for the higher education institution in Lampung from 2009-2012, my role was an expert worker, and thus I was assigned to teach students English for Business, Computer, and Techniques and to translate documents. I taught my university students English in semesters I and II. For that, I created a handbook for students. This manuscript may be my next subject of study. Aside from my duty in teaching, however, I was assigned to translate documents either from English to Indonesian or from Indonesian to English. Most of the time it was from Indonesian to English, such as abstracts, brochures, and regulations.

Regarding the abstracts, however, all were translated from Indonesian to English. I translated those abstracts twice a week during my office hours as an expert worker. I worked on Wednesday and Friday every week. This is the context where learning problems occurred. At the time when I was translating the abstracts, my position was an expert in connection to my profession an expert English lecturer. However; when the errors or mistakes happened to the product of translations, I consider my role as a learner in the context of lifelong learning (Duta & Rafaila, 2014).

So, in the context of grammatical errors or mistakes occurred in my works, they can be categorized as a cultural translation and sociocultural translation errors. Further, they might be due to lexicon and grammar errors, or, they can be caused by sociolinguistic errors at the level of discourse and semantics.

To end this proposition, I will go back to the objectives of this study. Therefore; some research questions are formulated to control the flows of this article.

### **Research Questions**

Along with this work I have set up some research questions;

1. What are the linguistics problem categories found in the selected abstracts?
2. How to solve them in the future work?

## METHOD

### Design

The design of this study is a reflection study through descriptive qualitative analysis process (Miles, Huberman, & Saldana, 2014). The samples are purposively taken as non-probability sampling (See Appendix 1).

### Participants

The subject in this study is the students of Informatics and Business Institute (IBI) DARMAJAYA who have submitted their undergraduate theses. The object is their Indonesian-English abstracts translation. Later, the number of available abstracts I found in my folder is 133 pieces which were translated from Indonesian to English ranging from 2009 to 2012; however, for this study, I purposely took a sample of 20 abstracts and thus they are considered as a non-probability sampling (see Appendix 2 and 4).

### Instrument

The instrument in this study is the researcher himself. However; in order to make the work focused, it is equipped with co-instruments based on the research questions. They are table criteria content analysis (CCA) as attached. ( See Appendix 1-4).

### Data Collecting Technique

All of the abstracts comprise two majors; Business and Informatics Engineering majors. Each of them consists of 55% (11) in Business and 45 % (9) in Informatics Engineering. Before being translated, I looked at a glance the submitted abstracts in Bahasa Indonesia. The result showed that there were eight abstracts (40%) in Economics which were unclear and only 3 of them (15%) were acceptable with minor revision. On the other hands, there were seven abstracts (35%) in Informatics which were puzzling, and only 2 of them (10%) were acceptable. Consequently, I asked the authors to revise the Indonesian version. Also, I requested the revised version of the Indonesian in a soft file for me to be verified.

The number of revised abstracts was 15 (75%) while that of acceptable abstracts was only five pieces (25 %). All of them consisted of 8 Business major (40%) with revision and 3 of them (15 %) were directly accepted. Further, 7 of them (35%) were from the Informatics major, which were requested to be revised, and only 2 of them (10%) were accepted with minor revision. These steps could help me confine the best translation I could do. In the end, the total directly accepted abstracts by the advisor were 15 (75%), and the acceptable abstracts were 5 (25 %). This means that my work was still reliable for the clients. However; this did not indicate that my works are excellent as I am now doing this investigation.

After all of those abstracts were translated into English within three work days, the results were returned to the authors, and thus, they could submit it to the official advisors. The result showed that not all translation product of the abstracts were fully accepted. Yet, the total of fully accepted abstract was 75 % from both majors, while the acceptable ones were only five pieces (25 %) of the total abstracts. This outcome consisted of 40 % accepted and 15% acceptable from the business major, compared to that 35% accepted and 10% acceptable from the informatics

major. Henceforth, I am going to see what type of errors occurred and why the errors happened (full data can be seen in appendix 2).

### **Data Analysis Technique**

Some steps were applied in this study. The raw data were selected and then coded. Then they were descriptively coded or categorized. Further, all data were processed through the respective process called criteria content analysis or abbreviated with CCA (Miles, Huberman, & Saldana, 2014). Finally, all data were put on the table to be calculated descriptively based on the specific category. Inferential statistics is not applied in this study ( see data in Appendix 4).

## **FINDINGS AND DISCUSSION**

### **Findings:**

#### **What types of errors and why they occurred?**

The result of the investigation toward 20 abstracts turned out that some errors occurred (see appendix 1). I found there are nine titles without articles either definite or indefinite article at the beginning of the selected articles (S6, S7, S11, S12, S13, S16, S17, S18, S20 ). This number represents 45 % of the total sample. The remaining 11 articles are with clear articles “the” or “a” or “an.” This number embodies 55% of the total samples. Among the 45 % of titles without an article, 15 % (3) come from the economics major while 30 % (6) come from an Informatics major. An example of a title in the Economics major without an article is the following:

[...ACTIVITY RATIO ANALYSIS TOWARD FINANCIAL PERFORMANCE AT CV GEMA PERKASA ABADI BANDAR LAMPUNG], it should be:

[AN ACTIVITY RATIO ANALYSIS TOWARD FINANCIAL PERFORMANCE AT CV GEMA PERKASA ABADI BANDAR LAMPUNG].

While an example of a title coming from the informatics major is the following:

[ ... SMS CENTER TO DELIVER AND REPORT A COMPLAINT OF CIVITAS ACADEMICA AT INFORMATICS AND BUSINESS INSTITUTE (IBI) DARMAJAYA BANDAR LAMPUNG] it should be:

[AN SMS CENTER TO DELIVER AND REPORT A COMPLAINT OF CIVITAS ACADEMICA AT INFORMATICS AND BUSINESS INSTITUTE (IBI) DARMAJAYA BANDAR LAMPUNG].

This result indicates that my work is not flawless even though I thought that it was perfect already at the time I returned them to the authors. See Appendix 2.

As I went deeply into the abstract components, I found some errors which are categorized as follows. All of the abstracts are found to have this type of errors. The first and the biggest in number is grammatical errors that spread over different forms. This represents 78 % of total errors. The second, and minor, is lexical errors which constitute only 17% of the total errors. Finally, the last error is technical errors which are only 50% of the total occurrences of errors.

Example of grammatical errors and lexical errors are the following:

[...It also happened to have a fluctuated financial performance. [GE and lexical].... Another example : [Therefore, it is needed [...] to a supporting media— in the form of information-- that can be developed through internet supported with short message system (SMS) in order that it can give an alternative media for customers to gain information—online-- from Princess located on Jl. Ahmad Yani Bandar Lampung]. The example of lexical errors: [Motorbike selling fluctuates every month resulted from consumers' attitude which always

changes [...]. Finally, the example of technical problem: [One of CMS which gains most interest from the user is CMS WordPress. This is due to its...].

All of these examples are just a minor representation of the errors among the 100 occurrences. They happened due to some possible internal and external factors. The internal factor occurred because I was unfamiliar with the specific jargon in a specific subject or TL, e.g., in the Economics major. I was also inexperienced with technical terms in the specific subject, e.g. 'indent' in Economics is different from the 'indent' in the Computer Science. The outside factor happened since the Indonesian abstracts were not well-formed grammatically of Bahasa Indonesia (highly formal, formal, Informal, casual, slang). Besides, as I looked at every abstract, I found it "grammatically questionable" even though it was written in an academic context. Therefore, I had to get a confirmation from the author regarding several issues such as syntactical problems, specific terminologies or technical words.

### **How to solve them in the future work?**

This study is in context of personal development through reflection on writing; therefore, I have to concern myself with what errors are made, what theories should be learned to solve the problems and what empirical studies may be gained from this study.

By analyzing the following issues it is believed to be a good solution to solve the problems occurred and prevent them from happening again in the future. First, we need to be aware of some type of errors, which are internal factors and external factors. The internal factor covers a specific jargon in certain subject or TL, e.g. in Economics, and technical terms in the specific subject, e.g. 'indent' in Economics. It is different from an 'indent' in Computer Science. Second, be mindful with outside factors such as the different construction of Bahasa Indonesia compared to that of English (highly formal, formal, Informal, casual, slang).

Lastly, it is worth realizing that both languages are totally different. Consequently, I will never ever think that every aspect of both languages is comparable and parallel since both of them is a representation of dissimilar cultures. Therefore, I have to get a confirmation from the author regarding several issues such as syntactical problem, certain terminologies or technical words when translating them into English.

### **Discussion**

Since the current study investigates the types of errors, the results should be confirmed with the prior studies on a related topic. The findings have shown that the absence of definite and indefinite articles is the primary errors. This type of error is called omission error (Krisetyawati & Bena, 2010: 44). This means that the article is a common problem for the EFL students. However; not all digested sources happened to have error representatives in this study. So the theories from Catford (1978) and Fawcett (2003) have boosted the potential errors may occur rather than have justified the result.

The second most errors are grammatical errors. This type of error belongs to the general terms since grammatical errors can have many types of categories; mis-formation, and disordering which occurred to have 68%% of the total errors in the work of (Krisetyawati & Bena, 2010). This fact clarifies that the study has the same root problems.

The least error is the choice of word or lexicon error. This type of error is absent in the work of Fithriyani (2014), and Krisetyawati & Bena (2010). It might be due to the conception of

error called “cultural translation error” proposed by (Pineiro, 2015). This study has a similarity with the previous research by Chan (2010).

Since the background of the students is Economics and Informatics, they may happen to have interchangeability in using the lexicon. The use of “indent” in the Economics and Informatics majors have a different meaning. The flush right position of sentences, called indented, in arranging paragraph, is common in the Informatics. Meanwhile, an official order to get the desired product by paying in advance, is called ‘indent’ in the Economics. This is a simple example of a cultural translation case (Buden, Nowotny, Simon, Bery, & Croni, 2009).

## CONCLUSIONS

In the context of this study, it is concluded that the categories of linguistics problems found in the selected abstracts are still in the framework of conventional linguistics problem categories. There is not anything new to the label since the difference is only in the portion of each type of error. Further, how to solve those kinds of errors in future works is by internalizing the concepts that both languages; English and Indonesian are grammatically, lexically, semantically very different. Consequently, parallel thinking when translating from Indonesian to English or clockwise is not advisable.

In brief, this work indicates that I am a lifelong learner on what work I have done in the past, and thus the current work is a part of the improvement of my personal development. Accordingly, I have never been in the position of excellence in the scale of a non-native speaker. Therefore, lifelong learning is worth-implanting and continuing in my life since I may benefit from it very much as well as for others.

This study is in context of my personal development through reflection on writing; therefore, I have to concern on what errors are made, what theories I learn to solve the problems and what empirical studies I conclude from this study.

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### Appendices

Appendix 1 Table of Abstract Population  
Table of Abstract Population

Month	Number	Sample	Result	Notes
Agustus 2012	16	5	Taken	Eligible
Maret 2011	16	5	Taken	Eligible
Maret 2012	9	5	Taken	Eligible

Sep 2011	16	5	Taken	Eligible
November 2010	76	0	Not taken	Not taken
	133	20		

Appendix 2 Recap of Selected Samples

Sample (1) Code	Major (2)	Level of Bahasa (3)	Revision (3)	Result of translation
S1	Economics	Confusing	Revision and confirmation	Accepted
S2	Informatics	Acceptable minor	Revision	Acceptable
S3	Economics	Confusing	Revision and confirmation	Accepted
S4	Economics	Confusing	Revision and confirmation	Accepted
S5	Economics	Acceptable minor	Revision	Accepted
S6	Economics	Confusing	Revision and confirmation	Acceptable
S7	Economics	Confusing	Revision and confirmation	Accepted
S8	Informatics	Confusing	Revision and confirmation	Accepted
S9	Informatics	Acceptable minor	Revision	Accepted
S10	Economics	Acceptable minor	Translator Revision	Accepted
S11	Informatics	Confusing	Revision and confirmation	Accepted
S12	economics	Confusing	Revision and confirmation	Accepted
S13	Informatics	Confusing	Revision and confirmation	Accepted
S14	Informatics	Confusing	Revision and confirmation	Accepted
S15	Economics	Confusing	Revision and confirmation	Acceptable
S16	Informatics	Confusing	Revision and confirmation	Accepted
S17	Informatics	Acceptable minor	Revision	Acceptable
S18	Informatics	Confusing	Revision and confirmation	Accepted
S19	Economics	Confusing	Revision and confirmation	Accepted
S20	Informatics	Confusing	Revision and confirmation	Accepted

Appendix 3 Table of Errors in Selected abstracts

Coding	Major (2)	Grammatical Error	Lexicon	Discourse	Semantics	Sociolinguistic	Technical error
S1	Economics	5GE	0	-0	-0	-0	1 x
S2	Informatics	6GE	-0	-0	-0	-0	-0
S3	Economics	5GE	-0	-0	-0	-0	1
S4	Economics	1Ge	2	-0	-0	-0	-0
S5	Economics	6GE	-0	-0	-0	-0	-0
S6	Economics	3GE	-0	-0	-0	-0	-0
S7	Economics	6GE	2	-0	-0	-0	-0
S8	Informatics	2Ge	2	-0	-0	-0	0
S9	Informatics	2 GE	-0	-0	0	0	2
S10	Economics	2 GE	2	-0	-0	-0	-0
S11	Informatics	3GE	3	-0	-0	-0	-0
S12	economics	7GE	2	-0	-0	-0	-0
S13	Informatics	2GE	-0	-0	-0	-0	1
S14	Informatics	4GE	-0	-0	-0	-0	1
S15	Economics	5GE	-0	-0	-0	-0	-0
S16	Informatics	5GE	-0	-0	-0	-0	-0
S17	Informatics	2GE	1	-0	-0	-0	-0
S18	Informatics	3GE	-0	-0	-0	-0	-0
S19	Economics	4GE	1	-0	-0	-0	-0
S20	Informatics	5GE	2	-0	-0	-0	-0
		78 = 78 %	17 = %	0	0	0	5 %

Appendix 4 Table of Abstract Titles

Coding	Major (2)	Author	Title	
S1	Economics	RICO HERDIA NTO	THE INFLUENCE OF RETURN ON ASSET (ROA) AND RETURN ON EQUITY (ROE) TOWARD LIQUIDITY AT BANK EKONOMI (ECONOMY BANK) BRANCH OF BANDARLAMPUNG	ok
S2	Informatics	Nico	A WEB-BASED RENTAL AND COURSE REGISTRATION SERVICE OF DRIVING FOUR-WHEELED VEHICLE SUPPORTED WITH SHORT MESSAGE SERVICE (SMS)	ok
S3	Economics	Robby Sanjaya Arief	The Influence of Price and Advertisement Toward The Purchasing Decision of Yamaha Scorpio-Z at PT Lautan Teduh Interniaga Bandar Lampung	ok

S4	Economic s	Andi Sulistiw an	The Influence of Motivation, Perception, and Attitude Toward The Purchasing Interest of Honda Motorbike at CV Prima Jaya Motor In Tulang Bawang Barat	Ok
S5	Economics	ANDRIAN TO FAUZI RAHARJO	AN ANALYSIS OF BREAK EVENT POINT TO DETERMINE THE SALE AND PROFIT VOLUME AT CRISPY INDUSTRIAL BUSINESS OF ASA LESTARI UNDER CONTROLLED BY PTPN VII IN SEGALA MIDER BANDAR LAMPUNG	Ok
S6	Economic s	ANDRIY AN	ACTIVITY RATIO ANALYSIS TOWARD FINANCIAL PERFORMANCE AT CV GEMA PERKASA ABADI BANDAR LAMPUNG	No article
S7	Economic s	By Trisna Budiasih	BRAND SWITCHING ANALYSIS OF NOKIA SERIAL E USER IN BANDAR LAMPUNG (A case study of College Students at Faculty of Computer Science of IBI Darmajaya)	No article
S8	Informati cs	ARDA IMANDA PUTRA	A NETWORK-BASED OF PARKING SYSTEM IMPLEMENTATION DESIGN USING BARCODE AT INFORMATICS AND BUSINESS INSTITUTE DARMAJAYA	ok
S9	Informati cs	ARI PURNO MO	A WEB-BASED OF INSTRUCTIONAL MEDIA WITH CMS WORDPRESS	ok
S10	Economic s	Atika	The Influence of Price and Service on the Decision to Lodge at Pacific Hotel Bandar Lampung	ok
S11	Informati cs	YUNITA INDAH PERMAT	ANALYTICAL HIEARACHY PROCESS ( AHAP) METHOD AS A DECISION SUPPORT SYSTEM IN DETERMINING DAILY LUNCH MENU FOR THE DIABETES MELITUS SUFFERER	No article
S12	economic s	MARIA HENI KURNIA	ANALYSIS OF THE STOCK PRICE FRACTION INFLUENCE TOWARD BID-ASK SPREAD, DEPTH AND TRADE VOLUME AT MANUFACTURES LISTED IN INDONESIA STOCK EXCHANGE ( BEI)	No article
S13	Informati cs	SUGENG PRIATN A	SMS CENTER TO DELIVER AND REPORT A COMPLAINT OF CIVITAS ACADEMICA AT INFORMATICS AND BUSINESS INSTITUTE ( IBI ) DARMAJAYA BANDAR LAMPUNG	No article
S14	Informati cs	Purnomo	A Website-based of Coal Selling Implementation System at PT Bara Raya Perkasa Bandar Lampung	ok

S15	Economic s	Siti Maya	The influence of Promotion Toward the Axioo Brand Awareness and Purchasing Decision at PT Tera Data Indonusa in Bandar Lampung	
S16	Informati CS	Wayan Sulistina Wati	MEDICAL RECORD AND MEDICINE STOCK INFORMATION SYSTEM AT COMMUNITY HEALTH CENTER (PUSKESMAS) RAMAN UTARA EAST LAMPUNG	No article
S17	Informatics	QORY ASTRINA	INFORMATION SYSTEM DESIGN OF NEW STUDENT REGISTRATION AT RADIODIAGNOSTIC AND RADIOTHERAPY TECHNIQUE ACADEMI (ATRO) PATRIOT BANGSA	No article
S18	Informati CS	By Eka Chandra Saputra	Geographic Information System of Tourism Sites in Lampung (A Case Study at Bureau of Tourism)	No article
S19	Economic s	RAGAS TRIHAT MAJA	AN ANALYSIS TOWARD PRICE, TRADE VOLUME AND RETURN STOCK ABNORMALITY PRE AND POST SUSPEND AT COMPANIES LISTED IN INDONESIA STOCK EXCHANGE (BEI)	Ok
S20	Informati CS	MEIRIDI AN PUBIYA	EXPERT SYSTEM AS AN AID OF PSHYCOLOGY CONSULTATION MEDIUM	No article