
Translation Errors and Their Causes in Indonesian to English Translations by Junior High School Students

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Abstract: This study investigates the types and causes of translation errors made by ninth-grade students at SMP Negeri 3 Ingin Jaya when translating Indonesian sentences into English. Employing a descriptive qualitative method, a purposive sampling technique was used to select 32 students from Class IX.1. Data were collected through a translation test and semi-structured interviews. The translation test consisted of ten Indonesian sentences involving four tenses: simple present, present progressive, simple past, and simple future, to be completed within 60 minutes. The error types were analyzed using the Surface Strategy Taxonomy by Dulay et al. (1982), which includes omission, addition, misordering, and misformation. Meanwhile, the causes of errors were identified based on Ellis' (1997) theory, focusing on carelessness, first language interference, and translation. The findings revealed a total of 276 errors, with misformation being the most frequent (127 items, or 46.01%), followed by omission (92 items, or 33.33%), addition (34 items, or 12.31%), and misordering (23 items, or 8.33%). The leading causes of these errors were carelessness, first-language interference, and literal translation. It is recommended that English teachers implement focused grammar and translation exercises, providing feedback on common error patterns. Future research could explore error correction strategies and their effectiveness in improving students' translation skills.

Keywords: Types of errors; causes of errors; translation.

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INTRODUCTION

Language is the system of communication that is used for human interaction to communicate with each other. Language is the primary tool used to present arguments and information to others in our daily lives (Rabiah, 2018). People can acquire a great deal of knowledge by using language. It also progressed from the most basic to the most complex. Language has been used for communication all over the world. Each country and region use a different language; different countries usually have different languages. Language is used to express the feelings, experiences, thoughts, ideas, and attitudes of every human being.

Indonesian schools teach English as a foreign language. It is quite dissimilar from learning a first language to learning a foreign language, particularly when the target language is totally different in grammatical, syntactic, phonological, and pragmatic systems. English is the mandatory language that Indonesian students must learn to communicate effectively with students from other nations, as it has become a global language in recent years (Crystal, 2003). English also becomes crucial for communication

and for expressing thoughts and feelings. Indonesian students are required to demonstrate English proficiency in both writing and speaking.

Learning a new language often involves a translation process because it helps learners connect the new language (L2) with their first language (L1). Translation acts as a bridge, allowing learners to understand new words and grammar by relating them to familiar concepts in their native language (Cook, 2010). It is beneficial for building vocabulary, as learners can quickly remember new words by knowing their equivalents in their L1 (Nation, 2013). Translating also helps learners compare sentence structures and better understand differences in grammar and word order between languages (Ellis, 1997). In classroom settings, translation is often encouraged by teachers, especially in traditional language teaching methods (Larsen-Freeman, 2011).

Translation should not be abandoned entirely in EFL classrooms because first language and translation can assist learners with lower proficiency in gradually becoming more proficient in the language (Putrawan, 2019). In the Indonesian context, translation plays a significant role, serving as a valuable strategy for beginner learners. It helps them master lexical items, enhance their English proficiency, improve vocabulary understanding, and support reading comprehension.

It goes without saying that students face numerous challenges while learning a new language, primarily due to their limited understanding, inadequate vocabulary, poor grammar, fear of making mistakes, and shyness (Alsalihi, 2020). As a matter of fact, language learners often exhibit a natural tendency to make errors in the target language as part of the acquisition process (Mustafa et al., 2017; Nunan & Lamb, 1996; Boroomand & Rostami, 2013). These errors arise from various sources, including interference from the first language (L1), where learners transfer familiar structures to the second language (Ortega, 2014). Overgeneralization of grammatical rules is also common, as learners attempt to apply known patterns too broadly (Brown, 2014). Learners also employ communication strategies, such as approximation, code-switching, or using gestures, to handle limited vocabulary or lack of grammar proficiency (Pawlak, 2018).

Additionally, cognitive and psychological factors, including memory load, anxiety, and confidence levels, can impact language performance (MacIntyre & Gardner, 1994). Rather than being seen purely as mistakes, such errors represent natural stages in language development and provide valuable insights into the learning process (Ellis, 1997). Analyzing these patterns enables educators to adapt instruction and provide better support for learner progress.

Error analysis is a part of linguistic analysis that focuses on identifying, classifying, and interpreting errors (Corder, 1973; Ellis, 1997; James, 2013). The purposes of error analysis are to understand learners' difficulties, improve teaching methodologies, provide insights for teachers in order to offer proper instruction and feedback based on the types of errors students made, enhance learner awareness of their errors, and improve self-correction and proficiency (Mustafa et al., 2017; Phettongkam, 2013; Jobeen et al., 2015).

Although superficially, mistake and error might be used interchangeably, it is important to keep in mind the difference between error and mistake in language learning. An error is a systematic and consistent deviation from the rules of the target language, usually caused by a lack of knowledge (Ellis, 1997). Errors occur when a learner does not know the correct form and, therefore, cannot correct it themselves. A mistake is a performance slip that occurs despite knowing the correct form. It may happen due to

fatigue, distraction, stress, or temporary lapses (Jobeen et al., 2015). The learner can recognize and self-correct mistakes if they are pointed out.

In the process of translating sentences, errors occur because of knowledge deficiency about the target language rules. Errors are often found in students' translation results while translating a sentence by adding one or more items in utterance, leaving out one or more items in the sentence, using the incorrect structure form, and using the incorrect word group placement in the sentence. Thus, the meaning of utterance will be changed. For example, in "Peter reading the newspaper", the student was asked to translate an Indonesian sentence "Peter *sedang membaca koran*". In that translation, the student made an error in terms of omission of "is" which should exist. The to be "is" indicates present progressive tense, so the correct sentence should be "Peter is reading the newspaper." The surface strategy taxonomy proposed by (Dulay et al., 1982) can be used to determine and categorize these errors classification. It is an approach to identifying patterns of surface structure transformations made by language learners. This approach encompasses four categories of errors: omission (the failure to include necessary elements), addition (the inclusion of unnecessary elements), misordering (incorrect word order), and misformation (incorrect forms). The Surface Strategy Taxonomy emphasizes how learners systematically modify the surface structure of the target sentence, for example, when translating from Indonesian to English. It helps explore how the first language (L1) influence can be reflected in the translation errors produced by learners. Understanding these patterns provides a foundation for developing more targeted teaching strategies to improve translation accuracy. Also, the implementation of SST is important to be done in order to improve students' level of understanding on English grammar (Monny & Pratiwi, 2022).

Learning English is mandatory for secondary education students in Indonesia. Junior high school is a formal stage of basic education in Indonesia, following elementary school graduation. Junior high school takes three years to complete, and it is compulsory for all children in Indonesia, starting from seventh grade and completing their secondary education in ninth grade. Considering the importance of grammatical aspects, understanding basic structures, and improving reading comprehension in the learning process, junior high school students should have the ability to translate sentences since they are beginner English learners (Apipi, 2018)

In conclusion, this study aims to identify translation errors based on the surface strategy taxonomy and explore their causes among 9th-grade students at SMPN 3 Ingin Jaya, Aceh Besar. The school was selected because it aligns with the study's focus, and there is a lack of similar research in the area of students' errors in English sentence structure. Understanding the types and causes of these translation errors is crucial for proposing practical solutions to enhance students' language proficiency.

Several studies have investigated error analysis in language learning and translation contexts. Millah (2016) examined errors in students' use of simple past tense in writing, identifying misformation as the most common error, with a focus on recounting texts. Similarly, Mastura et al. (2022) analyzed writing errors using Dulay et al. (1982) surface strategy taxonomy and found misformation to be dominant, although their study employed a descriptive quantitative method. Maia et al. (2022) explored translation errors from Tetum to English and reported high frequencies of addition and misordering errors; however, they did not analyze the causes of these errors. Shalichah (2021) investigated

both error types and causes in students' translation of recount texts, identifying issues such as incorrect generalization and inadequate rule application.

Meanwhile, Hidayati (2016) focused on grammatical errors in thesis abstracts, employing both Dulay's and Norrish's theories to explore causes like carelessness and first language interference. While these studies share methodological similarities—such as employing error analysis frameworks and qualitative approaches—they differ in focus, framework, data sources, and depth of analysis. This study extends previous work by examining both error types and underlying causes in students' sentence-level translation tasks from Indonesian to English in an EFL context.

While previous studies have provided valuable insights into error types in students' writing and translation, most of them focused either on written text genres (such as recount and narrative texts) or on error types alone without thoroughly investigating the underlying causes of those errors. Moreover, limited research has examined translation errors, specifically at the sentence level, from Indonesian to English among junior high school English as a Foreign Language (EFL) learners. To address this gap, the present study adopts the Surface Strategy Taxonomy proposed by Dulay et al. (1982) to identify four types of errors: omission, addition, misformation, and misordering. Additionally, to analyze the causes of these errors, this study uses the framework of Ellis (1997), which classifies causes into carelessness, first language interference, and translation difficulty. These theoretical frameworks provide a comprehensive understanding of both the errors that occur and the reasons behind them. The study focuses on ninth-grade students at SMP Negeri 3 Ingin Jaya, who continue to face challenges in translating Indonesian sentences into English—such as adding or omitting elements, incorrect word forms, and improper word order. Therefore, this study aims to identify the types and frequency of translation errors, as well as the factors contributing to those errors, to provide meaningful implications for EFL teaching and learning. To guide the research, the following questions were formulated: (1) What types of translation errors are made by the ninth-grade students of SMP Negeri 3 Ingin Jaya in translating Indonesian sentences into English? Moreover, (2) What are the causes of those translation errors in students' sentence-level translation tasks?

METHOD

This study employed a descriptive qualitative design to analyze students' translation errors from Indonesian into English. It is aimed to identify dominant error types and understand the factors contributing to students' translation difficulties. The research was conducted at SMP Negeri 3 Ingin Jaya, involving 32 ninth-grade students from class IX.1, who were selected through purposive sampling based on the English teacher's recommendation due to their sufficient translation competence and relevance to the research focus. Data were collected using two instruments: a translation test and a semi-structured interview. The test consisted of 10 Indonesian sentences representing four tenses (simple present, present progressive, simple past, and simple future) and was completed within 60 minutes. The students' responses were analyzed using the Surface Strategy Taxonomy (Dulay et al., 1982), which encompasses omission, addition, misordering, and misformation.

For the categorization and percentage calculation of error types, descriptive statistics were used to determine the frequency and percentage of each error category. In addition, Miles, Huberman, and Saldana's (2014) interactive model, comprising data

condensation, data display, and conclusion drawing, was employed to organize and interpret the data. This interactive model was also used for analyzing interview data. Then, to explore the causes of errors, six students were selected for interview—three with the highest (MW with 20 errors, EM with 17 errors, and NA with 17 errors) and three with the lowest number of errors (there is AA with four errors, SN with four errors, and NR with five errors.). The interviews were analyzed using Ellis's (1997) framework, which includes carelessness, first-language interference, and translation strategies. Data analysis followed Miles et al.'s (2014) interactive model, including data condensation, data display, and conclusion drawing.

To ensure the validity and reliability of the research findings, the study employed triangulation techniques, as suggested by Cohen et al. (2002). It was done by cross-checking the data obtained from multiple sources (translation test and interview). This approach allows a more comprehensive understanding of the errors made by students and their underlying causes. Additionally, the classroom English teacher became the second rater in the error analyzing process and worked independently to analyze the data using the same surface strategy taxonomy framework. Discrepancies in error categorization were resolved through discussion until a consensus was reached.

RESULT AND DISCUSSION

This study collected data on the types of errors in specific components. Based on the data analysis results, 276 errors were found in four components of students' error types, according to the surface strategy taxonomy, which included omission, addition, misformation, and misordering. The types of student' errors occurred at various frequencies, as shown in Table 1.

Table 1. Percentage of Students' Errors

No.	Types of Surface Strategy Taxonomy	Frequency	Percentages of errors (%)
1.	Misformation	127	46.01
2.	Omission	92	33.33
3.	Addition	34	12.31
4.	Misordering	23	8.33
Total		276	100

The most frequent types of errors were misformation errors that occurred in 127 items or 46.01% of 276 total errors, then followed by omission errors that occurred in 92 items or 33.33% of 276 total errors, additional errors occurred in 34 items or 12.31% of 276 total errors, and misordering error is the lowest error type produced by the learners that occurred in 23 items or 8.33% of 276 total errors.

The most common errors made by students were misformations, which occurred in 127 items (46.01%). The incorrect form of language structure categorizes misformation errors. In this error type (table 2), the students misapplied the grammatical rules of the

target language. For example, the student NA made a misformation error when translating sentence , "Putra yesterday buy blue books." the concept of the sentence was in the past tense. Thus, the verb form added in the sentence should be "Yesterday, Putra bought blue books." In this study, students made some misformation errors in their translation test, such as misformation of the article and misformation of verb form.

Table 2. Errors in Misformation

No.	Student's initial	Students' error	Corrections	Explanations
1.	AA	There is <u>a</u> apple in my bag.	There is <u>an</u> apple in my bag.	The word "a" should be replaced by "an"
2.	EM	Andi yesterday <u>go</u> to market.	Yesterday, Andi <u>went</u> to the market.	The word "go" should be replaced by "went"
3.	NA	Putra yesterday <u>buy</u> blue books.	Yesterday, putra <u>bought</u> blue books.	The word "buy" should be replaced by "bought"
4.	DA	John <u>watching</u> TV yesterday.	John <u>watched</u> TV yesterday.	The word "watching" should be replaced by "watched"
5.	AK	There <u>is</u> five books on the table.	There <u>are</u> five books on the table.	The word "is" should be replaced by "are"

The findings of this research show that misformation was the most common error produced by the students. 127 errors out of 276 errors were found in this type of error. The students frequently made errors and inaccuracies related to sentence structure, primarily due to the interference of their first language. The students frequently have difficulty in forming and selecting the correct morphemes or structures of the sentence. As a result, the students must be familiar with the tense forms which are employed in various types of writing.

Next, omission errors occurred in the sentence when one or more necessary components of language were missing. Kinds of omission errors found in this research consist of omission of noun, omission of article, omission of pronoun, and omission of plural form. There were 92 omission errors produced by the learners.

Table 3. Errors in Omission

Student	Students' error	Corrections	Explanations
NF	They are smart <u>student.</u>	They are smart <u>students.</u>	The letter "s" should be added to the word "students" because the word "they" is plural.
SN	I will buy several <u>food</u> in the market.	I will buy several <u>foods</u> in the market.	The letter "s" should be added to the word "foods" because the word "several" is plural.
NM	Peter newspaper. reading	Peter <u>is</u> reading newspaper.	Students committed an error dealing with the omission of 'is' which should exist in the

Student	Students' error	Corrections	Explanations
			sentence.
MM	Next month, I will visit grandmother.	Next month, I will visit my grandmother.	Students committed an error dealing with the omission of the word 'my' which should exist in the sentence.
IM	Ther is a apple in my bag.	There is an apple in my bag.	Students were omitting the letter "e" that should exist in the sentence

The students omitted some necessary elements in sentences. For instance, student MM made omission error of pronoun in sentence "Next month, I will visit grandmother" which should be written correctly as "Next month, I will visit **my** grandmother". The error occurred because pronoun was omitted in this sentence. The next example is in IM's sentence "**ther** is a apple in my bag" which should be written correctly as "**there** is an apple in my bag". The student IM was missing the letter "e" in the word "there". Student SN also produced omission error in sentence 5 "I will buy several **food** in the market". The student omitted bound morpheme "-s" in the main verb form. The bound morpheme "-s" functions as the plural marker.

Addition errors occur when one or more unnecessary components of language exist in a sentence. It was discovered that 34 addition errors occurred, representing 12.31% of the total errors. The errors were due to the addition of unnecessary items in the sentences, as seen in Table 4.

Table 4. Errors in Addition

Student's initial	Students' error	Corrections	Explanations
DR	I am will buy some foods in the market.	I will buy some foods in the market.	Addition of "am" that should be omitted
AK	They are a smart students.	They are smart students.	Addition of "a" that should be omitted
NM	Peter read ting newspaper.	Peter is reading newspaper.	Addition of "t" should be omitted.
NUF	John to watch a TV yesterday.	John watched TV yesterday.	Addition of "to" and "a" that should be omitted
GS	I will visit my granma next mo un th.	I will visit my grandma next month.	Addition of the letter "u" that should be omitted

Student DR translated the sentence "I **am** will buy some foods in the market", she made addition error of verb where superfluous verb in a sentence should be omitted. The sentence should be translated as "I will buy some foods in the market". Another example of addition error is in sentence "They are a smart students", student AK added the item of the article "a" in the sentence that was redundant because "students" refers to plural form. Kinds of addition errors that the students made are addition of article, addition of conjunction, addition of noun, and addition of to be. For example, "they are **a** smart student", the student AK added an article "a" in the sentence where the sentence should be in plural marker. The sentence should be "They are smart students".

The last error type was a misordering error. Misordering errors occur in the sentence when the students make the incorrect morpheme or group of morphemes placement in a sentence. For example, "Putra yesterday buy blue book", the student NS made misordering errors in translating sentence 4. The sentence should be, "Yesterday, Putra bought a blue book". This type of error occurred because of the dissimilarity between the language structure of the source language and the target language. The findings are presented in table 5.

Table 5. Errors in Misordering

Student's initial	Students' error	Corrections	Explanations
SK	They are <u>student</u> a <u>smart</u> .	They are <u>smart</u> <u>students</u> .	Incorrect placement of the word "students" should be placed after "smart"
DA	<u>Andi yesterday</u> buy blue book.	<u>Yesterday, Andi</u> bought blue book.	Incorrect placement the word "Andi" should be placed after "yesterday"
DA	I will visit my grandmother <u>month</u> <u>next</u> .	I will visit my grandmother <u>next</u> <u>month</u> .	Incorrect placement of the word "next" should be placed after "month"

Errors of misordering were also found in the results of students' translation tests. For example, student DA translated sentence , "I will visit my grandmother month next." The student misplaced the use of sentence structure, in which the noun "month" should be placed after the adjective "next." The correct sentence should be translated as "I will visit my grandmother next month."

The findings of this study revealed 276 errors in students' sentence-level translation tasks, categorized into four types based on Dulay et al.'s (1982) Surface Strategy Taxonomy: misformation, omission, addition, and misordering errors. The predominance of misformation errors identified 127 items (46.01%) and suggests that students often struggle to apply the target language's grammatical rules correctly. These errors included misformations of verbs and articles, as exemplified in sentences like "Putra buy blue books yesterday," which should be "Putra bought blue books yesterday." Such patterns align with findings by Millah (2016), Mastura et al. (2022), and Hidayati (2016), all of whom reported that misformation errors were the most frequent in EFL contexts, reflecting difficulties in internalizing English morphological and syntactic structures. Then, omission errors, identified in 92 items (33.33%), involved missing elements such as articles, plural markers, and pronouns. For example, the sentence "I will visit grandmother" should include "my" before "grandmother." This omission suggests that students face challenges in understanding the obligatory nature of these grammatical components in English—a phenomenon also noted by Shalichah (2021) and Hidayati (2016). Also, addition errors (12.31%) occurred when unnecessary elements were inserted into sentences, such as adding an article "a" before the plural noun "students" in "They are smart students." This reflects the overgeneralization of L1 structures or literal translation processes, as discussed by Maia et al. (2022), who also identified additional errors in their study of Translation from Tetum to English. Finally, misordering errors (8.33%) resulted from incorrect placement of words or morphemes, such as "I will visit my grandmother month next" instead of "I will visit my

grandmother next month.” These errors often stem from differences in syntactic structures between Indonesian and English, as also noted by previous research (Maia et al., 2022; Shalichah, 2021).

The findings demonstrated that misformation errors are the most prominent in translation tasks from Indonesian to English, with omission, addition, and misordering errors also present. These errors, influenced by both linguistic and affective factors, underline the need for targeted instructional interventions that address students’ morphological and syntactic awareness, as well as their motivation and confidence in learning English. These patterns align with previous studies, indicating that difficulties with verb forms, articles, and plural markers continue to challenge EFL students’ translation accuracy.

Further, Mustafa & Kholid (2019) criticizes the lack of practical translation training in many Indonesian university programs, emphasizing that students often learn only theory. It suggests that specific translation techniques should be taught thoroughly, especially those *frequently used* in actual English–Indonesian translation practice. They suggest Six Most Frequently Used Techniques ,Amplification, Reduction, Transposition, Borrowing, Modulation, Literal translation. However, this study is highly valuable and should be used as a reference model to develop translation instruction, even at the senior high school level. It might significantly reduce their translation errors.

Besides seeking types of translation errors made by junior high school students, this study also investigated the underlying causes of translation errors made by students when translating Indonesian sentences into English. Based on interview data, three leading causes were identified: carelessness, first-language interference, and word-to-word translation.

Carelessness

Carelessness emerged as a frequent factor influencing students' errors. Several students admitted to a lack of interest and motivation in learning English, which contributed to inattention when writing or constructing English sentences. This carelessness often resulted in avoidable yet straightforward errors such as omitting plural markers or using incorrect articles. Two out of three high-frequency error students explicitly stated that they were not motivated to learn English or to translate accurately.

HF-MW : “*kurang berminat kak*”

[Translation: not really interested (with English)]

HF-EM : “*enggga terlalu suka kak*”.

[Translation: do not really like (English)]

The students made errors in writing certain words that were required to form a sentence, and they omitted the letters or words that were necessary in a sentence. Therefore, the students were not careful in writing a sentence with an item. For example, HF-MW translated sentence “five book on the table”, student HF-MW omitted to put -s in the plural system in the sentence. This example was caused by carelessness because the students should pay more attention to writing a word in translating a sentence.

Saadah’s (2016) study supports this finding, confirming that carelessness is a factor contributing to errors in language performance, including translation. It can be caused by

a lack of concentration, inadequate vocabulary, and haste, leading to errors that reflect students' limited knowledge of the language.

LF-AA stated “keterbatasan kosa kata yang dimiliki, jadi lebih sulit dalam pemilihan kata yang cocok dalam kalimat...”

[Translation : due to the limited vocabulary, thus, it is more difficult to choose suitable words in sentences].

HF-NA : “kosa kata yang saya kuasai masih sedikit”

[Translation : i have limited vocabulary proficiency].

These statements proved that the students have limited vocabulary to translate the sentences. Thus, the students find it difficult to find equivalent meaning in English. The interview transcript showed that all low-frequency errors students and all high-frequency errors students admit that they lack vocabulary in English.

It is also revealed from the interview that other reasons contributing to carelessness are the student's lack of confidence, which leads to minimal effort in providing correct answers. Many students considered English-to-Indonesian Translation significantly difficult and expressed uncertainty when required to translate into English. This lack of confidence led to minimal effort and a focus on task completion rather than accuracy, further contributing to their errors.

LF-NR : “lumayan sulit menerjemahkan kalimat dari bahasa Indonesia ke bahasa Inggris dibandingkan dengan dari bahasa Inggris ke bahasa Indonesia”

[Translation: It is quite difficult to translate sentences from Indonesian to English compared to English to Indonesian.].

HF-NA : “sulit sekali kak”

[Translation : it is very difficult].

The interview results above are aligned with a study conducted by Jannah et al. (2022) confirming that carelessness is one of the causes of error in translation which is closely related to lack of motivation and interest in learning.

First-Language Interference

Students also reported difficulties caused by structural differences between Indonesian and English. Many applied Indonesian syntactic patterns directly to English sentences, leading to incorrect word order and verb usage. This linguistic transfer from the mother tongue was more prevalent among students who made high-frequency errors. All of them acknowledged challenges arising from structural differences and unfamiliarity with English grammar.

Mother-tongue interference was found to be one of the students' error causes in translating Indonesian into English sentences. For instance, some students used the grammatical structure of their first language rather than using English as the target language, as expressed by the students:

LF-SN : “menerjemahkan kalimat dari bahasa Indonesia ke bahasa Inggris cenderung lebih sulit karena perbedaan struktur bahasa”.

[Translation: translating sentences from Indonesian to English tends to be more difficult due to the difference in language structure].

HF-NA : “.. tidak begitu paham tentang struktur dari bahasa Inggris...”.
 [Translation: don't really understand the structure of the English language].

This can cause errors in students because there are differences between the formation and structure of the language. An example of errors caused by first language interference is HF-MW translated “Andi yesterday go to the market”, HF-MW misformation the word “go” in the sentence. It can be proved that the students are still interference by their first language when translating sentences from Indonesian to English because English has different forms for past tense and present tense while Indonesian uses the same verb for past and present form.

Al Khresheh (2016) explains that errors in the production of a target language, when influenced by the learner's native language or mother tongue, are known as interlingual errors. These errors typically occur in areas where the two languages differ significantly. This phenomenon is evident in the context of Indonesian and English. For example, Aini (2018) found that structural differences between the two languages often result in incorrect translations and grammatical constructions when Indonesian learners attempt to produce English sentences.

Literal Translation

A common cause of error was word for word translation, without considering English grammatical rules. This often led to misordering errors, as students failed to adjust sentence structure to conform with English syntax. Two of the three students who made high-frequency errors admitted that they relied heavily on literal translation strategies during the test. translation as a cause of errors that occurred when the student translates a sentence word by word.

HF-MW : “kata per kata kak”.
 [Translation: word by word].

This cause of errors can lead students to make misordering errors in their translation because there are differences in the language rules between Indonesian and English sentences. For instance, student HF-NA translated “Putra yesterday buy blue books” instead of “Putra bought blue books yesterday”, she made error in using word order. The sentence is acceptable when translated into Indonesian but not in English because both languages have differences in sentence structure. Earlier studies revealed students' reliance on word-by-word translation as the result of insufficient mastery of the target language. Yuliasri (2016) found out that students' literal translation without considering the context or idiomatic expression resulting in phrases that were grammatically incorrect or nonsensical in English. Aini (2018) and Erlangga et al. (2019) studies also support this research finding where students committed similar error by doing word for word translation

CONCLUSION

Considering the research results and discussion above, it can be concluded that the most common errors produced by the ninth-grade students of SMP Negeri 3 Ingin Jaya were misinformation errors that occurred in 127 items or 46.01% of 276 total errors, then followed by omission errors that occurred in 92 items or 33.33% of 276 total errors, addition

errors occurred in 34 items or 12.31% of 276 total errors, and misordering error is the lowest error type made by the learners that occurred in 23 items or 8.33% of 276 total errors. Specific translation techniques should be taught even at the senior high school level to reduce their translation errors. The study also identified the causes of errors made by students when translating Indonesian sentences into English, which include carelessness, first-language interference, and inadequate translation methods. Teachers and future researchers could benefit from proposing effective feedback, solutions, and error correction strategies based on the findings of this research regarding the types and causes of students' grammatical errors in translating Indonesian into English.

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