



Lexical and grammatical errors in Indonesian-English translated texts: A text analysis on Indonesian EFL students' translation work

Salma Mu'min Shiddiq,¹ Lulud Oktaviani*,² Sakhi Herwiana,³ Citra Suryanovika⁴

^{1,2}Universitas Teknokrat Indonesia, Indonesia, ³Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia, ⁴STBA Pontianak, Indonesia

This current study aimed to find out lexical and grammatical errors in Indonesian to English translation texts made by Indonesian EFL learners in a private senior high school in Lampung. A qualitative case study design was adopted in this research. Documentation and literature review were used as the research instruments. To obtain the data, the researchers used 15 simple sentences and a short text in Indonesian. A total of 25 students participated as the sample in this research. The results suggested that there was a total of 402 errors made by the students and the students made more grammatical errors than lexical errors. Regardless of the discrepancy in students' CEFR level, the most frequent errors found in students' translations were omissions (97 items), confusion of sense relations (73 items), misformations (46 items), and distortions (40 items). After identifying the errors, the researchers also attempted to describe the possible sources of errors to fill the gap in previous studies. Based on the analysis, the possible factors influencing the errors were the transfer of phonological system, transfer of lexico-semantic errors, transfer of morphological elements, transfer of grammatical elements, transfer of stylistic and cultural elements in interlingual errors, and communication strategy-based errors and learning strategy-based errors in intralingual errors.

Keywords: error analysis, translation, EFL learners.

INTRODUCTION

The translation is a complicated cognitive process that requires profound analysis. According to [Kazakova \(2015\)](#), the personal nature of texts under translation (authorship), the unspecified target audience, as well as interlingual and/or intercultural inequality translate literary texts into such a complex process. The translation is defined by [Colina \(2018\)](#) as the process of rendering texts from one language to another which typically entails similarity with the original text. In doing translation, the meaning of the text should not be distorted as it will obscure the message intended to convey. [Nida \(1964\)](#) asserts that a translator cannot simply translate the words using a dictionary but he has to convey the essence and sense of the message expressed in the source language by creating a new linguistic form. Not only is translation a means of communication between languages, but it is also a device of communication between cultures. The cultural meaning of the second language text should be taken into consideration and not be neglected in the process of translation.

A translator confronts numerous linguistic and non-linguistic challenges ([Koman, Hartono, and Yuliasri, 2019](#)). As every speech community possesses its own belief and cultural terms, the challenge of translating from the source language to the target language is a worldwide problem, despite the adequate linguistic knowledge of both SL and TL. Due to societal and, more specifically, structural factors, the fundamental translation challenge of conquering conceptual differences between languages becomes especially severe.

OPEN ACCESS

ISSN 2503 3492 (online)

*Correspondence:
Lulud Oktaviani

lulud_oktaviani@teknokrat.ac.id

Received: 24th March 2023

Accepted: 24th March 2023

Published: 16th April 2023

Citation:

Shiddiq, S. M., Oktaviani, L., Herwiana, S., & Suryanovika, C. (2023). *Lexical and Grammatical Errors Analysis on Indonesian-English Translation of EFL Students in Indonesia*. *J. Eng. Educ. Society*, 8:1.

10.21070/jees.v8i1.1674

[Robinson \(2012\)](#) noted that since Cicero in the first century, “the chief issue in translation theory has been linguistic segmentation: should the primary segment of translation be the individual word (producing word-for-word translation) or the phrase, clause, or sentence (producing sense-for-sense translation)?” Thus, the ability to translate, both written and spoken, is exceptionally essential in carrying out effective communication. According to [Mandasari and Wahyudin \(2021\)](#), if language learners can communicate in the target language, it can be inferred that they succeed in learning the language. On the other hand, the inadequate communication skills indicate that they are unable to fulfill the industry’s demand for competent personnel which might affect their competence and makes it difficult for them to compete especially in the global market ([Rido, Kuswoyo, and Ayu, 2020](#)). [Aminatun, Ngadiso, and Marmanto \(2018\)](#) argued that “Learning a language itself means learning to communicate with other people” and therefore, learning English might help students to develop their communication skills in interpersonal, transactional, and functional discourses in a global context ([Ayu, Diem, & Vianty, 2017](#); [Rido, 2020](#)).

However, translating a language into another language is not an easy task to do. The differences between the languages such as the grammatical or syntactic structure as well as the difference in cultural values make it hard to directly translate from one language into another ([Simanjuntak, 2019](#)). For example, in Indonesian, there is a term to address someone older as *kak*. The sentence I don’t know, Brother as the translation of *Saya tidak tahu, Kak* is an example of an erroneous sentence produced by the transfer of stylistic and cultural elements of Indonesian. Due to the influences of the first language, EFL learners in Indonesia continue to struggle in comprehending and applying grammar principles ([Sari and Gulö, 2019](#)), and therefore linguistic interference is considered one of the primary reasons Indonesian EFL learners commit such errors ([Qodriani, 2019](#); [Gulö, Setiawan, and Sari, 2022](#)). Besides, since students are not used to using English in a real-life context, they may struggle to construct sentences in the target language without committing errors. In learning a second or foreign language, students tend to transfer phonological, morphological, and grammatical elements. Because there are no tenses in Indonesian, Indonesian EFL learners tend to apply the same grammatical rule in English. For instance, instead of using past simple tense to talk about an event in the past, the students use the simple present tense. This case can be exemplified in the following sentence: They go to school by bus yesterday instead of They went to school by bus yesterday. Based on those justifications, it can be inferred that grammar is of great importance in learning a foreign language as it enables to enhance learners’ proficiency in English, particularly in writing correct sentences ([Gulö and Rahmawelly, 2018](#)). Both proficient linguistic skills, as well as adequate knowledge about the culture of the source language and target language, are required to be able to translate correctly.

Nevertheless, committing errors in learning a language and during the translation process is inevitable for foreign language learners.

[Wongranu \(2017\)](#) analyzed the errors committed by EFL learners in his study, “Translation errors made by English major students: A study on types and causes”. The findings of the study suggest that the highest number of errors concerned errors in countability (20.16%), followed by errors involving determiners (14.21%), and errors in the use of tense (10.78%). In the subsequent year, [Al-Halawani \(2018\)](#) wrote an article entitled “Error Analysis: A Case Study of Malaysian EFL Learners”. The findings indicated that errors in word selection or collocational clash were the most-frequently-made errors, followed by errors in word order or use of awkward expressions, and errors in the use of verb tenses with a total percentage of 32.08%, 12.74%, and 11.85% respectively. [Cúc \(2018\)](#) in his qualitative study entitled “An Analysis of Translation Errors: A Case Study of Vietnamese EFL Students” conducted an analysis error to identify the errors made by students in translating from the source language text into English. The findings of the study revealed that the most frequent errors found were translation errors (including distorted meaning, addition, omission, and inaccurate renditions of lexical items) which contributed 48.37% of the total errors, and linguistic errors with 44.08% (including the selection of words (lexical choice), the arrangement of words and phrases (syntax), and the juxtaposition of words (collocation)). There are several similarities between the previous studies above, one of which is they analyzed the error made by EFL learners who are learning English as their primary study. The participants majored in English Education study programs at different universities. Some studies classified the errors into more general categories, while others classified the errors into more specific classes.

Based on the phenomenon above, the researchers attempted to discover and identify the errors made by Indonesian EFL learners, particularly in interlingual translation. The researchers carried out this study to analyze the errors made by tenth-grade students at a private senior high school in Lampung. The current study focused on investigating students’ translation of texts from Indonesian as the source language into English as the target language. The present study is different from the previous studies mentioned in the literature review since this study investigated the errors made by Indonesian EFL learners in upper secondary education by using three different taxonomies: lexical errors taxonomy ([James, 1998](#)), surface strategy taxonomy ([Dulay, Burt, and Krashen, 1982](#)), and morpho-syntactic taxonomy ([Keshavarz, 2012](#)). The current study centralized on investigating students’ translation in written form from Indonesian as the source language into English as the target language. This study also aimed to describe the possible causes or sources of errors that occurred in students’ translations. Linguists have proposed some possible sources of error over the past years.

The common possible sources of error argued by linguists are interlingual and intralingual errors (James, 2013; Richards and Schmidt, 2010; Brown, 2006). Based on the background above, the researcher attempted to answer the following questions: 1). What types of lexical and grammatical errors do Indonesian EFL learners frequently make in their Indonesian to English translation? 2). What are the possible factors affecting those errors?

From the aforementioned research question, the objectives of this study can be formulated as follows: 1). To identify the types of lexical and grammatical errors Indonesian EFL learners frequently made in their Indonesian to English translation. 2). To describe the possible factors affecting the errors.

METHOD

A qualitative method in a form of a case study was used in this study to gain the answer to the research questions. The researchers applied case study research as the study tried to investigate the phenomenon in a real-life context. As described by Creswell (2013), a case study focuses on one or more cases over time through extensive, in-depth data collecting incorporating numerous sources of information. This method involves documenting the history and conducting a thorough examination of a situation involving issues in organizations (Sammut-Bonnici and McGee, 2014). The case study has been widely employed in social sciences to explore current real-life circumstances and has given a framework for the development of methodologies. It can help improve the specific learning objectives that are fundamental for English courses. In this present study, the researchers used 15 simple sentences and a short text consisting of 66 words as the primary instrument. In conducting the research, the researchers asked students to translate the document. The students were allowed to use a dictionary to help them translate the words they did not know. The researchers used error analysis (EA) to analyze the data. This methodology is used as it is suitable for the aim and the nature of the research. To analyze the data, the following steps were conducted: collecting the errors, identifying the errors, describing the errors, classifying the errors, and evaluating the errors (Khanom, 2014). The current study focused on analyzing lexical and grammar errors, considering the ability of students to translate texts is still inadequate to find out discourse errors. Discourse errors are associated with “the way sentences are organized and linked to make whole texts” (Thornbury, 1999). Errors made at this level happen due to the inappropriate use of context. The researchers employed lexical errors taxonomy (James, 1998) in classifying the lexical errors and surface strategy taxonomy (Dulay, Burt, and Krashen, 1982) as well as morpho-syntactic classification (Keshavarz, 2012) in categorizing the grammar errors. The first taxonomy was used in analyzing lexical errors, while the second and the third taxonomy were utilized in analyzing grammar errors. Morpho-syntactic taxonomy was employed since there were several types of errors in grammar level that could not be identified using surface strategy taxonomy although most types of errors

overlapped within surface strategy taxonomy and morpho-syntactic taxonomy. The researchers attempted to collect, identify, describe, classify, and evaluate the errors by specifying the samples as well as comparing the erroneous sentences and the correct sentences. The primary data source in this study was obtained from students’ tasks (document), that is students’ translations from Indonesian into English. For the secondary data source, the researchers obtained the data from reading some journals related to sources of errors to strengthen findings and complement the primary source.

RESULTS AND DISCUSSION

After adding up the errors, the researchers found that there was a total of 402 errors found in the data. Figure 1 figure illustrates the overall distribution of lexical and grammatical errors found in students’ translations.

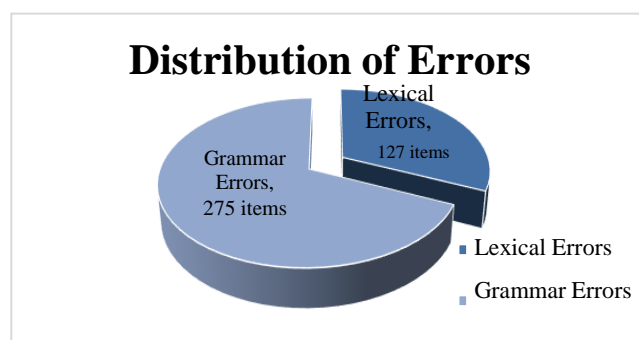


Figure 1/ Distribution of errors

As seen in Figure 1, grammar errors constructed 275 items, and lexical errors constructed 127 items of the total errors. Based on the calculation, in which 171 items were identified by using surface strategy taxonomy and 104 items were identified by using morpho-syntactic taxonomy. The next figure below sums up the frequency of each error at lexical and grammar levels.

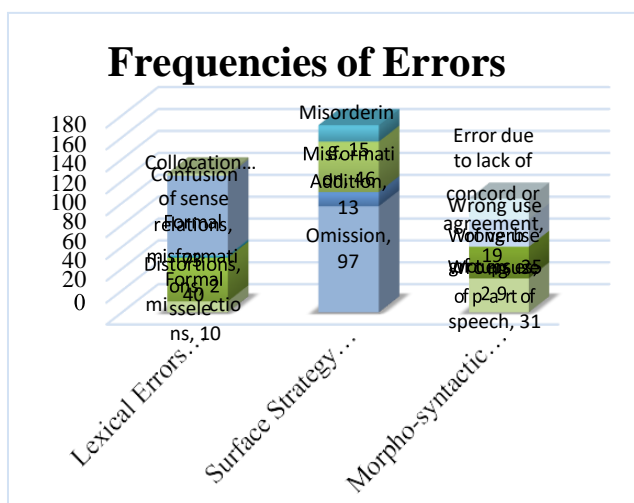


Figure 2|Frequencies of errors

Based on the figure above, omission was the most frequent error found in students' translation, followed by the confusion of sense relations, misformation, and distortions with the details of 97 items, 73 items, 46 items, and 40 items respectively. As for other errors, the researchers found 31 items of wrong use of part of speech, 29 items of wrong use of tenses, 25 items of

wrong use of verb groups, 19 items of lack of concord and agreement, 15 items of misordering, 13 items of addition, 10 items of formal misselection, 2 items of formal misformation, and 2 items of collocational error. The following table illustrated the number of errors each student made in their translation.

Table 1 | Total errors of each student

	Students	Total Items of Lexical Error	Total Items of Grammar Error	Total Errors	Status
1.	Student 1	3	5	8	Unfinished
2.	Student 2	3	11	14	Unfinished
3.	Student 3	3	2	5	Unfinished
4.	Student 4	4	20	24	Unfinished
5.	Student 5	9	5	14	Unfinished
6.	Student 6	5	1	6	Finished
7.	Student 7	6	6	12	Finished
8.	Student 8	4	1	5	Unfinished
9.	Student 9	4	2	6	Finished
10.	Student 10	4	6	10	Unfinished
11.	Student 11	2	6	8	Unfinished
12.	Student 12	9	27	36	Unfinished
13.	Student 13	6	3	9	Finished
14.	Student 14	7	11	18	Finished
15.	Student 15	2	3	5	Unfinished
16.	Student 16	3	29	32	Unfinished
17.	Student 17	4	4	8	Unfinished
18.	Student 18	6	18	24	Finished
19.	Student 19	6	22	28	Finished
20.	Student 20	4	15	19	Finished
21.	Student 21	8	23	31	Finished
22.	Student 22	7	34	41	Finished
23.	Student 23	9	8	17	Finished
24.	Student 24	7	5	12	Finished
25.	Student 25	2	8	10	Unfinished
	Total	127	275	402	

From a total of 25 students who participated in the research, 12 students had finished the task, and 13 students were not able to finish the task. This was due to the lack of time, in which the time allocation was 40 minutes, and each student has different capability and skills to translate during a such limited time.

Lexical Errors

After analyzing the data, the number of lexical errors was counted. According to the findings, the researchers discovered the total number of lexical errors and semantic errors is quite the same. The total number of lexical errors is 127 errors, with formal errors in lexis accounting for 52 errors and semantic errors in lexis accounting for 75 errors.

Formal Errors of Lexis

Formal errors of lexis deal with the morphology of the word (how to spell and pronounce a word), the syntactic behavior, the functional or situational restrictions, and the frequency (how likely the word is to be used).

There are three sub-types of formal errors of lexis: formal misselection, formal misformations, and distortions. The frequencies and percentage of each sub-type of error was presented in [Table 2](#) below.

Table 2 | Frequencies of students' formal errors of lexis based on lexical errors taxonomy (James, 1998).

No.	Types of Errors	Sub-types	Frequency
1.	Formal misselections	Suffix type	2
		Prefix type	-
		Vowel-based type	6
		Consonant-based type	2
		<i>Sub-total</i>	10
2.	Formal misformations	Borrowing	-
		Coinage	-
		Calque	2
<i>Sub-total</i>	2		
3.	Distortions	Omission	16
		Overinclusion	9
		Misselection	14
		Misordering	1
		Blends	-
<i>Sub-total</i>	40		
Total			52

Based on the table above, the most to the least frequent errors found in the students' translation in formal errors of lexis are distortions which construct 40 times of total formal errors,

formal misselection 10 times, and formal misformations which cover only twice. The next three excerpts below exemplified and described each error in more detail.

	Student Translation	Correct Translation
[1]	... contracts with diary farms	... contracts with dairy farms
[2]	... which occur new-new this	... which occurs recently
[3]	Breeding is a recent phenomenon	Branding is a recent phenomenon

Formal misselection is further classified into four sub-types namely suffix type, prefix type, vowel-based type, and consonant-based type. From the findings, there were only three sub-types found in students' translations. In datum [1], the error was considered a vowel-based suffix misselection type. The students were expected to write a diary; however, some students wrote a dairy instead. Both words share the same number of syllables (two syllables), stress patterns (/ˈder.i/ vs /ˈdair.i/), word class (noun), initial part (d), phonemes in common (/d/ /r/ and /i/).

The next sub-type of formal errors is formal misformations, which can be seen in [2]. Among the smaller subtypes (borrowing, coinage, and calque), only calque errors were found. As seen from the data presented above, the students did a literal translation from the source language into the target language. The construction in [2] showed that the students translate the word *baru-baru ini* as new-new this. In Indonesian, *baru* means new while *ini* can be translated as this. The last sub-type of formal errors is distortions. The interesting feature of the errors above is that most of them are caused by the transfer of phonological elements of the student's first language. In [3], the students used the letter e in place of the letter a and the word branding.

This error is also influenced by the phonological system in Indonesian. In English, the letter a has many phonemes namely /e/, /ə/, /ɑ:/, or /æ/. The correct pronunciation of branding is /ˈbræn.dɪŋ/, so the letter a is pronounced using the phoneme /æ/, which is quite similar to how the letter e is pronounced in Indonesian. Unlike in English, the letter a in Indonesian only has one phoneme which is /ɑ:/, and is never pronounced as /e/, /ə/, or /æ/. Consequently, the students confused the letter a with the letter e and therefore wrote branding as *breeding*.

Semantic Errors in Lexis

As the most frequent error found at a lexical level in students' translation, the errors in semantic errors were dominated by one sub-type of errors only, which is the confusion of sense relations (98.21% of the total semantic errors). On the other hand, collocational errors only appeared once with a percentage of 1.79%. The table below provided the frequencies of each sub-type of error.

Table 3| Frequencies of students' semantic errors of lexis based on lexical errors taxonomy (James, 1998)

No.	Types of Errors	Sub-types	Frequency
1.	Confusion of sense relations	Using hypernym instead of hyponym	-
		Using hyponym instead of hypernym	-
		Using inapt co-hyponym	-
		Using the wrong near-synonym	73
		Sub-total	73
2.	Collocational errors	Semantically determined word selection	-
		Statistically weighted preferences	-
		Arbitrary combinations	2
		Irreversible binomials	-
		Sub-total	2
Total			75

Starting with the most prominent error, the total error found in students' translation regarding the confusion of sense relation was 73 errors. The next error found is included in collocational errors with a total of 2 errors. English has

many combinations of two words or known as collocation. If one of the words in the combination is not the word that usually goes together with the other word then it is an arbitrary combination. The details and descriptions are presented in the excerpts below.

	Student Translation	Correct Translation
[4]	There are many mice in that old home	There are a lot of mice in that old house
[5]	Branding in the past is similar with ...	Branding in the past is similar to ...

Synonyms can be confusing for EFL learners. Sometimes they are interchangeable since they are close in meaning, sometimes they are not as they have different nuances and essence. The latter is what we call near-synonyms. It is even more difficult for students to differentiate near-synonyms because the difference is subtle, especially if there is only one equivalent word in their L1, but if they choose to use the wrong near-synonym, then they have already made an error.

At a glance, the datum [4] is not erroneous. The substitute word home has a quite similar formal definition to the required word house, in the sense that they both refer to one's dwelling. Nevertheless, they have different connotations. A house is a mere physical building where a person or a family lives and there is no emotion intertwined with the occupant. That being said, a home can also refer to a building resided by a person or a family, but there is an emotional attachment to it.

Thus, home refers to any building, any location, or even to an abstract thing as long as the person living or having it considers it as his special place, a place that is the most comfortable for him and belongs to him. Considering the

context of [4], it is more appropriate to use the word house. The adjective old describing the building and the fact that there are many mice in that building implied that the building is somehow no longer inhabited or is neglected and desolated. No one will consider an abandoned house full of mice as their home. The students attempted to translate the phrase *mirip dengan* into English by translating word by word. The word *mirip* is equivalent to similar in English, while the word *dengan* is equivalent to with. By combining those two words, the students created an inappropriate phrase similar to in [5] above. This error was most probably caused due to students' assumption that if *mirip* is equivalent to similar and *dengan* is equivalent to with, then *mirip dengan* must be translated as similar with in English. Thus, the holistic strategies applied by students led them to make this kind of error.

Grammar Errors

The researchers applied surface strategy taxonomy and morpho-syntactic errors taxonomy in classifying grammar errors. Since some of the errors were not covered in the former, the latter was utilized to complement the former to classify more errors in grammar errors

Surface Strategy Taxonomy

Based on surface strategy taxonomy, learners may change surface structures of the target language by omitting or adding unnecessary elements or items, misforming as well as misordering them (Dulay, Burt, and Krashen, 1982). This taxonomy highlights the surface structures of language are altered by learners in specific and systematic ways. This

premise is also related to the concept that learners' cognitive process underlies the way learners construct and develop their interlanguage. The results of the analysis revealed that students made all types of errors (omission, addition, misformation, and misordering) in their translations. The frequency of each type of error is shown in Table 4 below:

Table 4 | Frequencies of students' grammar errors based on surface strategy taxonomy (Dulay, Burt, & Krashen, 1982).

No.	Types of Errors	Sub-types	Frequency
1.	Omission		97
2.	Addition	Double markings	2
		Regularization	1
		Simple addition	10
		Sub-total	13
3.	Misformation	Regularization	1
		Archi-form	45
		Sub-total	46
4.	Misordering		15
	Total		171

Based on the findings above, it is apparent that omission is the most frequent error made in students' translation with

97 times of total errors based on surface strategy taxonomy. Some examples of omission, addition, misformation, and misordering are presented in the following data:

	Student Translation	Correct Translation
[6]	The function of all branding today Ø to show social status	The function of all branding today is to show social status
[7]	Yesterday I cuted my hair	Yesterday I cut my hair
[8]	I agree with he	I agree with him
[9]	Branding is a phenomenon recent	Branding is a recent phenomenon

Another problem found in the students' translation is the absence of the linking verb as shown in [6]. As seen from the datum presented above, the students most likely omitted the linking verb in a sentence. Instead of depicting any action, linking verbs have the function to act as a link between a subject or topic and additional information or the rest of the sentence following that subject. The additional information can be a predicate adjective or a predicate noun. The error in [6] above might be caused by either interlingual errors or communication strategies. The students were not able to find the equivalent term for *adalah* in English and therefore omitted the item. The non-existent grammatical elements in their L1 made students omit the linking verbs in [6]. In Indonesian, there are no auxiliary verbs, linking verbs, and other kinds of verbs. The fact that there are no linking verbs in Indonesian proved the transfer of grammatical elements from students' mother tongues [6].

irregular verb cut by applying the rules of regular verbs; accordingly, the word *cuted* was created. It can be presumed that the students instinctively developed the rule that adding the suffix *-ed* would create the past simple form for all verbs.

An example of addition can be seen in [7]. The sentence was supposed to be in the simple present tense as there was the adverb *yesterday*. However, the students overgeneralized the rules of past simple forms of the

From the data gathered, students also made some misformation errors, particularly the *archi-forms* errors. The students made this type of error the most in their translations. Datum [8] reflected the *archi-forms* errors in which the students selected the wrong member of the class of pronouns. In datum [8], instead of using the object pronoun *him*, the students used the subject pronoun *he*.

Transfer of lexico-semantic elements, cross-association to be more precise, was the possible cause of this error. Pronouns are one of the most prominent differences between English and Indonesian. There are subject pronouns, object pronouns, possessive adjectives, as well as possessive pronouns in English, but in Indonesian, there is only one form of pronoun to represent other pronouns.

In the case above, the pronoun *dia* (male) in Indonesian is equivalent to both the subject pronoun *he* and the object pronoun *him* in English.

Based on the data found, the students inverted the adjective and the noun most of the time. In [9] above the students wrote *fenomena baru-baru ini* as the literal translation from *fenomena baru-baru ini*. Interlingual error played another important role in causing this error. The grammatical rule of Indonesian which places adjectives after nouns instead of the other way around encouraged them to apply the same rule in English. Since the students employed the rules in their native language in the target

language, this error was affected by the transfer of grammatical elements.

Morpho-Syntactic Errors Taxonomy

Due to some overlapping sub-types between surface strategy taxonomy and morpho-syntactic errors taxonomy, the classification below only included the sub-types that surface strategy taxonomy did not cover. According to the table below, the distribution of the errors was fairly equitable.

Table 5 | Frequencies of students' grammar errors based on morpho-syntactic errors taxonomy (Keshavarz, 2012).

No.	Types of Errors	Description	Frequency
1.	Wrong use of part of speech		31
2.	Wrong uses of tenses		29
3.	Wrong use of verb groups	Wrong construction of verbs	9
		Wrong use of modals and auxiliaries	16
		<i>Sub-total</i>	25
4.	Error due to lack of concord or agreement	Lack of subject-verb agreement	15
		Lack of concord within a noun group	4
		<i>Sub-total</i>	19
Total			104

Before delving into each error in further depth, the examples of wrong use of part of speech, wrong use of tenses, wrong use of verb groups, and error due to lack of concord or agreement are presented by the excerpts below respectively.

In contrast to the archi-form errors, which occur when one member of the same word class is mistakenly chosen error in the wrong use of part of speech occurs when a word from the same word class is mistakenly chosen to represent another word class. As indicated in [10], the students substituted the adjective *healthy* for the noun *health*. This kind of error most probably took place due to faulty categorization. The students misidentified the adjective *healthy* as a noun.

As previously indicated, there is only one tense in Indonesian. This implies that whenever an action or an event

takes place, there is no tense marker to indicate the time of the occurrence. Given this, it is not uncommon for Indonesian EFL learners to make errors by employing the wrong tenses in their sentences. An example of this kind of error can be found in [11] above. Despite the presence of the adverb time *yesterday* that indicates the event took place in the past, the students used simple present tense instead of simple past tense [11]. Because of the difference in grammatical structure between Indonesian and English in terms of tenses, the students composed the sentences in English using simple present tense and present continuous tense which may be considered the basic tenses they had learned since elementary education. As a result, they might be more familiar with and utilize those two tenses more frequently.

	Student Translation	Correct Translation
[10]	... sleeping early is good for our healthy	... sleeping early is good for our health
[11]	Yesterday she is not swimming ...	Yesterday she did not swim ...
[12]	He is not have a lot of money	He does not have a lot of money
[13]	There are many mouse ...	There are many mice ...

Furthermore, they might be aware that there are other tenses in English, but they were unaware of the rules that govern to represent another member of the same word class when they should use simple present tense, present continuous tense, and simple past tense.

The datum [12] shown above exemplified the wrong use of verb groups in students' translations. The wrong use of auxiliary was demonstrated in [12] above in which the students used the auxiliary *is* instead of *does*. The students most likely got confused concerning the function of auxiliary verbs. As a consequence, the students overgeneralized the use of the auxiliary verb *is* and underutilized the use of the auxiliary verb *does*. That being the case, they ended up choosing the incorrect auxiliary verb and producing such an erroneous construction.

The last type of error based on morpho-syntactic taxonomy is an error due to a lack of concord or agreement. The determiner *many* should be used with the plural of countable nouns, hence the students should have used the plural forms of the noun *mouse* which is *mice* in [13] above. Transfer of grammatical elements, as well as morphological elements, caused those errors since in Indonesian, there are no auxiliary verbs and most of the nouns have the same singular and plural forms.

CONCLUSION

In general, the students committed more grammatical errors than lexical errors. Omission, confusion of sense relations, misformation, and distortions were the most prevalent lexical and grammatical errors found in the data. The omission was mostly related to the absence of function words such as articles, auxiliaries, prepositions, and pronouns. Factors affecting the omission were avoidance strategies and transfer of grammatical elements. Regarding confusion of sense relations, the students frequently used the wrong near-synonyms due to cross-association. In terms of misformation errors, the students generally selected the incorrect member to represent other members in the class of prepositions and pronouns. Transfer of lexico-semantic errors and ignorance of rule restrictions were primarily responsible for the misformation. Distortion errors found in the data were most probably induced by the interference of the Indonesian phonological system as phonological rules may precede the morphological rules.

Based on the results above, it can be concluded that both intralingual and interlingual errors played essential roles in influencing students to make errors when translating texts from Indonesian into English. Besides, the findings of this study are analogous to those of prior studies in which grammatical errors were found more frequently than lexical errors in students' translations. To summarize, it is evident that errors are rule-governed and systematic.

The researcher suggests the following suggestions to enhance English teaching and learning practice, particularly in teaching grammar:

1. For teachers: reinforce students' grammar knowledge more by using authentic materials and applying them in real-life situations, pay more attention to materials that

are difficult for students, give immediate feedback when students made errors, and pay more attention to pronunciation as phonological production, lexicon, and grammar are interrelated.

2. For students: practice more and learn more about the functions and rule restrictions, particularly those of word classes and tenses, and use their errors as means to improve their grammatical mastery and translation skills.
3. For schools: give adequate amenities to aid English teaching and learning activities in the class and encourage both teachers and students to enhance the quality of English teaching and learning process through variation of school activities and extracurriculars.
4. For researchers: address the scope that had not been covered as well as constraints of the current research problem, establish the same research problem in different settings and contexts, investigate alternative variables that may be relevant to the current research topic, reevaluate the approach used, and expand the framework discussed in the current study.

ACKNOWLEDGEMENTS

It is a great pleasure to acknowledge my deepest and heartfelt gratitude to Universitas Teknokrat Indonesia, English Education Study Program of Universitas Teknokrat Indonesia who have helped me in composing and completing this research.

REFERENCES

- Al-Halawani, A. (2018). Error analysis: A case study of Malaysian EFL learners. *The European Proceedings of Social & Behavioural Sciences EpSBS*, 94-101. <https://doi:10.15405/epsbs.2018.05.99>
- Aminatun, D., Ngadiso, N., & Marmanto, S. (2018). Applying PLEASE strategy to teach writing skills to students with different linguistic intelligences. *Teknosastik: Jurnal Bahasa dan Sastra*, 16(1), 34-40. <https://doi.org/10.33365/ts.v16i1.120>
- Ayu, M., Diem, C. D., & Vianty, M. (2017). Secondary school students' English literacy: Use of interactive read aloud instructional strategy. *International Journal of Applied Linguistics & English Literature*, 6(7), 292-299. <https://doi:10.7575/aiac.ijalel.v.6n.7p.292>
- Brown, H. D. (2006). *Principles of language learning and teaching* (5th ed.). Pearson Education. <https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among five approaches* (2nd ed.). SAGE. <https://revistapsicologia.org/public/formato/cuali2.pdf>

- Colina, S. (2018). *Fundamentals of translation*. Cambridge University Press. https://assets.cambridge.org/97811070/35393/frontmatter/9781107035393_frontmatter.pdf
- Cúc, P. (2018). An analysis of translation errors: A case study of Vietnamese EFL students. *International Journal of English Linguistics*, 8(1), 22-29. <https://doi:10.5539/ijel.v8n1p22>
- Dulay, H. C., Burt, M. K., & Kreshen, S. (1982). *Language Two*. Oxford University Press. <https://repozytorium.ukw.edu.pl/bitstream/handle/item/2617/Majer%20H.%20Dulay%2C%20M.%20Burt%2C%20S.%20Krashen%20%20Language%20Two.%20Oxford%201982.pdf?sequence=1&isAllowed=y>
- Gulö, I., & Rahmawelly, T. V. (2018). An analysis of omission in students' English writings. *Teknosastik: Jurnal Bahasa dan Sastra*, 16(2), 55-59. <https://media.neliti.com/media/publications/300850-an-analysis-of-omission-in-students-english-9ff39031.pdf>
- Gulö, I., & Setiawan, D. B., & Sari, L. (2022). Grammatical mistakes: What is the problem now?. *Teknosastik: Jurnal Bahasa dan Sastra*, 20(1), 51-56. <https://doi.org/10.33365/ts.v20i1.1891>
- James, C. (2013). *Errors in Language Learning and Use*. Routledge Press. <https://www.perlego.com/book/1557631/errors-in-language-learning-and-use-exploring-error-analysis-pdf>
- Kazakova, T. A. (2015). Strategies of literary translation. *Journal of Siberian Federal University. Humanities & Social Sciences*, 8(12), 2842-2847. <https://doi:10.17516/1997-1370-2015-8-12-2842-2847>
- Keshavarz, M. H. (2012). *Contrastive Analysis & Error Analysis*. Rahnama Press. https://www.researchgate.net/publication/353466608_Sample_pages_of_Contrastive_Analysis_Error_Analysis_and_Interlanguage
- Khanom, H. (2014). Error analysis in the writing tasks of higher secondary level students of Bangladesh. *GSTF International Journal on Education (Jed)*, 2(1), 39-44. <https://doi:10.7603/s40742-014-0002-x>
- Koman, H. N. N., Hartono, R., & Yuliasri, I. (2019). Translation errors in students' Indonesian-English translation practice. *English Education Journal*, 9(2), 206-218. <https://doi:10.15294/EEJ.V9I2.29372>
- Mandasari, B., & Wahyudin, A. Y. (2021). Flipped classroom learning model: Implementation and its impact on EFL learners' satisfaction on grammar class. *Ethical Lingua*, 8(1), 150-158. <https://ethicallingua.org/25409190/article/view/234>
- Nida, E. A. (1964). *Toward a science of translating: With special reference to principles and procedures involved in bible translating*. Brill. <https://www.jstor.org/stable/25000397>
- Qodriani, L. U. (2019). English interference in Bahasa Indonesia [Indonesian language]: A phonology-to-orthography case in instagram caption. *Proceedings of the 3rd English Language and Literature International Conference*, 3, 349-355. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4730>
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education Limited. http://www.saint-david.net/uploads/1/0/4/3/10434103/linguistic_term_dictionary.pdf
- Rido, A. (2020). English for university graduate employability: Students and employers' voices. *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, 430, 6-10. <https://doi:10.2991/assehr.k.200406.002>
- Rido, A., Kuswoyo, H., & Ayu, R. (2020). Interaction management strategies in English literature lectures in esehatan university setting. *Indonesian Journal of EFL and Linguistics*, 5(2), 315-337. <https://doi:10.21462/ijefl.v5i2.286>
- Robinson, D. (2012). *Becoming a translator: An introduction to the theory and practice of translation* (3rd ed.). Routledge. https://www.researchgate.net/publication/338881885_Becoming_a_Translator_An_Introduction_to_the_Theory_and_Practice_of_Translation
- Sari, B. N., & Gulö, I. (2019). Observing grammatical collocation in students' writings. *Teknosastik: Jurnal Bahasa dan Sastra*, 17(2), 25-31. <https://doi.org/10.33365/ts.v17i2.325>
- Sammot-Bonnici, T., & McGee, J. (2014). *Case study*. Wiley Encyclopedia of Management. <https://doi:10.1002/9781118785317.wcom120012>
- Simanjuntak, H. L. (2019). The translation of English passive voice into Indonesian. *Teknosastik: Jurnal Bahasa dan Sastra*, 17(1), 40-49. <https://doi.org/10.33365/ts.v17i1.231>
- Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education Limited. <https://jonturnerhct.files.wordpress.com/2014/09/how-to-teach-grammar-scott-thornbury.pdf>
- Wongranu, P. (2017). Errors in translation made by English major students: A study on types and causes. *Kasetsart Journal of Social Sciences*, 38(2), 117-122. <https://doi:10.1016/j.kjss.2016.11.003>

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © 2023 Salma Mu'min Shiddiq, Lulud Oktaviani, Sakhi Herwiana, Citra Suryanovika. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.*