LEXICAL ERRORS ANALYSIS OF ENGLISH – INDONESIAN TRANSLATION AT THE FOURTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM OF UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

A THESIS

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ABSTRACT

This study investigates the lexical errors made by fourth-semester students at UIN S.M.D.D Bukittinggi when translating English texts into Indonesian, employing a qualitative case study approach. A sample of ten informants was selected through homogeneous sampling to ensure consistency in language proficiency and educational background. Data were collected through document analysis of translation tests, focusing on a news article titled "Drink Driver Jailed for Killing Retired Teacher" from BBC News. The analysis utilized James' taxonomy of formal and semantic errors, along with Ellis' error analysis procedures, to categorize the errors and explore their underlying causes, including interlingual and intralingual transfer.The findings revealed a range of lexical errors, categorized into formal and semantic errors. Formal errors included misselection and misformation, with specific issues related to incorrect suffix and prefix usage, as well as phonetic inaccuracies. Semantic errors encompassed confusion in sense relations and collocational errors, indicating challenges in selecting semantically appropriate terms. For instance, common missteps involved translating "retired teacher" as "guru pensiun" instead of the more accurate "guru yang telah pensiun," highlighting a lack of morphological precision.The analysis underscores the importance of targeted educational interventions aimed at improving students' translation skills and language proficiency. By identifying and addressing these lexical errors, the study contributes to the understanding of translation challenges faced by Indonesian EFL learners and emphasizes the need for enhanced training in morphological accuracy and semantic selection. Overall, the findings provide insights for educators to refine teaching strategies and improve translation competencies in English-to-Indonesian contexts.

Key words: Lexical Error, Translation

ABSTRAK

Penelitian ini mengkaji kesalahan leksikal mahasiswa semester empat di UIN S.M.D.D Bukittinggi dalam menerjemahkan teks bahasa Inggris ke bahasa Indonesia menggunakan studi kasus kualitatif. Sepuluh informan dipilih dengan sampling homogen untuk memastikan keseragaman kemampuan bahasa. Data diperoleh melalui analisis dokumen berupa tes terjemahan dari artikel BBC News berjudul "Drink Driver Jailed for Killing Retired Teacher." Analisis kesalahan menggunakan taksonomi James dan prosedur Ellis untuk mengidentifikasi kesalahan formal, seperti pemilihan dan pembentukan kata, serta kesalahan semantik, termasuk kebingungan makna dan kolokasi. Hasil menunjukkan perlunya intervensi pendidikan yang lebih terfokus untuk meningkatkan keterampilan terjemahan dan ketepatan morfologis. Temuan ini memberikan wawasan penting bagi pendidik dalam menyusun strategi pengajaran yang lebih efektif guna meningkatkan kompetensi terjemahan mahasiswa dalam konteks EFL.

Kata kunci: Kesalahan Leksikal, Terjemahan

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CHAPTER I

INTRODUCTION

A. Background of Problem

Translation is regarded as a form of communication since its fundamental purpose is facilitating communication among individuals hindered by linguistic differences. In communication, translation is pivotal in conveying textual information across different languages. As Isroilova (2024) highlighted, translation is a bridge for connecting individuals from diverse language backgrounds, thus fostering cultural exchange and enhancing global understanding. When engaged in cross-linguistic communication, translation represents a highly effective instrument for comprehending diverse languages on a global scale.

Furthermore, translation has become a crucial activity for understanding other languages. According to Larson (1998), translation transfers information from the source language to the receptor language. It can be defined both as an action and an outcome aimed at conveying meaning across languages. In conclusion, translation is an essential tool for comprehending and connecting various languages globally.

Translation is not merely about changing words from one language to another; it involves the transfer of meaning from one language to another. Al-Sofi & Abouabdulqader (2019) asserted that translation was a complex process that required more than just word-for-word substitution;

it demanded an understanding of both linguistic and cultural contexts. This complexity made translation a challenging task, especially for foreign language learners. Therefore, mastering the ability to convey meaning from the source language (SL) to the target language (TL) was crucial for these learners.

Translation activities play a crucial role in foreign language learning, particularly in Indonesia, where English is taught as a foreign language. These activities are essential for helping learners bridge the gap between Indonesian and English, facilitating a deeper understanding of both languages. By engaging in translation, students not only enhance their ability to comprehend and convey meanings accurately across languages but also enrich their overall communication skills. For instance, translating texts between English and Indonesian helps students understand cultural nuances and idiomatic expressions. Saputra (2020) asserted that translation in English Language Teaching (ELT) classes could help learn English. Thus, translating information is essential for Indonesian learners to acquire knowledge. Nevertheless, translation is challenging for foreign learners, who must master translation skills to learn effectively from the source language.

Translation poses significant challenges for Indonesian students due to the potential for various errors. An error is an act or instance of deviating from the intended message or result (Ellis, 1997). This can be due to inaccurate content or the translator's inability to convey their intended

message effectively. Nord (1997) classified translation errors into four types: Pragmatic Errors, which arise from differences in language use across contexts and affect the communicative purpose of the text; Convention-related Translation Errors, which stem from cultural differences in customs and norms; Linguistic Translation Errors, caused by structural differences between languages, including issues with vocabulary and grammar; and Text-specific Translation Errors, which are unique to individual texts and cannot be categorized under the other types, often involving specific issues inherent to the text itself.

This study focused on linguistic errors based on the assumption that these errors are primarily lexical. One of the main challenges students face in translation is the accurate selection of lexical items. Lexical errors occur when students choose inappropriate or inaccurate words, resulting in translations that may be unclear, misleading, or incorrect. Llach & Pilar (2011) stated that lexical error is the incorrect use of words in a specific context, often resulting from confusion between two similar-sounding or semantically related words. Therefore, this error can stem from various factors, including limited vocabulary knowledge, misunderstandings of word meanings, or incorrect assumptions about word usage.

In education, lexical errors can hinder students' ability to understand and engage with academic content fully. For instance, translating academic texts from English to Indonesian requires a nuanced understanding of both languages' lexical systems. Students may struggle with words with

multiple meanings or those that do not have direct equivalents in the target language, leading to errors such as mistranslations or awkward phrasing. James (2013) supports this by defining lexical errors as instances where learners make erroneous word choices, resulting in ambiguity or confusion. These errors can be attributed to deficiencies in vocabulary and differences between the structures of source and target languages. Effective translation requires selecting the most appropriate vocabulary and distinguishing between word classes to enhance communication clarity and facilitate reader comprehension.

Understanding the causes of lexical errors is crucial for both language learning and translation practice because it sheds light on the underlying factors that lead to these mistakes. Lexical errors can arise from a variety of sources, including interlingual factors like the direct transfer of words from the source language, and intralingual factors such as overgeneralization of language rules or insufficient vocabulary knowledge. By identifying these causes, educators and translators can develop more effective strategies to prevent these errors. For instance, if errors are primarily due to reliance on literal translation or dictionary meanings, training can focus on enhancing contextual understanding and the use of idiomatic expressions. Additionally, recognizing cultural and contextual factors that contribute to lexical errors can help translators produce more accurate and culturally appropriate translations. Ultimately, identifying the causes of lexical errors not only helps address current issues

but also prevents future mistakes, thereby improving overall language competence and translation quality.

To effectively tackle the challenges faced by Indonesian students in translation, utilizing error analysis is essential. Error analysis plays a pivotal role in understanding and addressing language learning difficulties. Khansir (2022) highlighted that error analysis is an invaluable resource for crafting effective instructional methods for English language learners, enhancing the overall teaching and learning process. This approach is vital because it provides teachers with valuable insights into students' mistakes. Ellis (1997) emphasized that error analysis is a crucial tool in second language acquisition research and practice. According to Ellis, this process helps identify error patterns, understand the underlying causes, and develop targeted teaching strategies. By systematically analyzing these errors, educators can pinpoint specific areas where students struggle and create effective pedagogical strategies to address these issues.

Preliminary research was conducted on 4th-semester students of PBI 4A class at the Islamic State University of S.M.D.D Bukittinggi in May 2024. This class was chosen because they have a similar background and are taught by the same lecturer. Documents of English text translation exercises were administered. The results indicated several problems. The students demonstrated an inability to translate without resorting to inappropriate vocabulary. The lecturer requested that they translate the journal's abstract of *Examining International and Intercultural Issues in*

Palestinian English Teaching textbooks without using AI tools except for unfamiliar words. However, some students still use AI to translate paragraphs. This was evident from the students' similar results.

Some of them continued to exhibit a misunderstanding of vocabulary, frequently using the word "examining" to mean "memeriksa" (inspecting) in sentences. For instance, they would translate "Penelitian ini memeriksa isu-isu internasional" (This study examines international issues) as "Penelitian ini memeriksa isu-isu internasional". Some students also translated "textbooks" as "buku ajar". However, textbooks in the text refer to "buku text". In indonesian context, Buku Ajar and Buku Pelajaran is quite different. Buku Ajar refers to the study book as a set of materials that are systematically arranged to create an environment and atmosphere that is conducive to learning for students. Meanwhile, Buku Teks refers to the process of objectively assessing the quality of content, teaching methods, language, and graphics. In the documents also found that the students translated "mutual representation" as "representasi timbal balik." The students still use borrowing to change words, however, "representasi timbal balik" is still confusing to understand.

These assumptions were made because students demonstrated difficulty in distinguishing context-specific words. This issue highlights the need for students to identify and use appropriate vocabulary. By selecting the correct words, students not only enhance their vocabulary but also build their confidence in their translation skills.

In this educational context, this research aims to provide a deeper understanding of students' challenges and offer solutions to improve translation practices and support language learning. Despite this, there is still a gap in understanding how these lexical errors affect students' ability to translate academic content effectively in the Indonesian context. This research seeks to identify the types of lexical errors in English-to-Indonesian translations and explore the factors contributing to these errors. By addressing these issues, the study aims to offer valuable insights for developing more effective educational strategies and enhancing students' translation proficiency.

B. Identification of Problem

Based on the background of the problem, it concluded that there were several main problems in the research.

1. Students experienced difficulties in choosing appropriate words for translation. This confusion often leads to inaccuracies and misinterpretations in their translated texts. Students found it difficult to understand English vocabulary.
2. Students struggled with comprehending English vocabulary, which impacted their ability to translate texts accurately. This issue highlights a gap in vocabulary knowledge and understanding.
3. Students tend to use AI tools for translation tasks, which can undermine their confidence and skills in translating texts manually.

C. Limitation of Problem

Based on the Identification of the problems, this study specifically focuses on analyzing errors in vocabulary choices made by students when translating English texts into Indonesian. By concentrating on this aspect, the research aims to identify common lexical errors and their underlying causes.

D. Research Question

Based on the explanation of the problem that is mentioned in the identification of the problem, the problem is formulated as follows;

1. What kinds of lexical errors do the students make when translating English to Indonesian?
2. What are the causes of students making lexical errors?

E. Purpose of Research

Corresponding to the formulation of the problem, it considers the aims of this research.

1. To describe the types of lexical errors that the students produce in translating English to Indonesian.
2. To identify and explain the causes of students making lexical errors.

F. Significance of Research

This research is expected to be advantageous for:

1. Lecturer

   The results of this study will provide valuable insights into the common lexical errors made by students in translation tasks. This data

can help lecturers identify the underlying issues in students' translation skills and adapt their teaching strategies to address these challenges more effectively.

2. Student

   This study aims to help students become more aware of their translation mistakes by highlighting the types and causes of lexical errors. Understanding these errors can aid students in improving their translation accuracy and overall language proficiency.

3. Researcher

   This research will serve as a valuable reference for future studies in the field of translation and language education. The findings can inform subsequent research and contribute to developing new strategies and tools to enhance translation practices.

G. Definition of the Key Term

In order to clarify the concept of this study, some definitions are forward:

1. **Lexicon** refers to the complete set of words and their meanings in a language. In the context of translation, it pertains to the vocabulary that translators are expected to know and use accurately.
2. **Error** is something that has been done incorrectly and does not realize the incorrectness.

3. **Lexical Error** is an error that occurs when a translator selects an inappropriate or incorrect word or phrase, leading to inaccurate or misleading translations. These errors often arise from misunderstandings of word meanings, incorrect word choices, or lack of vocabulary knowledge.
4. **EA (Error Analysis)** is a methodological approach used to identify, classify, and interpret errors made by learners in their language use. In translation, it involves examining mistakes to understand their causes and to improve translation accuracy and learning outcomes.
5. **Translation** is the process of converting text or speech from a Source Language (SL) into a Target Language (TL) while preserving the original meaning. It involves not only transferring words but also accurately conveying the intended message, context, and nuances between languages.
6. **SL (Source Language)** is the language from which text or speech is translated. In this research, it is English.
7. **TL (Target Language)** is the language into which text or speech is translated. In this research, it is Indonesian.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Concept of Translation

a. Definition of Translation

The necessity for translation arises when an individual attempts to comprehend one linguistic form by referencing another. Translation represents an effective process through which an individual may comprehend a source language and then apply it in a target language. This definition is supported by Sari (2019), who defines translation as transferring written messages from the native to the target language. Translation is not merely a matter of changing words from one language to another; it also entails the transfer of meaning from the source language to the target language. It is essential that the translated text be conveyed in a manner that is appropriate in the target language. For a translation to be accepted by the target language, it must be translated naturally.

As defined by Larson (1998) translation is an activity that involves transforming the form of a message from one language to another, specifically from the source language to the target language. Moreover, she delineated the translation process as a tool for transferring meaning through semantic structure. She posited that

translators must discern the meaning of the source language (SL) and utilize the target language (TL) forms to facilitate comprehension by the receptor language.

House (2018) also defined translation as a procedure where an original text, often called ‘the source text’, is replaced by another text in a different language, often called the ‘the target text’. She also classified translation into two positive and negative sides. In a positive sense, translation can provide access to new ideas and new experiences that come from a different language community, opening horizons that would otherwise remain unknown behind the barrier of another language. Meanwhile, in negative, translated texts can never be ‘the real thing’: they remain something second-hand, a kind of inferior substitute for the original.

Moreover, Baker (2018) assumed that translation represents a cross-cultural language mediation technique. She posited that translation is an effective means of comprehending between languages and understanding the culture of those languages. Additionally, she asserted that translation is an inherently imperfect process that inevitably encounters challenges and limitations, resulting in occasional failures. However, it is crucial for individuals engaged in cross-cultural activities.

Similarly, Munday et al. (2022) also posited that translation represents a process of modifying messages from the source language

to the target language. They delineated translation as a progression of transforming an original written text (source text) in the original verbal language (source language) into a written text (target text) in a different verbal language (target language). Furthermore, they contended that translation is beset by an issue they term 'unstable' due to the multilingual versions of the same texts. However, the concept of translation must be broadened to include instances where the source text is not well-defined.

The experts explained that translation effectively transfers meaning from the source language to the target language. Translation is not merely a matter of changing language words; it is also about transferring meaning without removing the culture. The experts acknowledged that translation involves errors but hoped that translators could comprehend the languages and cultures involved. It is of the utmost importance that translators are fully cognizant of the cultural nuances of the source language.

b. Kinds of Translation

In translation, there are some types of translation from the experts. It is essential to know the types of translation. The following types of translation are based on experts.

Catford (1978) defined categories of translation in terms of extent, levels, and ranks. To an extent, he divided it into two kinds of translation. Firstly, complete translation means the entire text is

subjected to translation. This means that every part of the source text is replaced with text material. Secondly, partial translation leaves some parts of the source text untranslated. They are transferred to the text in the target language.

Meanwhile, based on the levels, he divided the translation into two kinds. First, total translation means the replacement of the grammar and lexicon of the source language by the equivalent grammar and lexicon of the target language, with the consequent replacement of the phonology/graphology of the source language by the non-equivalent phonology/graphology of the target language. Secondly, a restricted translation means the replacement of the textual material of the source language by the equivalent textual material of the target language at only one level. This means that the translation is carried out only at the phonological or graphological level or at one of the two levels of grammar and lexis.

Based on rank, he divided translation into two kinds of translation. First, Rank bound translation is a translation in which the selection of target language equivalents is deliberately limited to one or a few ranks in the hierarchy of grammatical units, usually at the word or morpheme level. That is, word-to-word or morpheme to morpheme equivalence is established. The unbounded translation is a typical translation in which the equivalence is free to move up and down the

scale of ranks. Sometimes, it tends to be at the higher ranks or between larger units than the sentences.

There are two types of translation based on Larson (1998); form and based. Form means that the translation follows the structure of the source text, which is called literal translation. She explained that a translator is probably just changing the form in this base. However, form-based translation can make it difficult for the receptor language to understand the message. On the other hand, meaning means retained. A translator can change the form of the source language in order not to disorder the text to receptor. This means that the message from the source text is not changing, even though the translator has changed the form.

Meanwhile, Kuzmenko (2008) stated that there are two kinds of translation. Literary Translation involves literary work (fiction or poetry) whose primary purpose is to leave an emotional or aesthetic impression on the reader. In literary translation, the translator recreates the new language version from the original. Meanwhile, Informative translation is rendering non-literary texts into the target language to convey a certain number of ideas to inform the reader.

Based on the explanation, Translation can be divided into factual and literary categories. Factual translation is the process of accurately conveying information without involving the emotions or feelings of the translator. It is based on the objective interpretation of the original

text, as seen in the translation of scientific fields, reports, and newspapers. In contrast, literary translation is the act of translating artworks, which involves the translator's subjective interpretation. In this type of translation, the translator's emotions and feelings are involved, and the translation is subjective. For example, translating poems, dramas, and novels is often subjective.

c. Equivalence of Translation

Equivalence is a central concept in translation studies. It addresses the degree to which the meaning and function of the source text (ST) are preserved in the target text (TT). Various scholars have explored this concept, each contributing to a nuanced understanding of what it means for a translation to be "equivalent."

Nida (1964) introduced the idea of formal and dynamic equivalence. Formal equivalence focuses on close adherence to the linguistic and structural elements of the ST, aiming for a word-for-word translation. Dynamic equivalence, on the other hand, seeks to convey the thought expressed in the ST in a way that evokes the same response in the TT audience, thus prioritizing meaning over form.

Catford (1978) approached equivalence from a linguistic perspective, introducing the term "translation shifts." He argued that translation involves not just substituting words from one language to another but making necessary adjustments to preserve the message's meaning and function. Catford's emphasis on the shifts required to

achieve equivalence highlights the complexity and adaptability needed in the translation process.

Baker (2018) comprehensively examined equivalence at various levels of word, phrase, sentence, and text. She emphasizes the importance of cultural and contextual factors in achieving equivalence. According to Baker, translators must navigate between linguistic equivalence and the need to maintain the cultural nuances of the ST, which often poses significant challenges. Baker discussed how equivalence can be seen as a variable concept, dependent on the translation's context and purpose.

Equivalence in translation is not a one-size-fits-all concept; it varies depending on the text type, purpose of translation, and audience expectations. These scholars' contributions reflect the evolution of translation theory, emphasizing that achieving equivalence is both an art and a science, requiring a deep understanding of both languages and cultures.

d. Translation Methods

The method of translation refers to the way of processing the translation. In translating, Newmark (1998) stated that there are eight methods to follow.

The first method is word-to-word translation. The interlinear translation is frequently used to illustrate this, with the TL words appearing just below the SL words. The word order in SL remains the

same, and words are translated separately, out of context, according to their most vital meanings. Translations of cultural terms are literal. Word-for-word translation is mainly used to interpret a complex text as a pre-translation procedure or to comprehend the workings of the original language.

Second is the Literal translation method. The grammatical structures in SL are translated into their closest equivalents in TL; however, the lexical words are further translated single and without context. This indicates the issues that need to be resolved as a pre-translation procedure.

Third, the Faithful translation method. Within the limitations of the target language's grammatical structures, a faithful translation aims to accurately capture the original's contextual meaning. It retains the degree of grammatical and lexical "abnormality" (difference from SL norms) in the translation while also "transferring" cultural terms. It makes an effort to be wholly true to the writer's intentions and text realization in SL.

Fourth is the semantic Translation method. In order to ensure that there are no assonance, wordplay, or repetitions that seem awkward in the final version, semantic translation differs from "faithful translation". It must give more importance to the aesthetic value—the lovely and natural sound—of the source language text. Furthermore, it may translate less important cultural words using functional or culturally

neutral third words instead of their cultural equivalents, and it may also make other minor reader-friendly concessions. 'Faithful' translation is dogmatic and uncompromising, whereas 'semantic' translation is more flexible, admits creative license as an exception to 100% faithfulness, and permits the translator's natural empathy for the source.

Fifth is the Adaptation method. In terms of translation, this is the "freest." It is mainly utilized for poetry and plays (comedies); the text is changed while the concepts, characters, and storylines are typically maintained, and the SL culture is transformed into the TL culture. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations. However, other adaptations have ‘rescued’ period plays.

Sixth is the Free Translation method. Free translation replicates the content without following the original's form or the matter without following the original's style. Typically, it is a considerably longer paraphrase than the original, referred to as an "intralingua translation," which is frequently pretentious and prolix, and it is not a translation at all.

Seventh, the idiomatic Translation method. Idiomatic translation maintains the essence of the original text, but it often distorts nuances of meaning by using colloquialisms and idioms that are not present in the source text.

Last, Communicative Translation method. Communicative translation aims to accurately convey the original context in a way that the target audience can understand and find acceptable in terms of both language and content.

Based on the theories, it can be concluded that there are eight principal translation methods, each with a distinct approach to rendering source language (SL) texts into target language (TL) texts. These methods are designed to cater to different translation needs, balancing between literal fidelity and communicative clarity. Newmark's methods span a spectrum from highly literal to highly adaptive approaches, providing translators with a toolkit to handle different types of texts and translation objectives. Word-for-word and literal translations are more suitable for technical or closely aligned languages, while accessible and communicative translations are better for ensuring the translated text resonates with the target audience, particularly in more interpretive or creative contexts. Each method has its own advantages and challenges, and the choice of method often depends on the specific requirements of the translation task. These are the following visual aid;

Types of translation	Description	Example
Word-to-word	SL words are translated separately,	"She is beautiful" means "Dia adalah cantik"

	maintaining the original order.	
Literal	SL grammatical structures are translated to TL, with lexical words translated singly.	"He is eating" means "Dia sedang makan"
Faithful	Attempts to convey the exact contextual meaning of the original within TL structures.	"It's raining cats and dogs" means "Hujan deras sekali"
Semantic	Prioritizes the aesthetic value of the text.	Translating poetry while maintaining rhyme.
Adaptation	Freely adapts the text to fit the cultural context of the TL.	Adapting a play to suit the target culture.
Free	Paraphrases the original content, focusing on meaning rather than form.	Simplifying complex sentences for clarity.

Idiomatic	Uses TL idioms and expressions to convey the meaning of the SL.	"Break a leg" means "Semoga sukses"
Communicative	Ensures the text is easily understood and acceptable to the target audience.	Translating a user manual for clarity and usability.

Table 1. translation methods

2. Error in Translation

a. Error and Mistake

Based on the previous explanation, translating is a complex skill that can lead to errors. It is necessary to distinguish between error and mistake. Various experts have explained the definitions of error and mistake.

According to Corder (1982), Errors refer to the learner's systematic mistakes, from which the learner's previous language skills can be reconstructed. He added that errors are incorrect utterances that occur during language acquisition as part of a language transition by an English Second Language (ESL) learner. He further explains that errors made by ESL or EFL learners refer to systematic incorrect statements, which reflect their underlying knowledge of the aspects of language acquired up to a particular point ability. He stated that Mistakes are of

no significance to the process of language learning. In other words, the speaker who makes a mistake can recognize it as a mistake and correct it if necessary.

Gass et al. (2013) stated that errors can be taken as red flags; they provide windows onto a system and evidence of a learner's knowledge of the L2 or EFL. He agreed with Corder that it was necessary to distinguish between error and mistake. Mistakes are similar to slips of the tongue.

Nunan (2003) also emphasized the importance of distinguishing between errors and mistakes. He explains that errors occur when learners have incomplete or incorrect knowledge of the language, whereas mistakes are occasional lapses in performance that learners can usually self-correct. Understanding this distinction helps educators tailor their feedback and instruction more effectively.

Based on the theories, it can be concluded that errors are systematic. Errors are incorrectness that are not considered by someone and are never known. On the contrary, mistakes are the incorrectness that is considered by someone and able to correct it directly. It is essential to distinguish between error and mistake.

b. Error in Translation

Translation errors sometimes occur during translation. For example, a gap between two paragraphs results in translation errors. Therefore, both paragraphs require assistance in translating the

language in order for the recipient to understand the message. Translation errors sometimes occur during the translation process, arising from discrepancies between the source and target languages. These errors often manifest when there is a gap in equivalency between the two languages, leading to misunderstandings or inaccuracies in the conveyed message. Therefore, ensuring accurate translation involves careful consideration of both linguistic and cultural contexts.

Newmark (1998) emphasized that translation errors often arise from inadequacies in transferring meaning due to differences in cultural context and language structure. He suggested that translators must navigate these differences carefully to achieve accurate translations. Newmark proposed that a deep understanding of both the source and target languages, including their cultural nuances, is crucial to minimizing errors.

Larson (1998) contributed to this discussion by focusing on the semantic aspects of translation. She argued that translation errors can occur when the translator fails to grasp the meaning of the source language fully and misapplies it to the target language. Larson's perspective underscores the importance of semantic accuracy and contextual relevance in translation, which are vital to reducing errors.

Baker (2018) later posited that the primary cause of translation errors is the lack of equivalency between the source and target languages. She highlighted the challenge translators face in finding

suitable linguistic equivalents, especially when dealing with collocations, idioms, and culturally specific references. Baker cautioned that translation is not merely a mechanical process of replacing words but requires a nuanced understanding of both languages' contextual and cultural aspects.

House (2018) further expanded on this concept by distinguishing between translation errors that are linguistic in nature and those that are cultural. She asserted that errors can result from failing to account for cultural differences between the source and target languages. House's work highlights the dual role of linguistic and cultural equivalency in achieving accurate translations.

Munday et al. (2022) added to the discussion by highlighting that translation errors can stem from both structural and interpretative challenges. He noted that structural errors often arise from differences in syntax and grammar between languages, while interpretative errors occur when the translator misinterprets the source text's intent or meaning. Munday's insights emphasize the need for translators to be meticulous in both structural and interpretative aspects of translation.

In summary, translation errors are multifaceted and can result from various factors, including linguistic inadequacies, cultural differences, and interpretative challenges. Understanding these factors and employing strategies to address them is essential for effective translation. Translation errors also have several facets. It is not just

about how the text should be translated; the translator is also the cause of the error. Both the source language and the target language must be conditional, and they must be aware of one another's cultural context. By considering the perspectives of experts such as Newmark, Larson, Baker, House, and Munday, translators can better navigate the complexities of translation and work towards minimizing errors.

c. Types of translation errors

Since an error is defined as a translation failure, it must be demonstrated that the instructions in the translation brief have not been carried out and that the solutions provided for translation problems are inadequate (Nord, 1997). This classification allows for four categories of translation error to be identified:

1. Pragmatic Errors

   It refers to errors that arise in translation due to differences in how language is used in various contexts rather than simply the literal meaning of words. This includes difficulties in maintaining the original text's communicative purpose or pragmatic function when translated into another language. This problem is common in various translation tasks and can be identified by paying attention to extratextual factors using text analysis models. The most effective method for rectifying these errors is consulting with an individual with the requisite translational competence. This entails comparing the source and

target text following the translation brief. In a translation of a marketing slogan from English to Indonesian, the original slogan "Let’s give it a shot" might be translated literally as "Mari kita coba," which loses the motivational tone intended in the original context. A more contextually appropriate translation could be "Ayo kita berusaha," which better conveys encouragement.

2. Convention-related Translation Errors

It refers to challenges in intercultural interpreting that arise due to differences in customs, norms, and conventions unique to each culture, both verbal and nonverbal. Certain difficulties may not arise when translating from one cultural context to another. However, these differences arise due to the different communication methods in each cultural context, including the norms of language use and nonverbal communication. These issues are inherent to all translation projects; however, the specific approaches to addressing them may vary depending on the context or the cultural group. Translating the English idiom "kick the bucket" (meaning to die) into Indonesian as "menendang ember" (literal translation) might not convey the intended meaning. Instead, a more appropriate Indonesian idiom could be used.

3. Linguistic Translation Errors

Linguistic translation errors are caused by an inadequate translation when the focus is on the structure of the language. Linguistic errors may carry more weight than cultural errors if the purpose of the translation task is to test language proficiency. It discusses how structural differences between languages, especially in vocabulary (lexis) and sentence structure (grammar), lead to specific translation challenges. In English, the sentence "She has been working here for five years" may be incorrectly translated into Indonesian as "Dia telah bekerja di sini lima tahun," omitting the necessary preposition "selama" to correctly convey the duration. Therefore, this study will focus on Linguistic Translation Errors, especially Lexical errors.

4. Text specific translation errors

It discusses how translation problems that cannot be categorized as pragmatic, convention-related, or linguistic should be considered "text-specific". These problems are unique to a particular text and do not fit into broader categories. It is important to recognize that some problems are specific to individual texts and may not have universal solutions. In other words, it specifies translation errors that are related to a text-specific translation problem and that, like the translation problem, can usually be evaluated from a functional or

pragmatic point of view. In a legal document translation, failing to accurately translate specific legal terms or phrases that are unique to the source culture could lead to misunderstandings.

d. Classification of Error

Numerous experts explained their classification of error in linguistics. Sari (2019) that there are two types of errors in error translation. Lexical errors are related to errors in determining the equivalent of Indonesian words in English words that are appropriate in the context of the English language and culture. Grammatical errors include missing in the use of tense, missing in the use of prepositions, and errors due to incomplete sentences. However, here are several experts' perceptions about error classification:

James (2013) stated that errors in linguistic are divided into lexical errors and grammatical errors. First, Lexical Errors. Lexicon is defined as consisting of 'open' systems that are irregular and unsystematic. He classified lexical errors into two categories: formal errors of lexis and semantic errors of lexis. Formal errors include misselection, misformations, and distortions. For instance, confusing "unacceptable" with "unacceptably.". Second, Grammar errors. He believed that grammar is organized in 'closed' systems to be systematic and regular. James classified grammar errors into two categories: morphology errors and syntax errors. For example,

using "make" instead of "do" in phrases like "do a mistake" instead of "make a mistake" affects clarity.

In summary, experts have offered comprehensive classifications of linguistic errors, highlighting the intricacies involved in translation. Both Sari and James stated there are two main types of errors in linguistics: lexical errors and grammatical errors. Sari emphasized errors in word choice and contextual appropriateness, along with grammatical mistakes in tense usage, prepositions, and sentence completeness. James provided a detailed categorization, dividing lexical errors into formal and semantic types and grammatical errors into morphology and syntax errors. These expert perspectives provide a nuanced understanding of translation challenges, forming a solid basis for further research and practical applications in improving translation accuracy and language education.

e. Definition of Error Analysis

Error analysis is a critical method used to identify and understand errors made by language learners. It is a form of linguistic analysis that focuses specifically on the error that learners make in a second or foreign language. Here are the following experts' perspectives.

According to Gass et al. (2013), error analysis provides insights into the nature of these errors, helping to reveal the underlying processes of language acquisition. This method involves examining the errors made by learners to gain a deeper understanding of their language development and the challenges they face.

Nunan (2003) asserts that error analysis is instrumental in identifying patterns of common errors among learners. This allows educators to develop targeted interventions and enhance the effectiveness of language instruction. Furthermore, error analysis contributes to a deeper understanding of the cognitive processes involved in language learning, helping educators to address learners' specific needs and improve overall learning outcomes.

Overall, error analysis is an essential activity that identifies and examines errors in learners' productive skills. By analyzing these errors, educators can gain insights into the learners' language abilities and design interventions to improve their proficiency.

f. The Procedures of Error Analysis

Error analysis is a systematic approach to understanding and addressing errors in language learning. Proper implementation of error analysis procedures is essential for deriving meaningful insights and improving instructional strategies. Below is an expanded discussion of the procedures as outlined by various experts:

Ellis (1997) describes a comprehensive approach to error analysis consisting of several key steps:

1. Collection of Learner Language Samples

   The first step in error analysis involves gathering a representative sample of learner language. This sample should encompass a range of learner-produced texts or spoken language to provide a broad perspective on their language use. The sample size should be sufficient to capture a variety of errors and provide reliable data for analysis. This initial data collection is crucial as it forms the basis for identifying and analyzing errors.

2. Identifying Errors

   Once the learner language samples are collected, the next step is to identify errors. This involves comparing the sentences produced by learners with correct language forms. Errors are deviations from the standard language norms and can be classified into various categories, such as grammatical, lexical, or syntactical errors. The identification process requires a thorough understanding of the target language and careful examination of the learner's output.

3. Describing Errors

   After errors have been identified, they must be described and categorized. This involves detailing the nature of each error and classifying it into specific types. For example, errors might be

categorized as grammatical (e.g., incorrect verb tense usage), lexical (e.g., inappropriate word choice), or pragmatic (e.g., failure to adhere to cultural norms). Describing errors in this manner helps understand their prevalence and impact on overall language proficiency.

4. Explaining Errors

    Ellis emphasized the importance of explaining the causes behind the errors. This step involves analyzing why certain errors occur and exploring the underlying cognitive, linguistic, or contextual factors that contribute to them. For instance, errors might arise due to interference from the learner's first language, lack of exposure to certain language structures, or misunderstandings of language rules. Providing explanations helps in identifying patterns and informing instructional adjustments.

5. Evaluating Errors

    The final step in error analysis is evaluating the impact of errors on learners' language proficiency and learning outcomes. This evaluation involves assessing how errors affect communication, comprehension, and overall language use. Additionally, it includes considering the instructional implications of the errors, such as determining which areas require more focus in teaching. This evaluation is essential for

designing effective interventions and improving the overall quality of language instruction.

Corder (1982) provides additional insights into the procedures of error analysis:

1. Recognition of Idiosyncrasies

   Corder emphasizes the need to recognize idiosyncrasies in learners' language use, which are patterns influenced by their native language. These idiosyncrasies can manifest as unique errors that reflect the learner's linguistic background and transfer effects. Identifying these patterns is crucial for understanding the specific challenges learners face and tailoring instruction accordingly.

2. Accounting for Learner's Idiosyncratic Dialect

   Following the recognition of idiosyncrasies, Corder suggests accounting for them by comparing sentences that have the same meaning but are expressed differently. This comparison helps to identify translation equivalents and understand how learners approach language production. Analyzing these comparisons provides insights into the learners' processing of language and helps pinpoint areas of difficulty.

3. Explanation

   The final procedure involves explaining the errors and classifying them into types. This step includes providing a

detailed account of the errors, categorizing them according to their nature, and discussing their implications for language learning. Explaining errors in this way helps develop a clear understanding of the learner's language abilities and informs strategies for addressing specific issues.

By adhering to these comprehensive procedures, educators and researchers can systematically analyze errors, gain valuable insights into the language learning process, and develop targeted interventions to improve language proficiency. Error analysis not only helps in identifying and understanding errors but also plays a crucial role in enhancing instructional practices and supporting learners in achieving their language learning goals. However, this study will adopt Ellis' procedures because of several reasons. Ellis offered a structured and detailed approach to error analysis. Her framework includes specific steps such as collecting learner samples, identifying and describing errors, explaining their causes, and evaluating their impact. This systematic approach provides a clear and practical guide for conducting error analysis. Ellis's explanations are also known for their clarity and accessibility, making them suitable for researchers and practitioners.

3. The Concept of Lexical Error

a. Lexical Error

Choosing the appropriate lexical items in translation is crucial for ensuring that the target language (TL) reader understands the text correctly. Llach & Pilar (2011) defined lexical errors as the inappropriate use of lexical items in a specific context. These errors often resulted from confusion between two words due to their formal or semantic similarity, influenced by the first or second language. Llach & Pilar (2011) further described lexical errors as deviations in the form and meaning of target-language lexical words.

Baker (2018) emphasized that lexical errors could stem from the translator's inability to find an appropriate equivalent for the source-language word. She noted that such errors frequently occurred with idiomatic expressions and collocations, where direct translation often led to misinterpretation. Baker's analysis highlighted the importance of considering context and cultural knowledge to convey meaning accurately.

James (2013) argued that lexical errors often arose from a lack of familiarity with the nuances of the TL vocabulary. He identified common issues such as misselection, misformation, and distortion of lexical items. James pointed out that these errors could significantly affect the clarity and effectiveness of the translation.

In summary, lexical errors in translation reflect challenges in selecting and using appropriate lexical items. These errors are influenced by factors such as formal and semantic similarity, context, and cultural understanding. Recognizing and addressing these errors is essential for producing accurate and meaningful translations.

b. Lexical Error in translation

The process of translation involves much more than substituting words from one language to another; it requires a deep understanding of both linguistic and cultural nuances. One of the most challenging aspects of translation is ensuring lexical accuracy, as errors in word choice, commonly known as lexical errors, can significantly alter the meaning, tone, and overall effectiveness of the translated text. These errors often stem from complex issues such as cultural differences, non-equivalence between languages, or misinterpretation of context. Scholars in translation studies, including Mona Baker, Eugene Nida, Peter Newmark, and Gideon Toury, have developed frameworks to explain how and why lexical errors occur, each offering a unique perspective on the challenges translators face when selecting the most appropriate words. By examining their contributions, we can gain a deeper understanding of the complexity of lexical errors and the importance of making informed lexical choices in the translation process.

Mona Baker’s concept of non-equivalence at the word level is crucial to understanding the root causes of lexical errors in translation. Baker highlights that non-equivalence occurs when there is no direct equivalent for a word or phrase in the target language, often due to cultural differences, linguistic structures, or specialized terminology. This lack of equivalence forces translators to make difficult decisions, which can result in errors if the wrong strategy is applied, such as relying too heavily on literal translation or inappropriate borrowing. For example, culturally specific terms like the Japanese "ikigai" (sense of purpose) can be mishandled if translated too literally, leading to a loss of cultural depth. Baker’s framework emphasizes that lexical errors often arise when translators fail to adapt non-equivalent terms to fit the target language context, thereby distorting the intended meaning or producing awkward phrasing.

Eugene Nida’s theory of dynamic equivalence provides a functional approach to translation, emphasizing that the goal is not just to translate words but to achieve the same effect on the target audience as the original text does on the source audience. Nida argues that lexical errors frequently occur when translators focus too much on literal, word-for-word translation instead of seeking equivalent meaning in the target language. By prioritizing dynamic equivalence, translators aim to convey the same message or emotional impact, even if it requires deviating from direct lexical choices. Lexical errors are particularly

likely when the cultural or contextual elements of a word are ignored, leading to translations that fail to resonate with the target audience or distort the original message. Nida's approach highlights the importance of flexibility and adaptation to avoid lexical errors, especially in culturally loaded or idiomatic language.

Peter Newmark's distinction between communicative and semantic translation offers valuable insight into how different translation approaches can lead to lexical errors. In communicative translation, the goal is to make the message as clear and natural as possible for the target audience, often prioritizing readability over strict accuracy. In contrast, semantic translation stays closer to the source text, sometimes at the cost of creating awkward or less natural-sounding translations. Lexical errors frequently occur when translators struggle to balance these two approaches, particularly when dealing with idiomatic expressions, technical terms, or culturally specific words. For example, if a translator applies a semantic approach to a phrase that requires communicative adaptation, the result may be a literal but misleading or unnatural translation. Newmark's theory underlines the importance of making informed lexical choices to avoid these types of errors and ensure both clarity and fidelity to the original text.

Gideon Toury's **Descriptive Translation Studies (DTS)** highlights the role of **norms** in guiding translators' decisions, particularly in regard to lexical choices. Toury argues that translations are governed by

cultural and linguistic norms, which dictate what is considered acceptable or appropriate in the target language. Lexical errors often occur when translators deviate from these norms, either by misinterpreting the function of a word in the source language or by failing to conform to the target culture's expectations for word usage. For example, a word that is commonly used in legal documents in one language may have a different level of formality or frequency in another, leading to inappropriate word choices if these norms are not respected. Toury's focus on the normative constraints of translation suggests that awareness of these expectations is essential for avoiding lexical errors, ensuring that translations are both accurate and culturally appropriate.

The contributions of Mona Baker, Eugene Nida, Peter Newmark, and Gideon Toury offer key insights into the causes of lexical errors in translation. First, Baker emphasizes how non-equivalence at the word level often forces translators into difficult choices that can lead to errors. Similarly, Nida's dynamic equivalence highlights the risk of focusing too much on literal translation, which can distort meaning. Additionally, Newmark's distinction between communicative and semantic translation shows how translators must balance clarity and accuracy to avoid lexical mistakes. Finally, Toury's focus on translation norms explains how deviations from cultural and linguistic expectations can

result in errors. Together, these scholars demonstrate that avoiding lexical errors requires both linguistic expertise and cultural awareness.

c. Lexical Error Taxonomy

Lexical errors are crucial in understanding translation inaccuracies and improving translation quality. Various experts have proposed taxonomies to classify these errors, providing valuable insights into their nature and causes. Below are detailed explanations of the taxonomies proposed by James and Llach.

a. James' Taxonomy

James spends several pages discussing lexical errors and provides a taxonomy based on the distinction between form-oriented and content-oriented lexical errors (James, 2013). Among the formal errors of lexis, James distinguishes the following:

a) Formal Errors

Formal errors are related to the incorrect use of lexical items due to their visual or auditory similarities. James identified several sub-types:

1) **Formal Misselection** refers to errors that arise from the confusion of lexical items that are similar in appearance or sound. These errors occur when a lexeme is mistakenly chosen due to its resemblance to another word, which may be based on visual similarity, auditory similarity, or both. Such misselection is often found in pairs or triples of

words that look and sound alike, leading to incorrect word choice. For instance, **Considerable / Considerate** are words that differ slightly in meaning but are often confused due to their similar spelling and pronunciation. He classified formal misselection into four sub-types as follows:

a. **Suffix Type** is an error involving incorrect suffixes, where the addition or omission of a suffix leads to a deviation from the intended word. For example, Using "acceptably" instead of "acceptable." Here, "acceptably" is an adverb, while "acceptable" is an adjective. The learner mistakenly uses the adverbial form in a context where an adjective is required.

b. **Prefix Type** is an error related to incorrect or omitted prefixes involve using a wrong prefix or failing to use a necessary one, which changes the word's meaning or form. For example, using "disapprove" instead of "approve." The prefix "dis-" negates the meaning of the base word "approve," leading to the opposite meaning.

c. **Vowel-Based Type** is an error arising from incorrect vowel usage when a word's vowel sound is mistaken, often leading to confusion with a different word. For

example, confusing “ship” with “sheep.” The difference in vowel sounds changes the meaning of the words: “ship” refers to a vessel, while “sheep” refers to the animal.

d. **Consonant-Based Type** is an error caused by incorrect consonant usage. It happens when a learner changes a consonant sound or letter, which can alter the word’s meaning or make it non-existent. For example, using "climate" instead of "climate." In this case, the consonant "c" is incorrectly used where it should have been "k" or vice versa, leading to a word that might not fit the intended context.

2) Formal Misformations

Formal Misformations are errors that can be created by the learner from the resources of the target language or in the mother tongue. Formal Misformation refers to words that are non-existent in TL. It can adopt the word from SL. There are three classifications of formal misformations, which can be seen as follows:

a. Borrowing involves the direct use of a word or form from the source language (SL) into the target language without adaptation. This often results in non-standard or incorrect usage in the TL. For example, an Indonesian learner might

use the English word "feedback" directly in Indonesian conversation. While "feedback" is commonly understood, a more appropriate Indonesian term is "umpan balik." The direct borrowing of "feedback" can be seen as a formal misformation when a standard Indonesian equivalent is available.

b. **Coinage** refers to the creation of new words or forms that do not exist in the target language. In Indonesian, this can occur when learners attempt to invent new terms based on their understanding of English but end up creating non-standard forms. For example, learner might create the term "informasi-tion" to mean "information" in Indonesian, thinking it follows a pattern of similar English terms. However, the correct Indonesian term is "informasi." "Informasi-tion" is an invented form and does not exist in standard Indonesian usage.

c. **Calque** involves translating a word or phrase directly from the source language into the target language, often resulting in awkward or incorrect usage because the phrase does not conform to the norms of the TL. For example, the English phrase "fishing pole" might be directly translated into Indonesian as "tiang memancing," where "tiang" (pole) is not the conventional term for

fishing equipment. The standard Indonesian term is "pancing" or "alat pancing." The direct translation "tiang memancing" is a calque that might sound awkward or unclear to native Indonesian speakers.

3) Distortions

Distortion occurs when learners produce non-standard forms in the target language (TL) that do not exist due to errors made without referring to the source language (SL) resources. Distortions can be classified into four sub-types:

a. Omission involves leaving out necessary elements in a word or phrase, leading to incomplete or incorrect forms. In Indonesian, this might occur when learners omit essential morphemes or grammatical markers. For example, the learner might translate the English sentence "She gave him a book" as "Dia memberinya buku" but omit "a" as “sebuah” in the translation. The correct translation should include the article to clarify the meaning, though in Indonesian, articles are not used in the same way as in English. However, if the context requires specifying the book more precisely, the omission could result in ambiguity.

b. Overinclusion happens when an unnecessary lexical item is added to the translation, making the expression

redundant or incorrect. For example, in translating "She will arrive at the airport" to Indonesian, a learner might say "Dia akan tiba di bandara airport." The term "airport" is redundant because "bandara" already means "airport" in Indonesian. The correct translation should be "Dia akan tiba di bandara

c. **Misselection** refers to choosing an incorrect lexical item that does not fit the intended meaning, often due to confusion between similar-sounding or similar-looking words. For example, learner might use the word "pengertian" (understanding) instead of "arti" (meaning) in a context where "arti" is more appropriate. For instance, "Apa pengertian dari kata ini?" (What is the understanding of this word?) should be "Apa arti dari kata ini?" The choice of "pengertian" instead of "arti" is a misselection error.

d. **Misordering** is an error that occurs when the sequence of elements in a word or phrase is incorrect, disrupting the grammatical or logical flow in the target language. For example, in translating "She always takes a long time to finish her work" into Indonesian, a learner might say "Dia selalu lama menyelesaikan kerjaannya" but mistakenly order the elements as "Dia lama selalu

menyelesaikan kerjaannya." The misordering of "lama" and "selalu" changes the emphasis and clarity of the sentence.

b) Semantic Errors

Semantic errors occur when the meaning conveyed by the lexical items used in a translation is incorrect or imprecise. James classified these errors into two main types: confusion of sense relations and collocational errors. Each type involves different issues related to the meaning and usage of words in context. Here are the sub-types and examples of each type:

1. **Confusion in Sense Relations** arises when words that are semantically related are misused or misunderstood. This often involves substituting a more general term for a specific one or confusing words with similar meanings but different connotations. For example, learner might translate "He made a significant contribution" as "Dia membuat kontribusi besar." Here, "kontribusi" (contribution) is a general term. A more precise translation could be "Dia memberikan sumbangan yang signifikan," where "sumbangan" (donation) might better capture the context of "significant contribution," especially if referring to a specific type of contribution.

2. **Collocational Errors** occur when words that typically co-occur in a language are incorrectly paired. Collocations are combinations of words that are commonly used together by native speakers and are accepted as standard usage. For example, learner might translate "make a decision" as "buat keputusan," which is acceptable. However, if they mistakenly translate it as "buat pilihan," the collocational error is evident. In Indonesian, "pilihan" (choice) is not the standard collocation for "make" in this context. The correct collocation should be "buat keputusan" (make a decision), reflecting the common usage.

b. Llach's taxonomy

Similarly to James, Llach also classified lexical errors into two major types: formal errors and semantic errors. Each type encompasses specific issues that impact the accuracy of translation and language use.

1) Formal error

Formal errors pertain to inaccuracies related to the form of words, including issues like misspelling, misselection, borrowing, and coinage. These errors affect the physical appearance or structure of the lexical item rather than its meaning.

a. **Misspelling** is an incorrect word spelling due to the source language's influence or unfamiliarity with the target language spelling conventions. For example, learner might write "accomodate" instead of "accommodate" when translating from English to Indonesian. This misspelling affects the correct form of the word.
b. **Misselection** is choosing a lexical item that is similar in form but incorrect in context. For example, a translator might use "impact" instead of "effect" in the sentence "The impact of the new policy was significant," leading to a formal error that might not fit the context as accurately.
c. **Borrowing** involves using a word from the source language (SL) in the target language (TL) without proper adaptation. For example, using "internet" as is in Indonesian, while "internet" is widely accepted, incorrect borrowing could involve using a term like "feedback" without integrating it correctly into Indonesian usage, which might be more appropriately translated as "umpan balik."
d. **Coinage** refers to creating new words that do not exist in the target language. An example might be an Indonesian translator might create a term like "computar" (based on

"computer") instead of using the established term "komputer."

2) **Semantic error**

Semantic error is a particular lexical error that affects the meaning of the intended word, such as calque and semantic confusion. It relates to the meaning of words and involves incorrect use of words that affect the intended message. These include:

a. **Calque** is a type of translation error where a phrase or expression is translated literally from the source language to the target language, resulting in unnatural or incorrect usage. For instance, translating the English phrase "to make a mistake" as "membuat kesalahan" directly from English instead of using the more natural Indonesian phrase "salah" (mistake) could result in a semantic error.

b. **Semantic Confusion** occurs when a word is used inappropriately because of misunderstanding its meaning or the context in which it should be used. For example, if an Indonesian translator translates "sympathetic" as "simpati" in Indonesian, which primarily means "having sympathy" but does not fully capture the nuanced meaning of "empathetic" in certain contexts.

Both James' and Llach's taxonomies offer valuable frameworks for understanding lexical errors. James' taxonomy provides a detailed breakdown of formal errors and their sub-types, including distortions and misformations, alongside semantic errors. Llach's taxonomy simplifies the classification into formal and semantic errors, focusing on common issues like misspelling and calque. Together, these taxonomies highlight the complexities of lexical errors in translation and underscore the importance of accurate and contextually appropriate language use. However, this study will use James' taxonomy to indicate types of lexical errors. James' taxonomy is a more detailed, practical, and comprehensive framework, which can enhance the depth and applicability of analysis of lexical errors in translation for this study.

d. The Causes of Lexical Error

Understanding the causes of lexical errors is crucial for addressing and mitigating them effectively. Various experts have provided insights into these causes, highlighting different sources of errors based on their origins.

According to Llach & Pilar (2011) divided lexical error based on the sources of error:

a. **Interlingual transfer** occurs when interference from a learner's mother tongue affects their target language use. This type of transfer leads to errors such as:

1) **Borrowing** (formal error): This formal error involves adopting a word or expression directly from the source language into the target language, often without proper adaptation. For example, "telefon" in Indonesian is used instead of the correct term "telepon" due to the influence of the English word "telephone."
2) **Coinage** (formal error): This formal error arises when learners create new words based on their understanding of the target language's morphological patterns, but these words do not exist in the target language. For example, using "walkman" to describe any portable music player derived from the brand name rather than using the general term "MP3 player."
3) **Calque** (semantic error): This semantic error involves translating a phrase or expression literally from the source language to the target language, resulting in unnatural or incorrect usage. For instance, translating "make a cake" directly as "membuat kue" in Indonesian when the more accurate expression might be "baking a cake" in the context of baking techniques.

b. Intralingual transfer occurs due to interference from the target language itself. Errors resulting from this type of transfer include:

1) Misspelling: A formal error where words are spelled incorrectly according to the target language's rules. For example, spelling "definitely" as "definately" in English due to phonetic confusion.

2) **Misselection:** This formal error occurs when a learner selects an inappropriate word due to confusion with similar-sounding or similar-meaning words. For example, using "affect" instead of "effect" in English due to their phonetic similarity.
3) S**emantic Confusion:** This involves misunderstanding or misusing words due to their semantic similarities or differences. For instance, confusing "sympathy" with "empathy" because they both relate to feelings but have different connotations.

Similarly to Brown, H. D (2007) also divides the sources of errors into two sources:

a. **Interlingual transfer** refers to errors that occur due to the influence of the native language on the target language. This process results in the direct transfer of linguistic patterns or meanings from the learner's first language, which may not align with the rules or norms of the target language.
b. **Intralingual transfer** pertains to errors arising from the learner's incomplete understanding or incorrect application of the target language's rules. This type of transfer reflects gaps in the learner's knowledge of the target language, leading to incorrect usage or interpretation of lexical items.

In summary, lexical errors in translation often stem from both interlingual and intralingual transfers. Interlingual transfer involves errors influenced by the learner's native language, while intralingual

transfer results from gaps or misconceptions within the target language itself. Understanding these causes is essential for developing strategies to improve accuracy and effectiveness in translation. This study prefer to use Llach's theory in order to find causes of lexical errors. Using Llach's taxonomy for analysis of lexical errors offers a structured and practical approach to understanding and addressing errors in translation. Therefore, it more clears classification of formal and semantic errors, combined with its relevance to real-world translation issues and educational contexts, makes it a valuable framework for your research.

B. Review of Related Studies

Several studies have explored error analysis, specifically focusing on lexical errors in translation. This review summarizes key findings from recent research, highlighting various methodologies and insights into the nature and causes of lexical errors.

Error analysis by Adelia & Rosa (2020). The study discusses the errors made by third-year English Department students of Universitas Negeri Padang in translating a narrative text from English into Indonesian. The study employed a descriptive methodology. To obtain the data, the researchers utilized a narrative text. The study results indicate that semantic error is the error most frequently committed by students in their translations, with a frequency of 72 times (59%). Pragmatic error (29%) is the second

most frequent error, while morphological and syntactical errors are seldom found in the students' translations. In conclusion, the errors made by the students are mainly motivated by their tendency to follow the meaning of the dictionary (word-for-word translation).

On the other hand, Hastuti et al. (2020) analyzed students' difficulties in translating narrative Texts from English into Indonesian at IAIN Bukittinggi. The research employed a descriptive method with a quantitative approach. The sample consisted of 55 fifth-semester English Education Study Program students at IAIN Bukittinggi, academic year 2018/2019. Questionnaires were utilized as the instrument of this research. They found the causes of translation error: Linguistic factors and Non-linguistic Factors. Regarding linguistic factors, the difficulties were grammatical, lexical, contextual, and textual. According to them, the linguistic factor is the main difficulty in translating English to Indonesian.

Based on Swadeshi & Sutrisno (2021) research. They examined lexical errors in Indonesian-English translated texts at the Museum Dewantara Kirti Griya. They classified lexical errors according to Legenhausen's theory (1975). The results indicated 88 errors in the 43 texts, classified into formal errors (62.5%) and semantic errors (37.5%). They stated that the first category of errors pertains to the arrangement of words and phrases, while the second category concerns the meaning and collocation of words. The most prevalent errors involve confusion between concepts and terms. This occurs when the translator encounters local

cultural terms in the source language (SL) that require additional translation effort.

Furthermore, Shiddiq et al. (2023) analyzed the “Lexical and grammatical errors in Indonesian-English translated texts: A text analysis on Indonesian EFL students’ translation work”. They investigated lexical and grammatical errors in Indonesian to English by EFL learners in a private high school in Lampung. They used a qualitative case study design in this research. Documentation and literature review were used as research instruments. In order to collect the data, they used 15 simple sentences and one short text in Indonesian. A total of 25 students participated as the sample in this research. The results showed that students made a total of 402 errors and that students made more grammatical errors than lexical errors. After identifying the errors, they also identified the possible sources of error. Based on the analysis, the 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.

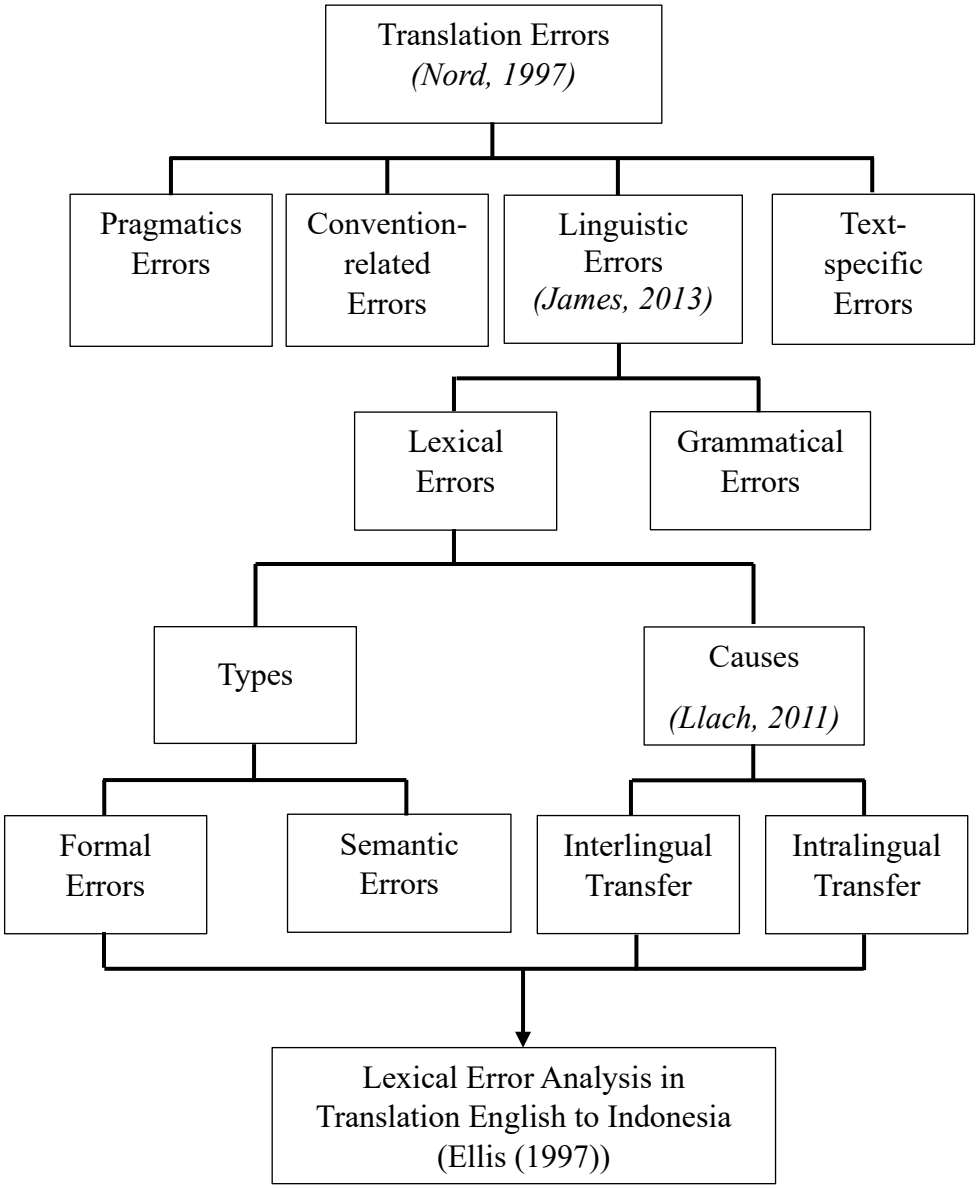
Rohim & Putra (2022) analyzed the identification of students' Lexical Errors when translating English texts into Indonesian. They identified students' lexical errors in translating English text into Indonesian at Open University (Universitas Terbuka). According to them, in a translation, the

lexicon is essential. They administered a translation test to 35 students during the data collection process. The result showed that some students order the word in a sentence incorrectly because of word-by-word translation, and they translate it using a dictionary and translation machine such as Google Translate, which means the students still have errors in sentences or words. They also concluded that some students translate English into Indonesian using a mother-tongue pattern. This happened because students did not understand the word of source language.

Based on the review of previous studies, they seem to focus on error analysis. The previous studies used various approaches to analyze students' errors. They focused on all errors in writing and translating production. However, several studies identified and categorized lexical errors, there might be a lack of detailed analysis of less common types of lexical errors or their sub-types. For instance, some studies focus primarily on broad categories of errors such as formal or semantic errors but may not delve deeply into specific sub-types or nuanced distinctions within these categories. This research aims to fill this gap by conducting a comprehensive analysis of various sub-types of lexical errors, such as different kinds of formal misselection (e.g., suffix, prefix, vowel-based, consonant-based) or detailed semantic confusions. By offering a more granular understanding of these sub-types, this study seeks to enhance our understanding of lexical errors' impact on translation quality and provide more specific strategies for addressing these errors in educational contexts.

C. Conceptual Framework

In the field of translation studies, the process of converting text from a source language (SL) to a target language (TL) often involves various challenges that can lead to errors. Understanding these errors is crucial for improving translation quality and effectiveness. This study focuses on linguistic errors, mainly lexical errors, which occur due to issues with word choice and usage during translation. According to Nord (1997), translation errors can be categorized into several types: Pragmatics, Convention-related, Linguistic, and Text-specific Errors. This research will specifically address Linguistic Errors, which encompass both lexical and grammatical issues. This study aims to identify common problems and explore their underlying causes by examining lexical errors, contributing to more accurate and contextually appropriate translations.



Based on the framework above, this research will analyze the lexical errors in students' translation of English-Indonesian. This research will use translation documents to analyze translation. According to James, there are two linguistic errors: Grammatical and Lexical. This research will further investigate the lexical

errors. Based on James' taxonomy, there are two primary majors of lexical errors: formal and semantic. It is also necessary to determine the causes of errors so that students realize their lexical errors. To discover the causes of lexical errors, this research uses the Llach theory. Llach stated two aspects cause the errors of the ESL/EFL students: Interlingual and Intralingual.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used the qualitative method as the research approach. Furthermore, it employed a case study as a research strategy to understand and analyze students' lexical errors when translating English text to Indonesian text. Case study research was an approach to qualitative research wherein researchers concentrated on a unit of analysis called a bounded system (Gay et al., 2011). This method was particularly suitable for this study because it allowed for an in-depth exploration of the complexities and nuances of students' translation processes within a specific context. By focusing on fourth-semester students at UIN S.M.D.D Bukittinggi, the case study approach facilitated a detailed examination of both the types and causes of lexical errors, providing rich qualitative data that broader descriptive methods might have overlooked. Therefore, the case study strategy aligned well with the research goals, offering a comprehensive understanding of students' specific challenges in translation tasks. In conclusion, this study investigated lexical errors through detailed case studies of students' work, providing insights that could inform targeted educational interventions.

B. Informant of Research

In this study, ten students were selected as research respondents. Their translation test documents served as the primary data source, and they also participated in interviews. Given that these students shared similar experiences in learning translation, homogeneous sampling was employed to select the informants. According to Gay et al. (2011) homogeneous sampling involves selecting participants with similar experiences, perspectives, or outlooks.

Specifically, this study analyzed nine students from the 4th semester of UIN Bukittinggi. The purposive selection of these students was based on the following criteria:

1. Proficiency Level: All selected students have a similar level of proficiency in translation abilities, ensuring consistency in the analysis of their lexical errors.
2. Educational Background: They have been taught the same material, providing a uniform foundation for assessing their translation skills and identifying common errors.

This approach was particularly suitable for this study as it allowed for a focused examination of lexical errors within a group with comparable educational experiences. Using homogeneous sampling facilitated a deeper

understanding of the specific challenges these students faced in translating English texts to Indonesian.

C. Instrumentation

The research used several instruments, including observation schedules and documentation. These instruments were employed in the collection of data:

Document Analysis

Document analysis was a primary method for data collection. The documents in this study consisted of translation tests administered to students. The documents were analyzed to classify and identify the types of lexical errors according to James' taxonomy (2013) of Formal errors and Semantic errors (see table 2). This taxonomy helped address the research question: "*What kinds of lexical errors do the students produce in translating English to Indonesian?"* and "*What are the causes of students making lexical errors?*". Table 4 indicated the possible causes that were identified after analysis, using Llach's indicators as references. Therefore, document analysis was suitable for this research as it allowed for an in-depth examination of written material, providing tangible evidence of students' translation abilities and their specific errors.

Taxonomy of Lexical Errors	Types of Lexical Errors
Formal Errors	1. Misselection (Suffix Type, Prefix Type, Vowel-Based Type Consonant-Based Type) 2. Misformation (Borrowing, Coinage, Calque) 3. Distortion (Omission, Overinclusion, Misselection, Misordering)
Semantic Errors	1. Confusion in Sense Relations 2. Collocational Errors

Table 2. Types of Lexical Errors

To systematically analyze the lexical errors, this study used Error Analysis by Ellis (1997) as the instrument. The steps involved are outlined in Table 3 below:

Step	Indicators
Collection Data	Gather translation documents from the students, ensuring a representative sample size to capture a variety of errors.
Identifying Errors	Compare the sentences produced by learners with correct language forms to identify deviations.

Describing Errors	Categorize the identified errors into specific types, such as Formal errors and Semantic errors.
Explaining Errors	Analyze the underlying causes of the errors, considering cognitive, linguistic, or contextual factors.
Evaluating Errors	Assess the impact of errors on learners' language proficiency and communication, and consider instructional implications.

Table 3. Error Analysis Procedures

Interlingual transfer	Students' mother tongue 1. borrowing (formal error), 2. coinage (formal error) 3. misselection (formal error) 4. calque (semantic error).
Intralingual transfer	Target language interference 1. Misspelling (formal error) 2. Semantic confusion

Table 4. Causes of lexical errors

D. Technique of Collecting Data

In obtaining the data, the researcher will use document analysis. The researcher will collect the students' tests provided by the lecturer as documentation to identify the types of lexical errors. These documents will serve as primary data sources for the study, offering insights into the specific lexical challenges faced by the students. Once the documents have been gathered, the researcher will meticulously analyze the types of lexical errors present in the students' translations. This analysis will use Ellis' Procedure, a systematic method that categorizes and evaluates errors to understand their nature and underlying causes.

E. Technique of Data Analysis

After the data is obtained, the researcher will analyze the data that had been collected. In the process of analysis, the researcher will be patient and reflective. Here are the following steps to analyze the data:

a. First, during the reading and memoing phase, the researcher will read through the documents and audio transcripts, writing memos to capture initial thoughts, reflections, and insights. This step helps gain a preliminary understanding of the data and identify any emerging patterns or themes.
b. Second, in the describing phase, the researcher will provide a detailed description of the data, including the context and setting of the study. This involves summarizing the background information, participants'

characteristics, and any relevant environmental factors that may influence the findings.

c. Third, in the classifying phase, the researcher will classify the data based on the indicators in the instruments to identify the types and causes of lexical errors. This involves coding data segments related to specific error types and their causes and organizing them into meaningful categories.

d. Finally, the researcher will conclude by synthesizing the classified data to address the research questions. This includes interpreting the findings, discussing their implications, and suggesting recommendations for improving translation practices and language learning based on the identified types and causes of lexical errors.

F. Trustworthiness

It was crucial to establish that the results of the study were valid. Validation in qualitative research involved recommending that researchers utilize established strategies to verify the "accuracy" of their studies (Creswell, 2013). This study employed negative case analysis to validate the results. To ensure the robustness of the findings, this study conducted negative case analysis, which was used to refine the working hypotheses in light of disconfirming evidence. This involved systematically identifying and analyzing data that did not fit the established patterns or

themes, providing a realistic and nuanced assessment of the phenomenon under study.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Description of the Data

In this study, nine translation transcripts were gathered from a sample group. These transcripts involved translations from English to Indonesian of a news article titled “Drink Driver Jailed for Killing Retired Teacher,” originally published by BBC News. The translations aimed to capture the full meaning and details of the news, but variations and errors emerged within the translations, especially at the lexical level.

The analysis focused on identifying and classifying lexical errors within the translations. Lexical errors refer to mistakes involving the selection or formation of words, often resulting in inaccuracies or misrepresentations of the original text's meaning. In this study, lexical errors were divided into two main categories: formal errors and semantic errors. Each category was examined for its unique types of inaccuracies, which affected the overall quality of the translation.

Formal errors were specifically examined through two subtypes: misselection and misformation. Misselection occurs when a translator chooses an incorrect word, typically a word that is similar but not accurate for the intended meaning. Misformation, on the other hand, involves

incorrect structural changes to a word, such as adding or omitting prefixes or suffixes, leading to distortions in meaning. By identifying formal errors, the analysis highlighted how these missteps could impact the reader's understanding of the news.

Semantic errors were also analyzed, focusing on sense relations and collocational errors. Sense relation errors occur when translators misunderstand or confuse words with related but distinct meanings, while collocational errors involve incorrect word pairings that are unnatural or misleading in Indonesian. These semantic errors revealed challenges translators face when choosing words that both convey the original sense and maintain natural flow in the target language. Through this analysis, the study provided insights into specific issues and areas for improvement in English-to-Indonesian translation practices, especially in the context of news translation.

2. Analyses of the Data

In this section, the error is analysed based on each indicator. It can be seen as follow:

a. Formal Errors

1) Misselction

Formal Misselection	Original	Incorrect Translation	Corrected Translation	Description
Suffix Type Incorrect suffix usage.	- Retired Teacher - Driving - Driving	- Guru pensiun - - Mengemudian	- Guru yang telah pension - Mengemudi	

	- To save her	- Mengemudikanya - Menyelamat kanya	- Mengemudi - menyelamatkanya	
Prefix Type Incorrect or omitted prefix	- Has been jailed - Was hit	- Setelah - Tabrak	- Telah dipenjara - ditabrak	
Vowel-Based Type Mistaken vowel sound	- Walsall - - Midlands	- Walsell - Waisan - Midlandas	- Walsall - Walsall - Midlands	
Consonant-Based Type Mistaken consonant sound	- Doris Post - - HisVolkswagen Polo - Singh	- Dorist Post - - Volkswage Polanya - Sigh	- Doris Post - - Volkswagen Polo-nya - Singh	

This table outlines various types of translation errors, highlighting specific mistakes and corrections related to suffix, prefix, vowel, and consonant usage. In the Suffix Type, errors stem from incorrect suffixes in phrases like "Retired Teacher" and "Driving," where translations failed to reflect the proper suffix forms, such as "guru yang telah pensiun" for "Retired Teacher."

In the Prefix Type, issues arise from omitted or incorrect prefixes in terms like "Has been jailed," where "Telah dipenjara" was the intended form. The Vowel-Based Type error demonstrates how mistaken vowel sounds altered the words "Walsall" and "Midlands," requiring corrections to match the original pronunciation.

Lastly, the Consonant-Based Type shows inaccuracies in consonant sounds in names and items like "Volkswagen Polo" and "Singh," where

consonants were misrepresented, impacting clarity. Each type reflects the importance of precision in translation, particularly in maintaining correct morphological forms to ensure accurate communication.

2) Misformation

Formal Misformation	Original	Incorrect Translation	Corrected Translation	Description
Borrowing Direct use of SL word in TL	- High School - Mrs Doris - July	- High School - Mrs Doris - July	- SMA - Ibu Doris - Juli	
Coinage Creation of non-existent terms.	.			
Calque Literal translation that sounds unnatural	- Crown Court	- Pengadilan mahkota	- Pengadilan Crown	

This table categorizes translation errors based on Formal Misformation, specifically detailing issues related to Borrowing, Coinage, and Calque. Borrowing involves the direct use of source language (SL) terms like "High School," "Mrs Doris," and "July" without adapting them to the target language (TL), where accurate equivalents such as "SMA," "Ibu Doris," and "Juli" exist in Indonesian. The Coinage section, though unspecified here, refers to the creation of non-existent or overly innovative terms in translation, which can confuse the intended meaning. In Calque, literal translations result in unnatural phrases, as seen in "Pengadilan mahkota" for "Crown Court," which could be better represented as

"Pengadilan Crown" to maintain naturalness. These misformations highlight the need for careful consideration of language structure and cultural context in translation to preserve meaning and fluency.

3) Distortion

Distortion	Original	Incorrect Translation	Corrected Translation	Description
Omission Leaving out essential parts of a word or phrase	- The drove her over as she laying on the road - Causing death by careless driving	- Lalu tergeletak dijalan - - - - Menyebabkan kematian dengan cerobah	- Lalu melindasnya saat ia tergelatak dijalan - - - - Menyebabkan kematian akibat kecerobohan dalam mengemudi	
Overinclusion Adding unnecessary lexical items	- Paramedic - - Treated	- Paradmedis darurat - CPR	- Paramedis - - Perawatan/Tindakan	
Misselection Choosing an incorrect word that looks/sounds similar	- Police said - Stopped his car	- Mengatakan - Memberhentikan	- Menyatakan - - Menhentikan	
Misordering Incorrect sequence of words or elements				

This table highlights types of translation distortions, including Omission, Overinclusion, Misselection, and Misordering. Omission involves leaving out essential parts of phrases, as seen in the phrase "The

drove her over as she laying on the road," where "Lalu tergeletak dijalan" fails to fully capture the original meaning, requiring a more complete translation like "Lalu melindasnya saat ia tergelatak di jalan." Overinclusion adds unnecessary lexical items, as in translating "Paramedic" to "Paradmedis darurat," where "darurat" is redundant. Misselection occurs when incorrect but similar-looking words are chosen, such as translating "Police said" to "Mengatakan" instead of "Menyatakan," which is closer in meaning. Finally, Misordering refers to incorrect word order, though specific examples are not provided here. These distortion types underscore the need for precise and context-aware word choices to convey the intended message accurately in translation.

b. Semantic Errors

Distortion	Original	Incorrect Translation	Corrected Translation	Description
Confusion in Sense Relations Misuse of semantically related words (general vs. specific terms).	- Killing - - Disqualified - - Drove her over - Appeared at court - Daily ride	- Membunuh - - Dilarang mengemudi - Menabrak - - Muncul di siding - Perjalan harian	- Menyebabkan kematian - Mencabut izin mengemudinya - Melindas - - Menghadiri sindang - Kegiatan bersepeda harian	
Collocational Errors Incorrect word pairings that don't match	.			

standard usage				

This table examines Distortion in translation, focusing on errors due to Confusion in Sense Relations and Collocational Errors. In Confusion in Sense Relations, semantically related terms are misused, with general terms used in place of more specific ones or vice versa. For example, translating "Killing" as "Membunuh" instead of the more contextually appropriate "Menyebabkan kematian" (causing death) adds a level of intentionality not present in the original term. Similarly, "Disqualified" is inaccurately translated as "Dilarang mengemudi" (banned from driving) rather than the precise "Mencabut izin mengemudinya" (revoking driving permission). Other phrases, like "Drove her over," become "Menabrak" (hit), but "Melindas" (ran over) better captures the meaning. Collocational Errors involve incorrect word pairings that disrupt natural phrasing, though no examples are specified here. These distortions reveal the importance of selecting words with accurate semantic relationships and conventional pairings to maintain clarity and intent in translation.

B. Discussion

The findings of this study highlight a variety of lexical errors encountered by students while translating a news article from English to Indonesian. These errors are categorized into formal and semantic errors, following James' (2013) taxonomy. The alignment of the study's findings with

James' theoretical framework provides insight into the specific challenges that Indonesian EFL learners face in translation, as well as areas for pedagogical improvement in lexical selection, formation, and semantic accuracy.

1. Formal Errors

James divides formal lexical errors into three primary categories: *formal misselection*, *formal misformation*, and *distortion*. These categories were evident in the participants' translations, underscoring the complexities of accurate word choice, morphological precision, and phonetic consistency in translation tasks.

a. Formal Misselection

In the study's findings, formal misselection was prominent, particularly in errors related to suffix, prefix, vowel, and consonant usage. James (2013) explains formal misselection as mistakes where the translator confuses lexemes that are visually or phonetically similar. For example, students translated "retired teacher" as *guru pensiun* instead of the more contextually appropriate *guru yang telah pensiun*. Here, suffix-type misselection is evident, as the suffix in the target phrase does not align with the intended meaning. This aligns with James' notion of suffix misselection, where students' reliance on surface structure leads to inaccuracies.

Similarly, in prefix-type misselection, students translated "has been jailed" to *setelah* rather than *telah dipenjara*. According to James,

prefix-type errors arise when students either omit necessary prefixes or use incorrect ones, as seen in the mistranslation here. This error indicates an incomplete understanding of affixation in Indonesian, which impacts the intended meaning and flow of the translation. Correcting these errors requires greater emphasis on morphological training, particularly in the use of affixes that convey temporality and state in Indonesian.

b. Formal Misformation

James categorizes formal misformation errors into *borrowing*, *coinage*, and *calque*. This study found instances of borrowing and calque, both of which James defines as deriving directly from the source language (SL) rather than appropriately adapting to the target language (TL). For example, students translated "high school" and "July" as *high school* and *July*, directly borrowing from English without adapting to the TL's standard forms *SMA* and *Juli*. James asserts that such errors are common in bilingual speakers who may see the SL form as more familiar or even acceptable in the TL, especially in cases where the SL term is widely recognized. However, in formal translation contexts, borrowing can dilute the linguistic authenticity of the TL.

In the case of calque errors, the translation of "Crown Court" as *Pengadilan Mahkota* instead of *Pengadilan Crown* mirrors James' concept of calque, where translators transfer the phrase directly from

the SL. This demonstrates the challenge of maintaining idiomaticity in translation. James advocates for training in TL conventions to reduce calque errors, as such direct translations often lead to unnatural expressions that may confuse native speakers.

c. Distortion

The distortions in vowel and consonant sounds observed in this study, such as the misrepresentation of "Walsall" as *Walsell* and *Waisan*, underscore James' (2013) subcategories of phonological distortions, where sound resemblance results in lexical inaccuracies. These errors suggest that learners may benefit from phonetic training, as such distortions, though visually minor, can lead to significant interpretive discrepancies. James emphasizes the importance of clarity and accuracy in phonetic transcription, particularly for names and titles, as incorrect sounds may alter readers' understanding.

2. Semantic Errors

Semantic errors, categorized by James as *confusion of sense relations* and *collocational errors*, were also observed in this study, often causing subtle yet impactful misinterpretations. Students exhibited sense relation errors, as illustrated by the use of *membunuh* for "killing" instead of the more contextually appropriate *menyebabkan kematian*. This confusion reflects an imprecise understanding of nuance, where words with related meanings are misapplied in context. James (2013) notes that such

errors are common when learners overlook subtle distinctions in meaning and synonymy. He stresses the importance of sensitivity to connotation and context-specific clues, as students often select broad terms without adequately considering their appropriateness in translation.

James also identifies errors as frequent issues among language learners, due to their reliance on literal or instinctive pairings rather than established combinations in the TL. Examples in this study include the rendering of "disqualified" as *dilarang mengemudi* instead of *mencabut izin mengemudinya*, which demonstrates a lack of familiarity with correct term. These errors result in unnatural expressions that can disrupt comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to analyze lexical errors encountered by Indonesian EFL learners in translating a news article from English to Indonesian. The findings reveal a significant presence of formal and semantic errors, categorized according to James' (2013) taxonomy. Formal errors, particularly formal misselection and formal misformation, were prevalent among the participants. Issues such as incorrect suffixes and prefixes, as well as distortions in vowel and consonant sounds, highlighted the complexities of accurate word choice and morphological precision in translation tasks. Additionally, semantic errors related to confusion in sense relations and collocational errors demonstrated the challenges learners face in maintaining the original meaning while ensuring natural phrasing in the target language.

The analysis of these errors suggests that the participants' struggles stem from a limited understanding of both the structural and contextual aspects of language. This study underscores the importance of developing learners' lexical selection and formation skills, as well as their ability to navigate semantic nuances in translation.

B. Suggestion

Based on the findings and conclusions drawn from this study, the following suggestions are proposed:

1. For Teachers

   Teachers should design exercises that emphasize vocabulary in context, such as translating texts that include collocations and idiomatic expressions. This will aid students in developing a deeper understanding of word relationships and their correct usage

2. Students should actively engage with vocabulary in context by reading diverse materials, such as news articles, stories, and academic papers. This practice will help them recognize and apply collocations and idiomatic expressions more naturally in translation.

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