

## THE ERROR OF STUDENTS' TRANSLATION FROM ENGLISH TO INDONESIAN OF SIXTH SEMESTER AT ENGLISH DEPARTMENT

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan teks Bahasa Inggris ke Bahasa Indonesia yang dilakukan oleh mahasiswa semester VI di Jurusan Bahasa Inggris Universitas Khairun. Jenis penelitian ini adalah deskriptif kualitatif. Penelitian ini melibatkan 15 responden yang diambil dengan menggunakan teknik purposive sampling. Hasil penelitian menunjukkan bahwa responden melakukan 4 jenis kesalahan dalam bahasa Inggris ke dalam teks terjemahan bahasa Indonesia. Jenis kesalahannya adalah *inversion, omission, deviation, dan addition*. Dapat disimpulkan bahwa mahasiswa semester enam Jurusan Bahasa Inggris Universitas Khairun masih melakukan kesalahan dalam menerjemahkan teks Bahasa Inggris.

**Kata Kunci:** *Terjemahan, Kesalahan*

### Abstract

The purpose of this research was to find out the types of error from English into Indonesian text made by sixth semester students at English Department of Khairun University. This was descriptive qualitative research. This study involved 15 respondents who were taken by using purposive sampling technique. The result of this research showed that respondents made 4 types of errors in English into Indonesian translation text. The types of error were inversion, omission, deviation, and addition of meaning. It can be concluded that the sixth semester students at English Department of Khairun University still made error when translating the English text.

**Keywords:** *Translation, Error*

## INTRODUCTION

Translation is a process of transferring information and messages from source language into target language. Source language (SL) is a native language while target language (TL) is another languages that translator meant to transfer. In translation process, a language learner will try to deliver the information and message well. Translation is a form of communication. People who speak different languages will still be able to communicate through translation. This causes translation to be very important to master so that the meaning in the source language remains the same when it is conveyed into another language. In translating a text or sentence, the translator must as much as possible translate naturally or not rigidly.

Sometimes a language learner misrepresents the meaning of the source language, which is known as an error. Errors are one of the problems that almost all language learners have experienced. To produce a good and correct translation, a translator must master the source language and the target language. This mastery can be in the form of knowledge of translation science, good vocabulary, knowledge of the culture of the two languages because translation is not only about translating sentences but also about translating ideas and ideas in the source language into the target language. By mastering the source language and target language well, it will be less likely to make error in translation.

The students' error in translation will be focus on this research. There are some topics about error in translation of previous research namely An Error Analysis Made by the Third Year English Department Students in translating Hortatory Text (Winati & Rosa: 2021), Error Analysis in Translation of Quotations in Online News Feature (Sukur and Awang, 2020), Grammatical

Interference from Indonesia into English Translation (Sari, 2017), An Error Analysis of Legal Terminology Translation using Google Translate from English to Indonesian (Yusran, 2017), An Analysis of Types and Causes of Translation Errors (Putri, 2019). From the data above, it could be seen that there are some studies that talk about error in translation from Indonesian into English while this study focuses on error in translation from English into Indonesian. Based on the explanation of problem above the researcher is driven to analysis the issue entitled: The Error of Students' Translation from English to Indonesian of Sixth Semester at English Department.

The researcher focuses on the error in translation of Sager Theory namely inversion of meaning, addition of meaning, omission of meaning and deviation of meaning. On the other hand, several previous studies using Dulay's Theory that involved misinformation, mis ordering and omission.

### **1. Definition of Translation**

According to Newmark in Nugraha (2017), translation is the process of rendering a text's meaning in another language. It is usually done in order to make the text more understandable to the reader. Catford in Nugraha (2017) states that translation is an operation performed on languages which is a process of substituting a text in one language for a text in another language. In Marriam Webster Dictionary, she emphasized that translation is a process of change a text from one state or form to another, or to turn a text into one's own to another language. Larson in Candra (2020) states that a translation involves transferring the meaning of the original language into the form of the second language. The meaning must be kept constant, as it is the main component of a translation process. The source form contains the meanings that are encoded and recorded in the form's source wordings. These meanings should then be re-expressed and recorded in the target form.

Based on some definitions about translation above, the researcher concluded that translation is a language-substitution process in text form. On that process translator should notice language components and the culture of target language in order to make the text could be understood by the reader.

### **2. Principles of Translation**

There are some general principles which stated by Duff in Diana and Said (2017) to be relevant to all translations:

- a. The meaning of the original text should be faithfully reflected in the translation: nothing should be added or removed at random, however part of the meaning may be transposed on occasion. The questions that follow will be quite beneficial are:
  1. Is the original text's meaning clear?
  2. If not, what is the source of the uncertainty?
  3. Are any words loaded, that is, do they have any hidden meanings?
  4. Is the dictionary definition of a word the most appropriate one?
  5. Does anything in the translation seem forced or unnatural?
- b. The sequence of words and concepts in the translation should be as near as feasible to the original: (This is probably necessary for translating legal documents, guarantees, contracts, and other such documents.) Differences in linguistic structure, on the other hand, frequently necessitate modifications in word form and sequence.
- c. The formality of languages varies tremendously depending on the situation: To reconcile these disparities, the translator must distinguish between formal or fixed expressions and personal expressions in which the tone is defined by the writer or speaker.
- d. Many translations are not natural-sounding: This is because the source text has a tremendous influence on the translator's views and word choices. Setting the text aside and translating a few

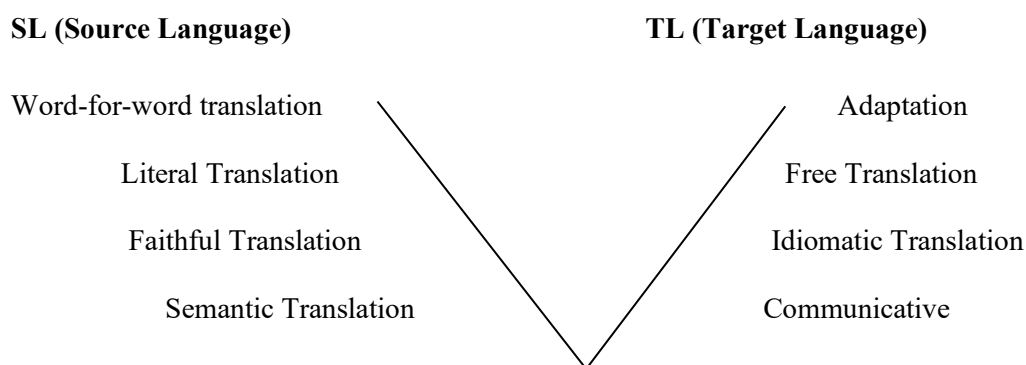
words from memory to grasp the natural patterns of thought in the target language is an excellent technique to avoid this.

- e. As much as possible, the translator should keep to the original's style: If necessary, such as frequent repetitions or errors in writing, changes are likely to occur.
- f. Idiomatic: including comparisons, metaphors, proverbs, sayings, jargon, slang, colloquial words, and phrasal verbs in general are difficult to translate. To resolve this issue, try one of the following solutions:
  1. Leave the word in quotation marks.
  2. Keep the original expression, with literal explanation in parentheses.
  3. Use a close equivalent.
  4. Use non-idiomatic or simple prose translations.

But the most importantly, if the idiom doesn't work in the target language don't force it into the translation.

### 3. Translation Methods

According to Newmark in Nurhanifah (2019), there are eight methods of translation that can be seen as V diagram.



#### a. Word-for-word

Interlinear translation is a common example, with the TL right below the SL words. Out of context, the SL word order is retained, and the words are translated singly by their most prevalent meanings. The literal translation of cultural terms is used. The primary purpose of word-for-word translation is to comprehend a complex material as a pre-translation procedure or to understand the mechanics of the source language. For example:

SL: Ann sent me a letter yesterday

TL: *Ann mengirim aku sepucuk surat kemarin*

SL: When drug therapy is not successful in managing intraocular pressure or when the glaucoma is acute.

TL: *Jika obat terapi adalah tidak berhasil dalam mengatur intraokuler tekanan atau jika itu glukoma adalah akut.*

#### b. Literal Translation

The SL grammatical structures are converted to their closest TL equivalents, while the lexical words are translated separately and out of context once more. This serves as a pre-translation indicator of the issues that need to be addressed.

SL: When drug therapy is not successful in managing intraocular pressure or when the glaucoma is acute.

TL: *Jika terapi obat tidak berhasil dalam mengatur tekanan intraokuler atau jika glukoma ini akut.*

### c. Faithful Translation

Within the restrictions of the TL grammatical structures, an accurate translation seeks to capture the original's precise contextual meaning. It 'translates' cultural words while maintaining grammatical and lexical 'abnormality' (difference from SL standards) in the translation. It makes an endeavor to be totally loyal to the SL writer's goals and text-realization.

SL: When drug therapy is not successful in managing intraocular pressure or when the glaucoma is acute.

TL: *Jika terapi obat tidak berhasil dalam mengatur tekanan intraokuler atau jika glukoma itu akut.*

### d. Semantic Translation

Semantic translation differs from 'faithful translation' primarily in that it must take into account the SL text's aesthetic value (that is, its attractive and natural sound), sacrificing 'meaning' when necessary so that no assonance, word-play, or repetition jars in the final form. It may also convert less important cultural words into culturally neutral third or functional terms rather than cultural equivalents - for example, *une nonne repassant un corporal* may be translated as 'a nun ironing a corporal cloth' - and make such minor concessions to the reading. The difference between 'faithful' and 'semantic' translation is that the former is rigid and dogmatic, whilst the latter is more flexible, allows for a creative exception to 100% fidelity, and allows for the translator's instinctive empathy with the original.

SL: Mr. John: "You must study hard to achieve your goal!"

Andrew: "Yes, Sir".

TL: Mr. John: "*Kamu harus rajin belajar cita-citamu!*"

Andrew: "*Baik, Pak*" or

SL: Mr. John: "You must study hard to achieve your goal!"

Andrew: "Yes, dad".

TL: Mr. John: "*Kamu harus rajin belajar untuk menggapai cita-citamu!*"

Andrew: "*Iya, yah*".

### e. Adaptation

This is the most free type of translation. Themes, characters, and stories are normally kept, the SL culture is converted to the TL culture, and the text is changed. Many terrible adaptations have resulted from the dreadful habit of having a play or poetry literally translated and subsequently redone by an experienced dramatist or poet, but other adaptations have 'rescued' period plays.

SL: As soon as John arrived in Ontario Lake, he called his girlfriend.

TL: *Sesampainya di Telaga Sarangan, Jono segera menelpon pacarnya.*

### f. Free Translation

The matter is reproduced without the manner, and the content is reproduced without the shape of the original. It's usually a paraphrase that's considerably lengthier than the original, a 'intralingual translation,' which is typically prolix and pretentious, and not a translation at all.

SL: The writer assumes that studying translation can be said, Kill two birds with one stone.

TL: *Penulis berpendapat bahwa belajar penerjemahan sama halnya, Sekali merengkuh dayung dua pulau terlampaui atau sambil menyelam minum air.*

**g. Idiomatic Translation**

Idiomatic translation reproduces the original's 'message,' but it tends to distort nuances of meaning by favoring colloquialisms and idioms in places where they will not exist in the original. (Authors as disparate as Seleskovitch and Stuart Gilbert favor this lively, 'natural' translation style.)

SL: I this research I attempt to investigate the role of translator in decision-making process.

TL: *Dalam penelitian ini saya berusaha untuk mengkaji peran para penerjemah dalam proses pengambilan keputusan.*

**h. Communicative Translation**

The communicative translation aims to convey the original's accurate contextual meaning in a way that the readership will find both content and language acceptable and understandable.

SL: I said: "I would admit that I am wrong" not "I will admit that I am wrong"

TL: *Aku mengatakan bahwa: "Aku mau mengakui bahwa aku salah" bukan "Aku akan mengakui bahwa aku salah"*

**4. Types of Error**

Sager in Winati (2021) classified errors into four types namely inversion of meaning, omission of meaning, addition of meaning and deviation of meaning.

**a. Inversion of Meaning**

The translation error is classified as inversion because the source language, Indonesian, contradicts the target language.

**b. Addition of Meaning**

It is classified as an error with the addition of meaning. If readers are having difficulty understanding a writing, they can look at the source language to get the true meaning of the writing. the translator added new words or sentences to the target language that were not present in the source language. This case is similar to the first, but in this case, the students wrote a longer sentence in the target language while the meaning could not be found in the source language. By adding some new words in the target language, the translator expanded the meaning of the source language. Adding new writing words means adding new arguments to the target language, which can lead to the reader misinterpreting the main purpose of the writing.

**c. Omission of Meaning**

The inverse of addition is omission. Addition involves the addition of some words in the target language, whereas omission involves the omission of some words in the target language or other words. The idea in the source language is not fully transferred into the target language.

**d. Deviation of Meaning**

A vague translation is a translation error of meaning deviation. Because clear reading helps readers understand the purpose of the writing, a vague translation hinders the readers' ability to grasp the meaning. In the preceding example, the writer provided a hazy translation. A hazy translation or a translation error that causes a deviation in meaning makes it difficult for readers to understand the writing.

**5. The Causes of Error**

According to James in Sari (2016) there are four causes of error namely interlingual errors, intralingual error, communication strategy-based errors, and induced error.

- a. Interlingual errors (the influence of mother-tongue): The native languages influence these types of errors, which obstruct target language learning. It is defined as a process in which learners apply their first-language expertise to the acquisition of a second language. Idiomatic expressions, vocabulary, and even grammatical rules from the learners' native language are

- translated word for word into the second language. According to contrastive analysis, the types of errors made by target language learners can be predicted and their causes can be determined.
- b. Intralingual error: The target language (TL) is to blame for these types of errors. Apart from using L1 transfer, learners who are unfamiliar with a TL form at any level and in any class can do one of two things: either study the required item using their learning strategies, or try to bridge the gap using communication strategies. Encoding and decoding procedures are employed for code breaking, while learning strategies are used for communication. Both types of strategies have the potential to lead to mistakes.
  - c. Error that cause by Learning Strategies which divided into:
    1. False Analogy: Learners expect that the new item B will behave similarly to A: they know that "boy" (A) has a plural "boys," and they assume that "child" (B) will behave similarly to wise, pluralizing to "child's"
    2. Misanalysis: Students form a false hypothesis. They are carnivorous plants, and \*its (ü their) name originates from is an example of this tactic. It is the s pluralized form of it, which is a false concept at work here. The learners' misinterpretation of the TL results in a misleading idea.
    3. Incomplete rule application is the polar opposite of overgeneralization, or under generalization, in that learners do not apply all of the rules. They simplify the intricate rules by changing or reducing them to simpler rules rather than attempting to understand the entire complex structure. The anomalous order of subject and verb "be" in: Nobody knew where\* Barbie was (ü Barbie was) is one example. Only two components of the interrogative construction rule were used by the students: they chose and fronted a wh-element (rule components 1 and 2) but did not flip the subject and verb.
    4. This issue arises when there is a lot of redundancy. This can be seen throughout the system in the form of redundant morphology and signaling.
    5. The exception rules are overlooked, which leads to this issue. I would like \*learning (ü studying) about America, for example, because to a misunderstanding that the word enjoy should be followed by a gerund complement.
    6. Hypercorrection (overuse of the monitor): This is caused by the learners' overly cautious and stringent adherence to the rules. Another form of hypercorrection is the learners' willful suppression of a prospective L1 transfer for fear of being wrong: an illustration of this is the seventeen-year-old girl.
  - d. This error is caused by the misuse of terms or grammatical rules, and it is known as overgeneralization or system-simplification.

## RESEARCH METHOD

This researcher used a descriptive qualitative approach. According to Creswell (2009) a qualitative research is a research which used more words than numbers, and it used open-ended question. Qualitative research is used as a tool to explore and understand individual meaning or group that could be social or human problem. The qualitative was used in this study because the finding of this research will be formed in words not numbers. Therefore, it can be understood that in qualitative research, initially the problem was not clear and not certain, consequently the instrument was the researcher itself, but after the problem to be studied is clear, an instrument can be developed.

The instrument is in the form of English text and technique of data collecting is in the form data, which is the result of students' translation test. The techniques of data collecting are using the following procedures are (1) The researcher will give instructions to 15 students to join the class and

explain to them what they have to do. (2) The researcher will give worksheet to them. It consists of an English text, then ask students to translate it into Indonesian. (3) The researcher will give 50 minutes to translate the text. (4) The worksheets will be collected and analyzed by the researcher after the students finished translating the worksheets.

Miles and Huberman in Hardani (2020: 163) consisted data analysis into three steps specifically data reduction, data display and conclusion drawing and verification. Moreover, Miles and Huberman asserted two models of data analysis particularly interactive model and flow model. This research will use interactive model as the technique of data analysis. In interactive model, the data will be analyzed in four steps in the cycle of data collecting, data reduction, data display and conclusion drawing and verification. The data analysis process can be seen as below: (1) Data collection is the first step of data analysis process. Students' document or students' translation is the data of this research. It is used to explore the types of errors which exist in students' translation. (1) Data reduction is a process of simplify, organize, direct, and dispose of unnecessary data in the form of summaries or brief description (Hardani dkk, 2020). After collecting the data from students' document informed of translation, the researcher will reduce the data in the form of brief description. (3) Data Display. After the data have been collected, the researcher will display the data of translation text of sixth semester students. Then researcher identifies the errors which appear in translation. The researcher describes and classifies the types of errors and explains the reasons for the occurrence of errors. (4) Conclusion Drawing and Verification. Thereafter the data were displayed, the researcher will give an interpretation of data and creates the conclusion and verification. The researcher will explain the types of errors which appear in translation and also describe the reasons for the occurrence of errors in translation.

## DISCUSSION

This research aims to find out types of errors which occurred in translation text based on the theory proposed by Sager (1983) who classified error in four types namely inversion of meaning, deviation of meaning, addition of meaning and omission of meaning. This research was conducted by giving English text to sixth semester students. They translated the English text into Indonesian. The result of document analysis finds four errors namely inversion of meaning, deviation of meaning, omission of meaning and inversion of meaning which made by sixth semester students of English Department of Khairun University.

Table 1. The Error in Translation

No.	Source Language	Students' Translation	Suggested Translation
1	In the western world	Barat di dunia	Di dunia barat
2	In their elementary school years	Bertahun-tahun di sekolah dasar, di sekolah dasar tahunan.	Pada masa sekolah dasar mereka
3	Reading, math and science knowledge	Perkembangan membaca, matematika dan ilmu pengetahuan	Pengetahuan membaca, matematika dan sains
4	Drop-out rates	Tingkat drop-out	Tingkat putus sekolah
5	Specially trained educators	Pelatihan khusus kependidikan, pendidikan lain, pendidikan khusus.	Pendidik yang terlatih khusus
6	...of 16 years olds around the world.	...selama 16 tahun di seluruh dunia	... di usia 16 tahun di seluruh dunia
7	... so different from others in the western world	... sangat penting dari negara-negara barat lain di dunia	... sangat penting dari negara-negara barat lain di dunia

8	Go on to a university	Pergi ke universitas	Melanjutkan ke universitas
9	Begins at 7	Dimulai pada 7, dimulai pada umur 7 tahun.	Dimulai pukul 7
10	Very little difference	Sedikit perbedaan	Sangat sedikit perbedaan

The phrase at number 1 is *in the western world*. There are 3 respondents translated this phrase as *barat di dunia* even though the meaning of the phrase is *di dunia barat*. This is because the respondents used literal translation techniques in translating this phrase, resulting in an inversion of meaning. Inversion of meaning means the meaning of source language text expressed in a different way. Then the goal of target language differs from source language (Sager, 1983).

The phrase in number 2, *in their elementary school years* is translated as *bertahun-tahun di sekolah dasar* dan *di sekolah dasar tahunan*. While the meaning of the phrase is *pada masa sekolah dasar mereka*. Respondents were fixated on the word *years* which means *tahun-tahun*. Even though the word means *masa* in Indonesian. When the respondent makes the meaning of the source language deviate, it is called the deviation of meaning (Sager, 1983).

There are 6 out of 15 respondents translated the phrase in number 3, *reading, math and science knowledge* as *perkembangan membaca, matematika dan ilmu pengetahuan*. The error occurs in the word 'knowledge' which is translated as *perkembangan* even though the word has an Indonesian equivalent, namely *pengetahuan*. This causes a deviation of meaning. According to Sager (1983) deviation of meaning is the diversion of the source language's intention to other ideas or a blurry translation.

The phrase in number 4 is *dropout rate* which is translated into *tingkat dropout*. In Indonesian the word *dropout* has the equivalent, that is *putus sekolah*. This is because the respondents used pure borrowing techniques in translating this phrase. Molina and Albir (2002) assert that pure borrowing is borrowing a word or expression from the source language without changing anything. This technique can only be used if an English word does not have an Indonesian equivalent. This case causes the meaning of the phrase became unclear or it is also known as deviation of meaning (Sager, 1983).

The phrase in number 5, namely 'specially trained educators' is translated into several versions, namely *pelatihan khusus kependidikan, pendidikan lain, pendidikan khusus*. From all the translation versions above, it can be seen that the respondents interpreted the word *educator* as *pendidikan* and *kependidikan*. This causes the meaning of the phrase to be distorted in meaning or referred to as a deviation of meaning (Sager, 1983).

The sentence in number 6 is *...of 16 years olds around the world*. There are 3 respondents who translated it as *...selama 16 tahun di seluruh dunia* because the respondents gave the meaning as duration while it means age of students. Thus it is categorized as error of deviation of meaning.

The sentence in number 7 is *... so different from others in the western world* which translated as *... sangat penting dari negara-negara barat lain di dunia*. While the word *so different* of this sentence means *sangat berbeda* but the respondents gave it meaning as *sangat penting*. It is causes the meaning sentence deviate.

The phrase in number 8 is *go on to a university*. There is 1 respondent who translated *go on* as *pergi* because in Indonesian the word *go* means *pergi*. The respondent failed to identify that *go* does not stand alone, it is followed by the preposition *on* so *go on* means *melanjutkan*. This is known as the deviation of meaning.

Phrase in no. 9, *Begins at 7* was translated as *dimulai pada 7* and *dimulai pada umur 7 tahun*. There are 4 respondents who translated it as *dimulai pada 7*. They were influenced by the preposition *at* which means *pada* and *di* in Indonesian. Instead, it should be translated as *dimulai pukul 7*. Then,

there is 1 respondent who translated that phrase as *dimulai pada umur 7 tahun*. The addition of meaning occurred when the respondents attempt to deliver the message. According to Sager (1983) addition of meaning means the intention or idea that are not stated or indicated in the source language are included. In the other word, the aim of source language gets enlarged.

The phrase in number 10, namely *very little difference*, there are 5 respondents who translated it as *sedikit perbedaan* while it should be translated as *sangat sedikit perbedaan*. Omission of meaning occurs because the respondents left out the meaning of the word *very* in this phrase. The word *very* is used to emphasize a specific person's or thing's exact identity. According to Sager (1983) omission meaning happen when the target language does not include the source language's idea. A piece of information from source language is not included in the target language.

Based on the result of the research finding previously, it can be explained that students still made errors when translating English text. Based on the tables above, there are 10 errors that occurred in students' result of translation text.

Firstly, the inversion of meaning found in table 1. Inversion of meaning appeared when the respondents expressed the meaning of source language in different way. This is also found by Amalya (2018) in her research that 65 inversions of meaning in text 1 and 68 error in text 2 in translation of English text.

Secondly, the deviation of meaning appeared in table 2. This problem occurred because the respondents deliver the meaning of phrase and sentence unclearly. This is also found by Amalya (2018) in her research that students made 43 deviations of meaning in translating English text.

Thirdly, respondent also made addition of meaning in table 3. Where the respondent enlarged the meaning of the phrase. This is also supported by Amalya (2018) & Hilda (2018) who found that respondents made addition of meaning in translation.

Fourthly, the omission of meaning exists in table 4. Omission of meaning exists when respondent ignored or left out the meaning of a word then it made the meaning of phrase incomplete. This is supported by research from Hilda (2018) who found 39 omissions in students' translation.

## CONCLUSION

Based on the finding and discussion previously, from the translation result of 15 respondents involved in this study, it can be concluded that the respondents were still made errors in translation. The researcher found 10 error and the types of error in this study are four types namely inversion of meaning, deviation of meaning, addition of meaning and omission of meaning. The dominant error which researcher found is deviation of error.

This thesis could be a reference to know the students' ability in translation so the lecturer could help the students to improve their ability in translation. This thesis could be a reference to study about interference. Then, students could decrease the error when do translation.

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