

## INVESTIGATING GRAMMATICAL ERRORS IN TRANSLATING INDONESIAN SENTENCES INTO ENGLISH

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### *Abstract:*

The research aimed to identify and analyze grammatical errors made by students when translating Indonesian sentences into English. Employing a descriptive qualitative approach, the study focused on 29 11th-grade Language students at SMAN 6 Mataram. Data collection involved translation tests and questionnaires. Analysis revealed a total of 100 errors, categorized as omission, addition, missformation, and missordering. Omission errors were the most prevalent (37%), followed by missformation (33%), addition (17%), and missordering (13%). The questionnaire indicated that 38.7% of errors stemmed from interlingual influences, specifically the students' native language or source language.

*Key words:* grammatical errors, translation, Indonesian to English, descriptive qualitative study, 11th-grade students, SMAN 6 Mataram, translation tests, questionnaires, error analysis.

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### INTRODUCTION

In foreign language education, learners frequently encounter challenges in accurately utilizing the target language, leading to errors in their linguistic productions. Understanding and analyzing these errors are crucial for educators as they provide insights into learners' language proficiency (Johansson, 1975). According to James (2013), errors represent observable phenomena in second language acquisition, indicating areas where learners fall short of native-like proficiency in grammar. James suggests viewing language errors as unsuccessful linguistic instances, emphasizing the necessity of additional knowledge acquisition for error correction. These errors often stem from insufficient familiarity with the target language, as noted by Brown (2000: 218), who defines error analysis as a systematic examination of learners' errors to unveil underlying linguistic systems. Error analysis, as proposed by James (2013), encompasses identifying, classifying, and understanding the incidence, nature, causes, and implications of language errors in language production. In this context, Dulay, Burt, and Krashen (1982) delineate four error types—omission, addition, missformation, and missordering—based on surface strategy taxonomy, which may arise from various factors including interlingual, intralingual, communication strategy-based, and induced errors (James, 1998, in Sompong, 2013).

In the Indonesian educational context, English is a mandated subject from primary to tertiary levels. Despite years of instruction, many students struggle to master English, leading to errors in written and spoken communication, particularly in grammar. This is partly due to the grammatical disparities between Indonesian (the source language) and

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English (the target language). Brown (2000) characterizes errors as deviations from native grammar, reflecting the interlingual competence of the learner. Accurate grammar usage is imperative for effective communication in the target language, as language devoid of grammar can lead to communication breakdowns, as highlighted by Batstone (1994).

Grammatical errors pose significant challenges in English written and spoken production, especially in translating Indonesian sentences into English. Translation, as defined by Newmark (1998), requires a comprehensive understanding of both the source and target languages. Grammar proficiency is essential for producing accurate translations, particularly when grappling with grammatical disparities between languages. Consequently, English learners must possess a robust grasp of English grammar to ensure accurate translation from Indonesian to English, thereby minimizing errors in their translated English sentences. Preliminary observations indicate that students often attribute their grammatical errors to discrepancies in grammar rules between Indonesian and English, underscoring the importance of addressing these challenges in language education (Batstone, 1994).

Motivated by these challenges, this study aims to identify, analyze, and understand the types, predominant types, and causes of grammatical errors in translating Indonesian sentences into English among 11th-grade Language students at SMAN 6 Mataram.

### RESEARCH METHOD

This research adopted a descriptive qualitative design, aligning with Creswell's (1994) delineation of an inquiry methodology rooted in distinct methodological traditions aimed at probing social or human phenomena. The study was conducted within the premises of SMAN 6 Mataram, situated at Peternakan Street, No. 101, Selagalas, Mataram, during the academic year 2019/2020. The participants comprised 29 11th-grade Language students, with the English sentences translated from Indonesian texts and the responses to questionnaires crafted by these students serving as the research samples. The investigative framework drew upon theories posited by Dulay et al. and James to address the research inquiries.

Data collection relied on translation tests and questionnaires as the primary instruments to capture both the grammatical errors exhibited by students and the underlying causes of these errors in translating Indonesian sentences into English. Subsequent to data acquisition, a structured analytical approach was employed, comprising the following methodological steps:

1. Identification of students' grammatical errors.
2. Determination of the underlying causes of students' errors.
3. Categorization of students' grammatical errors.
4. Taxonomy of the causes behind students' errors.
5. Elucidation of the nature of students' grammatical errors.
6. Description and analysis of the factors contributing to students' errors.

These methodological procedures facilitated a comprehensive examination of the linguistic challenges encountered by the student cohort, thereby affording deeper insights into the intricacies of grammatical error production and its determinants within the translation process.

### RESEARCH FINDINGS AND DISCUSSION

#### FINDINGS

##### 1. Types of Students' Error

The findings of this study aimed to elucidate the typology of grammatical errors observed in the English translations of Indonesian sentences among students at SMAN 6 Mataram, thereby addressing the primary research question: "What are the types of grammatical errors exhibited by 11th-grade Language students when translating Indonesian

sentences into English?" A meticulous examination revealed a total of 100 errors perpetrated by the student cohort. These errors were systematically classified into four distinct categories: omission errors, addition errors, missformation errors, and missordering errors.

1. In the translation rendered by S<sub>1</sub>, a meticulous scrutiny unveiled the presence of three linguistic discrepancies, encompassing one instance of misformation error and two instances of omission error, distributed across three distinct sentences—namely, sentences number 2, 4, and 7, respectively.

The misformation error manifested in the following phrase: "dad came home last night when mom and I are cooking for dinner," where the verb tense fails to align with the temporal context, resulting in syntactic incongruity.

Conversely, the omission errors surfaced in the subsequent sentences: "mother usually get up early to prepare breakfast for her family," and "now I am reading a novel while my brother watching the horror movie," wherein essential grammatical components are absent, impeding syntactic coherence and semantic clarity.

2. In the assessment of S<sub>2</sub>'s translation endeavor, a discerning analysis revealed the occurrence of three distinct error types, comprising one misformation error, one addition error, and one omission error.

The misformation error surfaced in the sentence "he don't like to eat fast food because it's not healthy," where an infelicitous employment of the verb "don't" instead of "doesn't" leads to a deviation from standard grammatical structure.

Similarly, an addition error was detected in the sentence "now I am reading a novel while my brother is watching a horror movies," wherein the plural form "movies" inaccurately modifies the singular noun "movie," causing a discordance in agreement.

Conversely, an omission error manifested in the sentence "he always use the interesting teaching strategies so the students are enthusiastic to learn English," wherein the auxiliary verb "use" lacks the requisite inflection for subject-verb agreement, thereby compromising grammatical accuracy and semantic coherence.

3. In the analysis of S<sub>3</sub>'s translated output from Indonesian to English, the researcher identified five errors dispersed across four sentences, encompassing two instances of misordering, two omission errors, and one misformation error.

Firstly, a misordering error was discerned in sentence 1, "did you go to beach Senggigi yesterday to practice your English?" The erroneous positioning of 'beach' and 'Senggigi' necessitates reordering to adhere to grammatical conventions, resulting in "did you go to Senggigi beach yesterday to practice your English?"

Secondly, the misformation error was observed in sentence 2, "dad came home last night when mom and I are cooking for dinner." The incorrect usage of 'are' instead of 'were' in the Past Continuous tense necessitates rectification. Thus, the accurate rendition should be "dad came home last night when mom and I were cooking for dinner."

Furthermore, an omission error surfaced in sentence 7, "now I reading a novel while my brother watching the horror movie." The absence of the auxiliary verb 'to be' disrupts the adherence to the Present Continuous tense. Therefore, the corrected form necessitates inclusion, yielding "now I am reading a novel while my brother is watching the horror movie."

Lastly, another misordering error was evident in sentence 10, "they will make cakes delicious, soft, and sweet tomorrow." The improper sequence of adjectives and nouns mandates reordering, resulting in "they will make delicious, soft, and sweet cakes tomorrow."

In summary, S<sub>3</sub>'s translation yielded five errors across four sentences, necessitating meticulous attention to linguistic accuracy in subsequent translation endeavors.

4. Upon scrutinizing the output of S<sub>4</sub>'s translation endeavor, the researcher pinpointed three erroneous sentences, delineated as sentence numbers 6, 7, and 8, and hereby explicated:

1. In sentence 6, "have you finish your English homework?" exhibits an omission error. The absence of the suffix '-ed' from the verb 'finish' contravenes the requisites of the Simple Perfect tense, which necessitates the verb-3 form. Hence, the grammatically accurate rendition is "have you finished your English homework?"

2. Sentence number 7, "now I am reading a novel while my brother is watching the horror movies," is marred by an addition error. The superfluous addition of 's' to the word 'movie' is unwarranted, considering its singular nature. Therefore, the corrected version stands as "now I am reading a novel while my brother is watching the horror movie."

3. Furthermore, sentence 8, "she always uses the interesting teaching strategies so the students enthusiastic to learn English," encapsulates an omission error. The absence of the auxiliary verb 'are' before the subject 'students' disrupts grammatical coherence. Hence, the rectified form reads as "she always uses the interesting teaching strategies so the students are enthusiastic to learn English."

In summation, the analysis reveals that S<sub>4</sub>'s translation efforts yielded three errors across three sentences, comprising two instances of omission errors and one addition error. This underscores the necessity for meticulous linguistic vigilance in subsequent translation endeavors to ensure syntactic precision and fidelity to grammatical norms.

5. Upon meticulous examination of the translations executed by S<sub>5</sub>, the researcher discerned a total of five errors dispersed across four sentences, specifically in sentences numbered 1, 2, 7, and 8. Below is a detailed elucidation of the identified errors:

1. Sentence 1, "did you go to beach Senggigi yesterday to practice your English?" evinces a misordering error due to the erroneous arrangement of the words 'beach' and 'Senggigi.' The appropriate sequence should be 'Senggigi beach.' Therefore, the corrected rendition reads as "did you go to Senggigi beach yesterday to practice your English?"

2. In sentence 2, "dad come home last night when mom and I was cooking for dinner," misformation errors manifest. The verb 'come' in the independent clause necessitates the past tense form 'came,' while in the dependent clause, 'was' erroneously represents the plural subject 'mom and I,' necessitating correction to 'were.' Given the temporal context denoting past activities, the correct form should read as "dad came home last night when mom and I were cooking for dinner."

3. Furthermore, sentence 7, "I am reading a novel while my brother watches the horror movie now," embodies a misformation error. The usage of the Simple Present tense in the dependent clause contradicts the requirement for Present Continuous tense. Thus, the appropriate correction entails "I am reading a novel while my brother is watching the horror movie now."

4. Lastly, sentence number 8, "he always use the interesting teaching strategies so the students are enthusiastic to learn English," implicates an omission error. The failure to append the suffix 's' to the verb 'use' neglects the requisite form of the Simple Present tense for the third person. Consequently, rectification mandates "he always uses the interesting teaching strategies so the students are enthusiastic to learn English."

In summation, S<sub>5</sub>'s translation endeavors resulted in five errors distributed across four sentences, comprising one misordering error, two misformation errors, one addition error, and one omission error. This underscores the imperative of meticulous linguistic scrutiny to

uphold syntactic accuracy and adherence to grammatical conventions in subsequent translation endeavors.

6. In the analysis of S6's translation performance, the researcher identified four errors distributed across three sentences, specifically in sentences numbered 2, 4, and 9. Let us delve into a detailed exposition of the detected errors:

1. In sentence 2, "dad come home last night when mom and I are cooking for dinner," two misformation errors are discerned. Firstly, the usage of the verb-1 'come' instead of the past tense 'came' is noted. Secondly, the incorrect deployment of the verb 'are' instead of 'were' in conjunction with the plural subject 'mom and I' is observed. Correction necessitates adherence to the past forms, namely the Simple Past and Simple Past Continuous tenses. Thus, the rectified version reads as "dad came home last night when mom and I were cooking for dinner."

2. Sentence 4, "mother usually get up earlier to prepare breakfast for her family," exhibits an omission error. The absence of the suffix 's' at the end of the verb 'get' for the third person subject mandates correction. Hence, the revised rendition stands as "mother usually gets up earlier to prepare breakfast for her family."

3. Furthermore, in sentence 9, "there will some new rules at my school next month," an omission error is evident, denoted by the omission of 'be' after the auxiliary verb 'will.' Given the absence of a main verb in the sentence, the inclusion of 'be' becomes imperative. Consequently, the amended form reads as "there will be some new rules at my school next month."

In summation, S6's translation efforts resulted in four errors across three sentences, encompassing two misformation errors and two omission errors. This underscores the significance of meticulous attention to detail and adherence to grammatical structures in ensuring the accuracy and fidelity of translated content.

7. In scrutinizing the translation conducted by S7, the researcher unearthed three errors embedded within a singular sentence, namely sentence 7. The trifecta of errors encompassed two instances of misformation and one addition error. Allow us to dissect each flaw meticulously:

1. The misformation errors manifest through the utilization of the Simple Present tense in lieu of the requisite Present Continuous tense. This discrepancy undermines the temporal accuracy of the sentence, necessitating rectification.

2. Furthermore, an addition error is evident in the incorporation of the plural form 'movies' after 'horror,' which deviates from the grammatically correct singular form 'movie.' This infelicity introduces discordance in the sentence structure.

To ameliorate these errors and restore grammatical coherence, the revised rendition of the sentence reads as follows: "now I am reading a novel while my brother is watching the horror movie."

In summary, S7's translation endeavors resulted in three errors confined to sentence number 7, encompassing two instances of misformation and one addition error. This underscores the imperative of precision and adherence to grammatical conventions in ensuring the fidelity and accuracy of translated text.

8. Upon meticulous examination of the translation executed by S8, the researcher identified four errors dispersed across three distinct sentences, namely sentences 5, 7, and 9. Each error type and its corresponding rectification are delineated below:

1. Sentence 5, "she have a lot of books in her private library," incurred a misformation error stemming from the erroneous usage of the auxiliary verb 'have' for the subject 'she.'

The appropriate form, 'has,' ought to have been employed, resulting in the corrected rendition: "she has a lot of books in her private library."

2. In sentence 7, "now I reading a novel while my brother watching the horror movie," two omission errors were discerned. Firstly, the omission of the auxiliary verb 'am' for the subject 'I' necessitates its inclusion to ensure grammatical coherence. Secondly, the omission of the auxiliary verb 'is' for the subject 'my brother' warrants its addition. Thus, the amended sentence reads as follows: "now I am reading a novel while my brother is watching the horror movie."

3. Sentence 9, "there will some new rule at my school next month," harbored an omission error attributable to the failure to append the plural marker 's' to the noun 'rule.' Consequently, the revised version should read: "there will be some new rules at my school next month."

In summary, S8's translation efforts resulted in four errors across three sentences, comprising one misformation error and three omission errors. These findings underscore the critical importance of linguistic precision and grammatical accuracy in the realm of translation.

9. Upon meticulous scrutiny of the translation conducted by S9, it was discerned that 5 errors permeated 3 sentences, specifically sentences 3, 5, and 7. The first misformation error was detected in sentence 3, "he don't like to eat fast food because it's not healthy," wherein the incorrect auxiliary 'do' was employed instead of 'does.' Given that the subject 'he' mandates the usage of the third-person singular form, the appropriate rendering ought to be "he doesn't like to eat fast food because it's not healthy."

Furthermore, in sentence 5, "she hev a lot of book in her private library," an array of errors emerged. Firstly, a misformation error arose from the utilization of the incorrect auxiliary verb 'have' for the third-person subject 'she,' necessitating its replacement with 'has.' Additionally, an omission error transpired due to the absence of the plural marker 's' for the noun 'book,' warranting its inclusion to denote plurality. Consequently, the corrected version of the sentence reads: "she has a lot of books in her private library."

In sentence 7, "I read a novel while my brother watches the horror movie now," two misformation errors were identified. The utilization of the Simple Present tense was deemed erroneous, warranting the adoption of the Simple Continuous tense to convey ongoing actions in the present. Thus, the amended rendition reads: "I am reading a novel while my brother is watching the horror movie."

In summary, S9's translation exhibited 5 errors across 3 sentences, encompassing 4 misformation errors and 1 omission error. These findings underscore the significance of linguistic accuracy and grammatical precision in the realm of translation.

10. Upon meticulous examination of the translations conducted by S10, S11, and S12, several errors were identified across the provided sentences, necessitating thorough analysis and correction.

In the translation by S10, 4 errors were identified, comprising 2 addition errors and 2 omission errors, spanning 2 sentences. The addition errors manifested in the inclusion of extraneous words, such as "a" before "novels" and "the" before "enthusiastic," where such articles were unwarranted. Conversely, omission errors were observed in the absence of essential elements such as the plural marker 's' in "novels" and the gerund form 'ing' in "learn." These discrepancies underscore the importance of linguistic precision and grammatical accuracy in translation.

11. Similarly, the translation by S11 yielded 5 errors across 4 sentences, encompassing 1 misformation error, 3 omission errors, and 1 addition error. The misformation error arose from the incorrect formulation of the interrogative sentence "do

you go to Senggigi beach yesterday to practice your English?" The omission errors were evidenced by the absence of essential components such as auxiliary verbs ('doesn't'), verb inflections ('watch'), and gerund forms ('reading'). Additionally, an addition error was detected wherein an extraneous article ('the') was inserted before 'uses,' disrupting the syntactic structure of the sentence.

12. Lastly, in the translation by S<sub>12</sub>, 3 errors were identified across 3 sentences, comprising 1 omission error, 1 addition error, and 1 misordering error. The omission error stemmed from the absence of the third-person singular inflection 's' in the verb 'get.' Furthermore, an addition error manifested in the inclusion of the article 'a' before 'horror movies,' where such an article was unnecessary. Lastly, a misordering error was observed in the incorrect positioning of the adjective 'new' before 'rules,' necessitating its relocation for grammatical coherence.

In conclusion, the translations by S<sub>10</sub>, S<sub>11</sub>, and S<sub>12</sub> exemplify the intricacies of linguistic transfer and the importance of meticulous attention to detail to ensure fidelity to the original text and adherence to grammatical conventions.

13. Upon thorough examination of the translations conducted by S<sub>13</sub> through S<sub>17</sub>, several errors were detected across the provided sentences, necessitating detailed analysis and correction.

Starting with the translation by S<sub>13</sub>, 4 errors were identified, comprising 1 misordering error, 2 omission errors, and 1 addition error. The misordering error was evident in the sentence "he has a lot of books in his library private," where the order of the adjectives was incorrect. Additionally, omission errors were observed in sentences such as "now I reading a novel while my brother watching the horror movie," where essential elements like auxiliary verbs were missing. Furthermore, an addition error was detected in the sentence "there will some the new rules at my school next month," where an extraneous article 'the' was included unnecessarily.

14. Moving on to the translation by S<sub>14</sub>, 3 errors were found across 3 sentences, consisting of 1 misformation error and 2 misordering errors. The misformation error was identified in the sentence "dad comes home last night when mom and I were cooking for dinner," where the verb form was incorrect. Moreover, misordering errors were present in sentences such as "did you go to beach Senggigi yesterday to practice your English?" and "he always uses the teaching strategies interesting so the students are enthusiastic to learn English," where the word order was inaccurate.

15. In the translation by S<sub>15</sub>, 5 errors were detected across 4 sentences, including 1 addition error and 4 omission errors. The addition error was observed in the sentence "mother usually gets up earlier to prepare breakfast for the her family," where an extraneous article 'the' was included. Omission errors were evident in sentences like "now I reading a novel while my brother watching the horror movie," where necessary elements such as auxiliary verbs and gerunds were absent.

16. Moving forward to the translation by S<sub>16</sub>, 4 errors were identified across 4 sentences, encompassing 2 misformation errors, 1 addition error, and 1 misordering error. Misformation errors were present in sentences such as "mother usually gets up earlier to prepare breakfast for his family," where the possessive pronoun was incorrect. Additionally, an addition error was detected in the sentence "he always uses the interesting teaching strategies so the students are the enthusiastic to learn English." Lastly, a misordering error was found in the sentence "they will make cakes delicious, soft, and sweet tomorrow."

17. In the translation by S<sub>17</sub>, 3 errors were noted across 3 sentences, comprising 1 omission error and 2 addition errors. The omission error was identified in the sentence "he

has a lot of book in his private library," where the plural form of 'book' was omitted. Moreover, addition errors were present in sentences like "now I am reading a novels while my brother is watching the horror movie" and "he always the uses the interesting teaching strategies so the students are enthusiastic to learn English," where extraneous articles were included unnecessarily.

In summary, the translations by S<sub>13</sub> through S<sub>17</sub> demonstrate the complexities of linguistic transfer and highlight the importance of meticulous attention to detail to ensure accurate and coherent translations.

18. Upon meticulous analysis of the translations provided by S<sub>18</sub> through S<sub>22</sub>, various errors were identified across the sentences, necessitating comprehensive scrutiny and rectification.

Starting with the translation by S<sub>18</sub>, 3 errors were detected across 3 sentences, comprising 2 misformation errors and 1 misordering error. The misformation errors were evident in sentences such as "do you go to Senggigi beach yesterday to practice your English?" and "dad came home last night when mom and I are cooking for dinner," where incorrect verb forms were used. Additionally, a misordering error was present in the sentence "have you finished your homework English?", where the word order was inaccurate.

19. Moving on to the translation by S<sub>19</sub>, 2 errors were identified across 2 sentences, consisting of 1 misformation error and 1 omission error. The misformation error was found in the sentence "she have a lot of books in her private library," where the verb form was incorrect. Furthermore, an omission error was detected in the sentence "he always uses the interesting teaching strategies so the students enthusiastic to learn English," where essential words were missing.

20. In the translation by S<sub>20</sub>, 3 misformation errors were detected across 2 sentences. Errors were found in sentences such as "dad come home last night when mom and I are cooking for dinner" and "he don't like to eat fast food because it's not healthy," where incorrect verb forms and contractions were used.

21. Moving forward to the translation by S<sub>21</sub>, 3 errors were found across 3 sentences, encompassing 2 misordering errors and 1 omission error. Misordering errors were evident in sentences like "did you go to beach Senggigi to practice your English?" and "he always uses the strategies teaching interesting so the students are enthusiastic to learn English," where the word order was inaccurate. Additionally, an omission error was present in the sentence "have you finish your English homework?", where essential words were missing.

22. In the translation by S<sub>22</sub>, 4 errors were identified across 3 sentences, including 2 omission errors, 1 misordering error, and 1 addition error. Omission errors were detected in sentences such as "now I reading a novel while my brother watching the horror movie," where necessary elements like auxiliary verbs were missing. Furthermore, a misordering error was present in the sentence "she always uses the teaching strategies interesting so the students are enthusiastic to learn English," where the word order was inaccurate. Additionally, an addition error was detected in the sentence "there will some the new rules at my school next month," where extraneous articles were included unnecessarily.

In summary, the translations by S<sub>18</sub> through S<sub>22</sub> underscore the intricacies of language transfer and emphasize the importance of precise linguistic analysis to ensure accurate and coherent translations.

23. Upon careful examination of the translations provided by S<sub>23</sub> through S<sub>27</sub>, several errors were identified across the sentences, necessitating thorough analysis and correction.

Beginning with the translation by S23, 4 errors were detected across 4 sentences, encompassing 1 misformation error, 1 omission error, 1 addition error, and 1 misordering error. The misformation error was evident in the sentence "dad came home last night when mom and I was cooking for dinner," where an incorrect verb form was used. An omission error was identified in the sentence "now I reading a novel while my brother is watching the horror movie," where essential words were missing. Additionally, an addition error was present in the sentence "there will some the new rules at my school next month," where an unnecessary article was included. Lastly, a misordering error was found in the sentence "they will make cakes delicious, soft, and sweet tomorrow," where the word order was inaccurate.

24. Moving on to the translation by S24, 4 errors were identified across 3 sentences, consisting of 3 misformation errors and 1 omission error. Misformation errors were evident in sentences such as "dad comes home last night when mom and I are cooking for dinner" and "now I am reading a novel while my brother watches the horror movie," where incorrect verb forms were used. Additionally, an omission error was detected in the sentence "mother usually get up earlier to prepare breakfast for her family," where the verb form was incorrect.

25. In the translation by S25, 3 errors were found across 2 sentences, including 2 omission errors and 1 addition error. Omission errors were identified in the sentence "have you finish your English?" where essential words were missing. Additionally, an addition error was present in the sentence "now I am reading a novels while my brother is watching the horror movie," where an unnecessary plural form was used.

26. Moving forward to the translation by S26, 4 misformation errors were detected across 3 sentences. Errors were found in sentences such as "do you go to Senggigi beach yesterday to practice your English?" and "dad comes home last night when mom and I are cooking for dinner," where incorrect verb forms were used.

27. In the translation by S27, 4 errors were identified across 4 sentences, comprising 1 omission error, 1 misformation error, and 2 addition errors. An omission error was present in the sentence "mother usually get up earlier to prepare breakfast for her family," where the verb form was incorrect. Additionally, a misformation error was detected in the sentence "right now I am reading a novel while my brother watched the horror movie," where the verb tense was inaccurate. Furthermore, an omission error was found in the sentence "she always use the interesting teaching strategies so the students are enthusiastic for learning English," where the verb form was incorrect. Lastly, an addition error was identified in the sentence "there will the some new rules at my school next month," where an unnecessary article was included.

In conclusion, the translations by S23 through S27 highlight the importance of precise linguistic analysis and attention to detail in achieving accurate and coherent translations.

## 2. The Dominant Type of Students' Error

This study was conducted to address the second research inquiry: "What are the predominant types of grammatical errors exhibited by students when translating Indonesian sentences into English at SMAN 6 Mataram?" The error percentage was determined using the following formula:  $(\text{omission errors} / \text{addition errors} / \text{misformation errors} / \text{misordering errors}) \times 100$ . Presented below is the table illustrating the percentage of errors made by students.

Table 2

The Dominant Errors	Error type	Number of each Error	Error Percentage

Committed by Students. No.			
1.	Omission Error	37 of 100	37% of 100%
2.	Addition Error	17 of 100	17% of 100%
3.	Misformation Error	33 of 100	33% of 100%
4.	Misordering Error	13 of 100	13% of 100%

The total error was 100 = 100%.

The tabulated data indicates that omission errors constituted the most prevalent grammatical lapses among students, occurring 37 times, thus representing 37% of the total errors identified. Following closely, misformation errors were observed 33 times, accounting for 33% of the errors. Additionally, additions were noted in 17% of instances, while misordering errors were the least frequent, occurring in 13% of cases.

### 3. The Causes of Students' Error

This investigation aimed to address the final research inquiry: "What are the causes of grammatical errors among students in translating Indonesian sentences into English at SMAN 6 Mataram?" A total of 138 error causes were documented through responses gathered via questionnaires. The percentage of error causes was computed using the formula: interlingual error / intralingual error / communication strategy-based error / induced error x 100. The subsequent table presents the distribution of error causes among students.

Table 3

The Causes of Errors Committed by Students.

No.	Questions	Error Causes	Number of Error
1.	Do you translate the Indonesian sentences into English word by word?	Interlingual error	17 of 138 = 12,31%
2.	Do you translate the English sentences into English by transferring your knowledge of Indonesian grammatical in your translation?	Interlingual error	21 of 138 = 15,21%
3.	Do you get difficulties to use the dictionary in selecting the equivalent words in Indonesian and English?	Interlingual error	15 of 138 = 10,86%
4.	Do you find difficulties in understanding English grammar usage?	Intralingual error	23 of 138 = 16,7%
5.	Do you understand well about English grammar that you have learned?	Intralingual error	24 of 138 = 17,4%
6.	Do you concern the English grammar usage when you make English sentences?	Intralingual error	5 of 138 = 3,62%
7.	Do you make a new concept of English grammar to construct your English sentences when you don't know the correct one?	Communication strategy-based error	11 of 138 = 7,97%
8.	Does your English teacher tell you about the mistakes that you made when you speak and write in English?	Induced error	8 of 138 = 5,79%

9.	Does your English teacher explain the materials clearly and easy to be understood?	Induced error	9 of 138 = 6,52%
10.	Does your English teacher often give you English writing practice?	Induced error	5 of 138 = 3,62%

The data presented in the table delineate the predominant sources of grammatical errors among students in translating Indonesian sentences into English. Interlingual errors accounted for the highest percentage, comprising 53 instances or 38.7% of the total errors identified. Following closely behind, intralingual errors constituted 52 occurrences or 37.5%. Induced errors were observed in 22 instances, representing 15.9% of the total, while communication strategy-based errors were the least frequent, with 11 instances or 7.9% of the total error causes.

## DISCUSSION

### 1. Types of Students' Error

Drawing upon Dulay, Burk, and Krashen's (1982, as cited in James, 2013: 106-110) surface strategy taxonomy, this study delineates four discernible types of errors encountered in students' translation endeavors: omission error, addition error, missformation error, and missordering error. In the context of the present investigation, students demonstrated proficiency in committing these errors when translating text from Indonesian to English.

Firstly, omission errors, as elucidated by Dulay, Burk, and Krashen, manifest through the conspicuous absence of essential linguistic elements within a syntactic structure. This lapse was apparent in instances where students neglected to include crucial components in their English sentences, such as the copulative verbs 'is' and 'am', or failed to append suffixes such as '-ing' or '-s' to verbs, exemplified by phrases like "mother usually get up early to prepare breakfast for her family" and "now I am reading a novel while my brother watching the horror movie".

Secondly, addition errors, as described by Dulay, Burt, and Krashen, occur when students adhere rigidly to certain grammatical rules, resulting in superfluous additions within their English sentences. This transgression was evident in instances where students unnecessarily inserted articles like 'the' and plural markers such as 's' into singular nouns, as seen in the phrase "now I am reading a novel while my brother is watching a horror movies".

Thirdly, missformation errors, as outlined by Dulay, Burk, and Krashen, arise from the application of incorrect morphemes or structural forms within a sentence. Students exhibited missformation errors through the erroneous application of verb forms, tense structures, and auxiliary verbs in their English sentences. For instance, phrases like "dad came home last night when mom and I are cooking for dinner" and "he don't like to eat fast food because it's not healthy" exemplify this deviation.

Lastly, missordering errors, as defined by Dulay, Burk, and Krashen, manifest as the improper placement of morphemes or words within an utterance. Students demonstrated missordering errors by inadvertently shuffling the positions of words in their sentences, leading to syntactic incongruities. Notably, misplacement of nouns and adjectives was observed, as evidenced in phrases like "did you go to beach Senggigi yesterday to practice your English?" and "they will make cakes delicious, soft, and sweet tomorrow".

### 2. Dominant Type of Students' Error.

In the findings section, a meticulous examination of the data reveals the prevalence of various types of errors evident in the English sentences generated by students. By

quantifying the occurrence of each error type, insights into the dominant patterns of linguistic deviations emerge.

Upon analysis, it was determined that omission errors constituted the highest proportion of errors, accounting for 37% of all errors identified. This finding underscores the propensity of students to overlook crucial elements essential for syntactic coherence within their English sentences. Hence, it is evident that omission errors represent the most pervasive type of error among eleventh-grade Language students at SMAN 6 Mataram.

Following closely behind, misformation errors comprised 33% of the total errors observed. This indicates that a considerable number of students encountered challenges in accurately forming and structuring their English sentences. Thus, misformation errors emerged as the second most prevalent error type among the student cohort.

In contrast, addition errors were identified in 17% of instances, reflecting a lesser occurrence compared to misformation errors. This suggests that students were relatively less prone to inserting extraneous elements into their sentences, yet the prevalence of such errors remains notable within the student population.

Lastly, missordering errors accounted for 13% of all errors, representing the lowest proportion among the error types analyzed. This indicates that students exhibited relatively fewer instances of rearranging words or morphemes within their sentences compared to other types of errors.

In summation, the analysis elucidates the hierarchical distribution of error types among eleventh-grade Language students at SMAN 6 Mataram, with omission errors prevailing as the most dominant, followed by misformation, addition, and missordering errors, respectively.

### **3. The Causes of Students' Error**

The primary error cause identified by the researcher was interlingual error, accounting for the highest percentage of errors at 38.7%. As elucidated by James (2013), interlingual errors stem from the influence of learners' native languages on their acquisition of the target language. This category was further delineated into three subtypes within the questionnaire responses: 15.21% of students exhibited errors by directly transferring Indonesian grammatical structures into their English translations, 12.31% engaged in word-for-word translation, and 10.97% encountered challenges in selecting equivalent words in Indonesian and English when utilizing dictionaries.

Following interlingual errors, the second most prevalent error cause was intralingual error, comprising 37.5% of all errors. James explicates intralingual errors as those arising from inherent complexities within the target language itself. The questionnaire responses revealed that 17.4% of students struggled due to inadequate comprehension of English grammar rules, 16.7% encountered difficulties in applying English grammar usage, and 3.62% overlooked grammatical considerations entirely when constructing English sentences.

Induced errors constituted the third highest percentage, totaling 15.9% of all errors. These errors result from students being misguided by teaching methods, definitions, examples, explanations, and practice opportunities. The breakdown of induced errors included 6.52% attributed to unclear and incomprehensible explanations from English teachers, 5.79% due to insufficient feedback on students' spoken and written English, and 3.62% arising from infrequent English writing practice provided by teachers.

Lastly, communication strategy-based errors accounted for the lowest percentage at 7.9%. These errors stemmed from students' reliance on assumed concepts and experiences, leading them to construct English sentences using novel grammatical constructs. This

finding underscores the influence of students' conceptual frameworks on their language production.

Interestingly, the research findings diverge from those of a prior study conducted by Novita in 2018, titled "Grammatical Errors in Students' Translated Texts by Informatics Department Students at STEKOM Semarang." Novita's research identified misformation as the most prevalent error type, comprising 54.8% of all errors, with intralingual factors identified as the primary source of learner errors at 75%. Such disparities highlight the contextual nuances and varying linguistic competencies among student populations, underscoring the multifaceted nature of error analysis in language learning research.

### CONCLUSION

In conclusion, this study shed light on the prevalent grammatical errors encountered among students in translating Indonesian sentences into English. The analysis of 100 errors made by 27 students revealed a notable distribution, with omission error comprising the largest proportion at 37%, followed closely by misformation error at 33%, addition error at 17%, and misordering error at 13%. This highlights the prominence of omission errors as the primary challenge faced by students in achieving grammatical accuracy.

Moreover, an examination of the underlying causes of these errors unveiled significant insights into the factors influencing students' linguistic proficiency. Interlingual error emerged as the predominant error cause, attributed to the influence of learners' native language structures. Intralingual error followed closely, indicating challenges within the English language system itself. Induced error, stemming from instructional methods and practices, and communication strategy-based error, reflecting learners' conceptual frameworks, further contributed to the complexity of error occurrence.

Overall, these findings underscore the multifaceted nature of language learning and the importance of addressing diverse linguistic challenges in educational settings. By identifying dominant error types and their underlying causes, this research provides valuable insights for educators and curriculum developers to enhance language instruction strategies and promote more effective language learning outcomes among students.

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