

**AN ANALYSIS OF ENGLISH TO INDONESIAN TRANSLATION ERRORS  
MADE BY TENTH GRADE STUDENTS AT SMAK ST. FRANSISKUS ASISI  
LARANTUKA**

**Yohana Apriani Dai<sup>1</sup>, Germana Oreng Ritan<sup>2</sup>, Fransiska Jone Mare<sup>3</sup>**  
[yohanaaprianidai@gmail.com](mailto:yohanaaprianidai@gmail.com)<sup>1</sup>, [germanaritan02@gmail.com](mailto:germanaritan02@gmail.com)<sup>2</sup>, [chikamare9@gmail.com](mailto:chikamare9@gmail.com)<sup>3</sup>

**\*Corresponding Author: Germana Oreng Ritan**  
[germanaritan02@gmail.com](mailto:germanaritan02@gmail.com)✉

**Institut Keguruan dan Teknologi Larantuka**

**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis kesalahan terjemahan dari Bahasa Inggris ke Bahasa Indonesia yang dilakukan oleh siswa kelas sepuluh di SMAK St. Fransiskus Asisi Larantuka, khususnya dalam teks kartu ucapan. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi hasil terjemahan siswa. Hasil penelitian menunjukkan bahwa terdapat enam jenis kesalahan terjemahan yang dilakukan siswa, yaitu kesalahan gramatikal, leksikal, semantik, sintaksis, idiomatik, dan kultural. Dari keenam jenis kesalahan tersebut, kesalahan semantik merupakan yang paling dominan. Faktor penyebab kesalahan meliputi keterbatasan kosakata dan tata bahasa, perbedaan struktur bahasa Inggris dan Indonesia, kurangnya pemahaman konteks serta budaya, dan kecenderungan siswa untuk menggunakan strategi terjemahan kata per kata. Penelitian ini merekomendasikan agar pengajaran terjemahan menekankan pemahaman konteks budaya, penggunaan strategi terjemahan yang tepat, serta pelatihan berpikir kritis dalam memahami makna agar hasil terjemahan lebih akurat dan alami.

**Kata Kunci:** Kesalahan Terjemahan, Kartu Ucapan, Siswa SMA, Semantik, Bahasa Inggris–Bahasa Indonesia.

**ABSTRACT**

*This study aims to analyze translation errors from English to Indonesian made by tenth grade students at SMAK St. Fransiskus Asisi Larantuka, particularly in greeting card texts. A descriptive qualitative method was employed, using observation, interviews, and documentation of students' translation works as data collection techniques. The findings reveal six types of translation errors: grammatical, lexical, semantic, syntactic, idiomatic, and cultural errors. Among these, semantic errors were the most dominant. The causes of these errors include limited vocabulary and grammar mastery, structural differences between English and Indonesian, lack of contextual and cultural understanding, and students' tendency to rely on word-for-word translation strategies. This study recommends that translation teaching should emphasize cultural context comprehension, the application of appropriate translation strategies, and the development of critical thinking to improve the accuracy and naturalness of students' translations.*

**Keywords:** Translation Errors, Greeting Cards, High School Students, Semantic Errors, English–Indonesian Translation.

## INTRODUCTION

English is an international language that plays an essential role in education, technology, and communication. In Indonesian schools, English is a compulsory subject that supports students' ability to access knowledge and participate in global interactions. One of the important skills in English learning is translation. Translation is not only a linguistic transfer but also a process that involves cultural and contextual understanding (Nida & Taber, 2018).

However, many students encounter difficulties when translating from English into Indonesian. Errors often occur due to limited vocabulary, lack of grammatical mastery, literal translation of idioms, and insufficient awareness of cultural context. Previous studies (Sulistyo, 2022; Hartati, 2023; Darmawan, 2021) highlight that students frequently struggle with idiomatic and semantic aspects in translation, especially in informal texts such as greeting cards.

This research analyzes the types of translation errors made by tenth grade students, identifies the most dominant type, investigates their causes, and proposes recommendations for better translation teaching practices.

## METHOD

This study employed a descriptive qualitative design. The subjects of this study focused on thirteen students in the tenth grade of SMAK St. Fransiskus Asisi Lantuka in the academic year of 2025/2026. Data were collected through:

1. Observation: examining students' translation results of greeting cards.
2. Interviews: with both students and teachers to identify error sources.
3. Documentation: lesson plans, materials, and students' written translations.

The data were analyzed using Miles and Huberman's (1994) model, consisting of data reduction, data display, and conclusion drawing.

## FINDINGS AND DISCUSSION

The analysis revealed that students committed various translation errors, categorized as:

- Grammatical errors: misuse of tenses and sentence agreement.
- Lexical errors: inappropriate word choice.
- Semantic errors: distortion of meaning, the most dominant type.
- Syntactic errors: unnatural word order.
- Idiomatic errors: literal translation of idioms (e.g., "Break a leg" → Patahkan kakimu).
- Cultural errors: failure to transfer cultural nuances (e.g., "Happy Thanksgiving").

The errors were caused by linguistic differences between English and Indonesian, limited vocabulary and grammar mastery, lack of contextual and cultural awareness, interference from first language structures, and overreliance on literal translation and translation tools.

The findings emphasize the importance of teaching translation beyond word-for-word approaches. Instruction should focus on understanding cultural context and emotional meaning, developing strategies such as paraphrasing, modulation, and adaptation, and encouraging critical thinking and contextual interpretation.

## CONCLUSION

This study concludes that tenth grade students at SMAK St. Fransiskus Asisi Lantuka made various types of translation errors in greeting cards, with semantic errors being the most dominant. The main causes were linguistic limitations, lack of cultural

understanding, and reliance on literal translation. To improve translation skills, teachers should integrate cultural awareness and strategy-based instruction in translation classes.

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