

## SYNTACTIC INTERFERENCE IN INDONESIAN-GERMAN TRANSLATION: AN ERROR ANALYSIS OF VERBSTELLUNG AMONG B1- LEVEL LEARNERS

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### ABSTRACT

*This study examined syntactic interference in the translation of Indonesian texts into German produced by B1-level learners. Previous studies have identified various syntactic errors in learners' writing, however, limited research has investigated syntactic interference in translation activities that activate two linguistic systems simultaneously. Therefore, this study aims to analyze the forms of syntactic interference occurring in Indonesian-to-German translations. The study employed a qualitative descriptive research design based on Corder's error analysis framework. The data were obtained from Indonesian-to-German translation tasks completed by B1-level learners. The analysis focused on errors related to Verbstellung, a crucial aspect of German sentence structure that often causes difficulty due to mother tongue interference. The findings revealed three types of syntactic errors: misformation, omission, and misordering. Misformation was the most frequent error (40%), followed by omission (33%) and misordering (27%). These results indicate that syntactic interference significantly influenced learners' translations.*

**Keywords:** Error Analysis, German Syntax, Syntactic Interference, Verbstellung.

### INTRODUCTION

Syntactic interference refers to a linguistic phenomenon in which the grammatical structure of a learner's first language influences the production of a second language, resulting in forms that do not fully conform to target language norms. In the field of second language acquisition, learner errors are regarded as systematic deviations that reflect the development of the learner's internal linguistic system. Corder (1967) explains that learner errors hold theoretical significance because they reveal the underlying linguistic system in the process of being constructed. In line with this perspective, Naderi (2025) argues that cross-linguistic interference manifests in consistent patterns and reflects the activation of learners' internal linguistic systems rather than mere performance failure. Similarly, Septiardiya (2024) emphasizes that errors in learning German display systematic characteristics that can be examined through an error analysis framework. Therefore, syntactic interference can be understood as a manifestation of interaction between linguistic systems during the development of learners' competence.

In the context of learning German as a foreign language, various studies indicate that syntactic interference frequently occurs in sentence structure, grammatical relations, and phrase constructions. Pratiwi, Amalia, and Sobara (2025) report that errors related to Verbstellung remain dominant among A2–B1 level learners. Murad, Azizah, and Mannahali (2021) identify syntactic errors in noun phrases, pronouns, prepositions, and adjective constructions in students' descriptive writing. Mannahali (2022) further explains that writing errors are closely related to unstable mastery of grammatical structures. The transfer of Indonesian phrase structures into German has also been shown to produce consistent syntactic interference (Kokomaking, Saud, & Nensilanti, 2023; Raymondra & Bukhori, 2021). Moreover, fundamental differences in grammatical relations between Indonesian and German reinforce the potential for interference (Siahaan & Mulyadi, 2024). Even in

machine translation, structural inconsistencies between Indonesian and German have been identified (Mannahali, 2024), indicating the complexity of syntactic mapping between the two languages. However, most of these studies focus primarily on writing tasks or general grammatical errors, whereas research specifically examining syntactic interference in Indonesian–German translation, particularly in relation to *Verbstellung* among B1-level learners, remains limited. Therefore, the present study aims to address this gap by analyzing verb placement errors in translation tasks using Corder’s error analysis framework.

Sentence structure in German can vary, especially in simple and complex sentences, with the main focus on the position of the verb, which is often in the second position (V2) (Bingku & Lendo, 2023). Research by Bingku and Lendo (2023) shows that simple sentences in German generally follow the pattern S + V + O (subject + predicate/verb + object), but can also vary by rearranging the positions of the subject and object, as long as the verb remains in the second position. In a broader syntactic analysis, Collard et al. (2019) state that in German subordinate clauses, word order follows the Subject-Object-Verb (SOV) structure, distinguishing it from English and indicating different processing characteristics in translation between the two languages. This underscores the functional nature of verb placement in subordinate clauses, indicating a higher level of syntactic complexity in German (Jing et al., 2023).

In comparison, sentence structure in Indonesian is generally flexible in terms of predicate position, although it commonly follows the S-V-O (Subject-Verb-Object) pattern to convey meaning (Yuniza et al., 2022). Verbs in Indonesian are not dependent on a specific position as they are in German. This structural difference can cause interference when Indonesian speakers learn German, as learners are accustomed to the flexibility of predicate placement. Kokomaking et al. (2023) verify that learners often transfer the sentence structure of their first language into their second language production, even when the two languages differ significantly. Consequently, learners with an Indonesian linguistic background frequently face challenges in internalizing the stricter and more systematic patterns of *Verbstellung*.

To illustrate the occurrence of syntactic interference in Indonesian–German translation, preliminary observations from students’ translation tasks revealed several recurring errors related to verb placement and grammatical formation. These errors demonstrate how learners tend to transfer Indonesian sentence structures into German, which results in deviations from the rigid rules of *Verbstellung* in German syntax.

For example, when translating the Indonesian sentence:

**SL:**

“Dalam kehidupan sehari-hari saya dan adik saya sering menggunakan media.”

Several students produced different translations that illustrate common syntactic errors.

**TL (1):**

In dem täglichen Leben ich und meine Schwester oft benutzen Medien.

In this sentence, the finite verb *benutzen* appears in the fourth position instead of the second position, which violates the *Verb-Zweitstellung* (V2) rule in German main clauses. According to German syntactic rules, the finite verb must occupy the second position regardless of which element appears first (Duden, 2023). The correct sentence should be:

Im täglichen Leben benutzen meine Schwester und ich oft Medien.

Based on Corder’s error analysis framework (1981), this deviation can be classified as misordering, since the verb is placed in an incorrect position within the sentence.

A similar error appears in another student translation:

**TL (2):**

Im Alltag ich und meine Bruder oft nutzen Medien.

In this sentence, the verb *nutzen* is also not placed in the second position, which again violates the Verb-Zweitstellung rule in German declarative sentences. The correct structure should place the verb immediately after the first sentence element, as in:

Im Alltag nutzen mein Bruder und ich oft Medien.

This deviation can likewise be classified as misordering, because the syntactic elements are arranged in an incorrect order and the verb does not appear in the required second position.

Another translation illustrates a different type of grammatical error:

**TL (3):**

Im dem täglichen Leben benutzt ich und meine Schwester oft Medien.

In this sentence, the verb *benutzt* is incorrectly conjugated for the subject *ich und meine Schwester*. In German, the verb must agree with the plural subject, so the correct form should be *benutzen*. The correct sentence is therefore:

Im täglichen Leben benutzen meine Schwester und ich oft Medien.

According to Corder's classification (1981), this error can be categorized as misformation, since the learner uses an incorrect grammatical form of the verb.

These preliminary examples demonstrate that learners frequently transfer the relatively flexible Indonesian sentence structure into German. While Indonesian allows greater flexibility in predicate placement, German follows strict rules of *Verbstellung*, particularly the Verb-Zweitstellung pattern in main clauses. Consequently, learners often produce sentences that deviate from standard German syntactic patterns.

From the perspective of second language acquisition, such errors are not merely random mistakes but reflect the development of learners' interlanguage system (Corder, 1967). Therefore, analyzing these syntactic deviations is essential for understanding how interference between Indonesian and German grammatical systems affects learners' translation performance.

These examples demonstrate that learners frequently transfer the relatively flexible Indonesian sentence structure into German. Indonesian allows more flexibility in predicate placement (Yuniza et al., 2022), whereas German follows strict verb position rules depending on clause type. As a result, learners often produce sentences that are grammatically inconsistent with German syntax.

From the perspective of second language acquisition, these errors are not merely random mistakes but reflect the learners' developing interlanguage system. Corder (1967) emphasizes that learner errors provide important insights into how learners construct linguistic rules during language acquisition. Therefore, analyzing these syntactic deviations is essential for understanding the nature of interference between Indonesian and German grammatical systems.

These preliminary observations highlight the urgency of examining syntactic interference in Indonesian–German translation tasks, particularly in relation to *Verbstellung*, which remains one of the most challenging aspects of German grammar for learners.

In German, verb position (*Verbstellung*) constitutes a rigid yet systematic grammatical feature, in which verb placement varies depending on sentence type and syntactic elements (Duden, 2023). This system includes three primary patterns: (1) Verb-Zweitstellung (second position) in the main clause (*Hauptsatz*), (2) Verb-Endstellung (final position) in the subordinate clause (*Nebensatz*), and (3) Verb-Erststellung (first position) in interrogative

and imperative sentences (Lingolia, 2022).

Lingolia (2022) further distinguishes two types of interrogative sentences in German: *Entscheidungsfragen* (closed questions) and *Ergänzungsfragen* (open questions). Closed questions begin with the verb in the first position, followed by the subject and other elements, as in “Habe ich das Buch gegeben?” (V-S-O). In contrast, open questions begin with an interrogative word (W-Frage) such as *wann*, *wo*, or *warum*, followed by the verb in the second position, as illustrated in “Wann habe ich dir das Buch gegeben?” (W-Frage-V-S-O). Additionally, the principle of *Verb-Erststellung* also applies to imperative sentences, for example, “Lies das Buch!” (V-O), where the verb appears in the first position to express a command.

The complexity of *Verbstellung* increases when auxiliary verbs (*Hilfsverben*) or modal verbs (*Modalverben*) are involved. In the *Perfekt* construction, the auxiliary verb occupies the second position while the past participle appears at the end (e.g., “Ich habe das Buch gelesen”) (Hammer, 2021). Similarly, in sentences containing modal verbs, the infinitive of the main verb must be placed at the end (e.g., “Sie kann Deutsch sprechen”) (Durrell, 2020). These patterns demonstrate that verb placement in German depends not only on sentence type but also on verb category.

This difficulty becomes more pronounced at the A2–B1 level, which corresponds to the stage where learners begin to engage in more complex grammatical constructions in accordance with the Common European Framework of Reference for Languages (CEFR) (Permana, 2022). Errors in verb placement frequently occur among learners at this level, primarily due to native language interference such as applying the Indonesian SVO structure or overgeneralization of rules, for instance consistently placing the verb in the second position (Klein & Perdue, 2020). Diehl et al. (2021) demonstrate that 65% of syntactic errors produced by beginner learners are related to verb placement. Therefore, a contrastive teaching approach combined with an error analysis-based methodology (Corder, 1981) is necessary to assist learners in internalizing these patterns.

Although previous studies have extensively discussed syntactic errors and interference in writing tasks, most of them focus on classroom compositions rather than on translation activities. Translation requires learners to consciously map syntactic structures between Indonesian and German, thereby activating both linguistic systems simultaneously. Furthermore, according to the Common European Framework of Reference for Languages (CEFR), learners at the B1 level are expected to demonstrate independent language use and to produce structurally coherent sentences, including the use of subordinate clauses and varied verb constructions. In other words, at this level, learners are theoretically expected to have developed sufficient control over core grammatical structures such as *Verbstellung*. However, empirical findings from previous studies indicate that errors in verb placement remain highly dominant even at the A2-B1 stage. This discrepancy between the expected grammatical competence of B1 learners and the persistent occurrence of syntactic interference reflects a gap between pedagogical expectations and actual learner performance. In addition, studies specifically examining syntactic interference in Indonesian-to-German translation at the B1 level remain limited. Therefore, this study addresses both the empirical gap in translation-based research and the theoretical gap between expected proficiency outcomes and observed learner difficulties.

Accordingly, this research sought to answer the following questions:

- (1) What forms of syntactic interference appeared in Indonesian-to-German translations produced by B1-level learners?
- (2) How could these errors be classified and explained based on Corder’s error analysis

theory?

Based on these research questions, the objectives of this study were:

- (1) to identify the forms of syntactic interference in Indonesian–German translations produced by B1-level learners, and
- (2) to classify and analyze these errors based on Corder’s error analysis framework.

Theoretically, this study contributed to the understanding of syntactic interference within bilingual processing contexts. Pedagogically, the findings were expected to provide implications for developing instructional strategies that emphasize contrastive analysis and structured practice of *Verbstellung* patterns in teaching German as a foreign language.

## **RESEARCH METHODOLOGY**

This study employed a qualitative descriptive research design grounded in Corder’s error analysis framework (1981). This approach was selected because the study aimed to identify and describe patterns of syntactic errors produced by learners in translation tasks, particularly those related to *Verbstellung* in German sentence structure.

Corder’s error analysis framework (1981) provided a systematic approach for examining learner errors in second language acquisition. According to Corder, learner errors are not merely random mistakes but reflect the development of learners’ interlanguage system during the language learning process. Error analysis involves several stages, including the identification of errors, the classification of error types, and the interpretation of their possible causes. Corder further categorized learner errors into four main types: omission, addition, misformation, and misordering. Omission refers to the absence of necessary linguistic elements, while addition occurs when unnecessary elements are inserted into a sentence. Misformation involves the use of incorrect grammatical forms, whereas misordering refers to incorrect word order within a sentence. This framework was particularly relevant for analyzing *Verbstellung* errors, as incorrect verb placement in German sentences often resulted from misordering or misformation influenced by interference from the learners’ first language.

The data for this study were obtained from Indonesian-to-German translation tasks completed by B1-level learners. The learners were asked to translate several Indonesian sentences into German. These sentences were designed to elicit structures that required correct verb placement in German, including main clauses, sentences containing adverbial elements, and sentences involving subordinate clauses.

The analysis focused particularly on syntactic errors related to *Verbstellung*, which constitutes a crucial aspect of German sentence structure and frequently becomes a source of difficulty for learners due to mother tongue interference and incomplete mastery of German grammatical rules.

The research procedures included several stages. First, the researchers distributed Indonesian sentences to B1-level learners as translation tasks. Second, the researchers collected the German translations produced by the students. Third, the researchers identified syntactic errors in the translated sentences that indicated possible syntactic interference. Fourth, the identified errors were classified according to Corder’s error categories, namely omission, addition, misformation, and misordering. Finally, the researchers analyzed the dominant patterns of errors, particularly those related to verb placement in German sentences.

Through the analysis of *Verbstellung* errors in these translation tasks, this study provided a clearer overview of the grammatical difficulties still faced by B1-level learners in Indonesian–German translation. The results of the analysis were expected to contribute

to the development of more effective instructional strategies for teaching German grammar, particularly in relation to verb placement patterns in German sentence structure.

## FINDINGS AND DISCUSSION

Based on the research that was conducted, several findings related to syntactic interference in Indonesian–German translation produced by B1-level learners were identified. These findings were obtained through the analysis of students’ translations of Indonesian sentences into German using Corder’s error analysis framework (1981). The analysis particularly focused on errors related to *Verbstellung*, which constitutes an essential aspect of German sentence structure.

The analysis revealed several types of syntactic errors in the learners’ translations. These errors were classified according to Corder’s four categories of learner errors, namely omission, addition, misformation, and misordering. Each type of error reflects different forms of deviation from standard German grammatical rules and provides insight into how learners process the structural differences between Indonesian and German.

The results indicated that syntactic interference frequently occurred in the placement and formation of verbs within German sentences. In many cases, learners tended to transfer Indonesian sentence structures into German, which resulted in deviations from the standard *Verb-Zweitstellung* pattern in main clauses as well as other verb placement rules. The following subsection presents selected examples from the data, including the source language (SL), the target language (TL) produced by the learners, the classification of errors, and the correct grammatical forms based on German syntactic rules.

### 1. Data 1

#### SL (1)

Dalam kehidupan sehari-hari saya dan adik saya sering menggunakan media.

**Table of Error Analysis**

Data	Translation Sentence (TL)	Type of Error (Corder)	Correct Form
TL (1.1)	Im Alltag benutze ich und meine Schwester oft Medien.	Misformation	Im Alltag benutzen meine Schwester und ich oft Medien.
TL (1.2)	Im Alltag ich und mein Bruder oft nutzen Medien.	Misordering	Im Alltag nutzen mein Bruder und ich oft Medien.
TL (1.3)	Im Alltag meine Schwester und ich oft Medien.	Omission	Im Alltag benutzen meine Schwester und ich oft Medien.

#### Analysis Data 1

The first data show several forms of syntactic errors in students’ translations from Indonesian into German. These errors mainly relate to the use of verb forms and the placement of verbs within the German sentence structure, which follows the principle of *Verbstellung*, particularly the *Verb-Second (V2)* rule in main clauses.

The first error appears in TL (1.1): “Im Alltag benutze ich und meine Schwester oft Medien.” In this sentence, the adverbial phrase *Im Alltag* is placed at the beginning of the sentence, so the finite verb should appear in the second position according to the German *Verb-Second* rule. Structurally, the verb *benutze* is already placed in the correct position. However, the verb conjugation does not agree with the subject of the sentence. The subject

ich und meine Schwester is a compound subject referring to more than one person, which grammatically requires the plural verb form benutzen. The use of the singular verb form benutze indicates an incorrect grammatical form. According to the error classification proposed by Stephen Pit Corder, this error belongs to the category of misformation, which refers to the use of an incorrect morphological form in a sentence construction.

A different type of error appears in TL (1.2): “Im Alltag ich und mein Bruder oft nutzen Medien.” In this sentence, the verb nutzen is not placed in the second position as required by the Verb-Second rule in German main clauses. After the sentence-initial element Im Alltag, the verb should immediately occupy the second position. However, the learner places the subject ich und mein Bruder before the verb, causing the verb to appear later in the sentence. This deviation from the correct word order indicates an error in the placement of syntactic elements. Therefore, this error can be categorized as misordering, which occurs when sentence elements are arranged in an incorrect order according to the rules of the target language.

Another error can be observed in TL (1.3): “Im Alltag meine Schwester und ich oft Medien.” Unlike the previous examples, this sentence lacks a finite verb functioning as the main predicate. In German grammar, every declarative sentence must contain a verb that serves as the core of the sentence structure. The absence of a verb results in an incomplete sentence that does not meet the syntactic rules of German. Based on Corder’s error classification, this phenomenon falls into the category of omission, which refers to the absence of a linguistic element that should be present in a sentence construction.

Overall, these three data indicate that learners still experience difficulties in applying the basic syntactic rules of German, particularly those related to verb conjugation, verb placement in main clauses, and the completeness of predicate elements. These errors also suggest the influence of the learners’ first language structure, where they tend to transfer the relatively flexible sentence structure of Indonesian into German, which has stricter rules regarding verb position.

## 2. Data 2

### SL (2)

Saya kadang menonton video yang lucu dan seram di Internet.

**Table of Error Analysis**

Data	Translation Sentence (TL)	Type of Error (Corder)	Correct Form
TL (2.1)	Ich manchmal Videos im Internet.	Omission	Ich sehe manchmal lustige und gruselige Videos im Internet.
TL (2.2)	Ich sehe manchmal lustige und gruselige Videos im Internet.	No error	Ich sehe manchmal lustige und gruselige Videos im Internet.
TL (2.3)	Manchmal ich sehen lustige und gruselige Videos im Internet.	Misordering and Misformation	Manchmal sehe ich lustige und gruselige Videos im Internet.

## Analysis Data 2

The second data show several variations of errors in the translation of a sentence from Indonesian into German. The errors found in this data mainly relate to the completeness of the predicate element, the placement of the verb within the sentence structure, and the accuracy of lexical and morphological forms in German.

The first error appears in TL (2.1): “Ich manchmal Videos im Internet.” In this sentence, the learner places the subject *ich* and the frequency adverb *manchmal*, but does not include a verb that functions as the predicate of the sentence. In German syntactic structure, every declarative sentence must contain a finite verb that serves as the central element of the sentence structure. The absence of a verb makes the sentence grammatically incomplete. According to the error classification proposed by Stephen Pit Corder, this phenomenon falls into the category of omission, which refers to the absence of a linguistic element that is structurally required in a sentence.

A different translation appears in TL (2.2): “Ich sehe manchmal lustige und gruselige Videos im Internet.” This sentence demonstrates a correct syntactic structure in German. The finite verb *sehe* is placed in the second position after the subject *ich*, in accordance with the Verb-Second (V2) rule in German main clauses. In addition, the frequency adverb *manchmal* is placed naturally after the verb, and the noun phrase *lustige und gruselige Videos* functions as the object describing the type of videos being watched. Therefore, this sentence does not show any syntactic or morphological errors and can be considered an appropriate translation according to German grammatical rules.

Another type of error appears in TL (2.3): “Manchmal ich sehen lustige und gruselige Videos im Internet.” In this sentence, several deviations from German syntactic and morphological rules can be observed. First, the arrangement of sentence elements does not follow the Verb-Second rule. After the adverb *Manchmal* at the beginning of the sentence, the verb should appear in the second position. However, the learner places the subject *ich* directly after the adverb without placing the verb in the required position. This deviation indicates an error in the ordering of sentence elements and can therefore be categorized as misordering. Furthermore, the verb is either omitted or not properly conjugated in accordance with the subject, which indicates an incomplete mastery of verb conjugation rules, particularly in the use of the verb *sehen*. In German, the verb must be correctly conjugated to agree with the subject, for example *ich sehe* for the first-person singular. The absence or incorrect use of this verb further contributes to the ungrammaticality of the sentence. These incorrect word forms and verb usage fall into the category of misformation, which refers to the use of linguistic forms that do not conform to the morphological or lexical rules of the target language.

Overall, the second data indicate that learners still experience difficulties in applying several fundamental aspects of German syntax, particularly the presence of a verb as the central element of the sentence structure, the rule of verb placement in the second position, and the accurate use of lexical and morphological forms. The variety of errors found in this data also suggests that the translation process requires not only an understanding of lexical meaning but also a systematic mastery of the grammatical structure of the target language.

**3. Data 3**  
**SL (3)**

Banyak orang sekarang membaca atau melihat sesuatu secara online.

**Table of Error Analysis**

<b>Data</b>	<b>Translation Sentence (TL)</b>	<b>Type of Error (Corder)</b>	<b>Correct Form</b>
TL (3.1)	Heute lest oder schauen viele Leute etwas im Internet.	Misformation	Heute lesen oder schauen viele Leute etwas im Internet.
TL (3.2)	Viele Leute jetzt etwas online.	Omission	Viele Leute lesen oder sehen jetzt etwas online.

**Analysis Data 3**

The third data show errors related to the accuracy of verb forms and the completeness of predicate elements in German sentences. These errors indicate that learners still experience difficulties in consistently applying German morphological and syntactic rules when translating sentences from Indonesian.

The first error appears in TL (3.1): “Heute lest oder schauen viele Leute etwas im Internet.” In this sentence, the time adverb Heute is placed at the beginning of the sentence and is followed by a verb in the second position, which structurally follows the Verb-Second (V2) rule in German main clauses. However, there is an inconsistency in the verb conjugation. The verb lest is the conjugated form for the subject ihr (second person plural), whereas the subject in this sentence is viele Leute, which requires the third person plural verb form. Therefore, the correct verb form should be lesen. This incorrect grammatical form can be classified as misformation, which refers to an error caused by the use of an inappropriate morphological form according to the rules of the target language.

A different type of error appears in TL (3.2): “Viele Leute jetzt etwas online.” In this sentence, the learner successfully presents the subject Viele Leute as well as several adverbial elements such as jetzt and online, but does not include a verb functioning as the main predicate of the sentence. In German syntax, a finite verb is the core element that must always be present in every declarative sentence. The absence of a verb makes the sentence structurally incomplete and prevents it from clearly expressing the intended action from the source sentence. According to the error classification proposed by Stephen Pit Corder, this phenomenon falls into the category of omission, which refers to the absence of a linguistic element that should be present in a sentence construction.

Overall, the third data indicate that learners still face difficulties in two important aspects of German grammar, namely the correct verb conjugation according to the subject and the completeness of predicate structures in declarative sentences. These errors suggest that in the translation process, learners not only need to understand the lexical meaning of the source sentence but must also be able to apply German morphological and syntactic rules accurately in order to produce grammatical and acceptable sentence structures in the target language.

**4. Data 4**  
**SL (4)**

Menurut saya media membantu kita mendapatkan informasi dengan cepat.

**Table of Error Analysis**

<b>Data</b>	<b>Translation Sentence (TL)</b>	<b>Type of Error (Corder)</b>	<b>Correct Form</b>
TL (4.1)	Ich denken, die Medien helfen uns schnell Informationen zu bekommen.	Misformation	Ich denke, die Medien helfen uns, schnell Informationen zu bekommen.
TL (4.2)	Denken ich, die Medien uns schnell helfen Information zu erlangen.	Misordering and Misformation	Ich denke, die Medien helfen uns, schnell Informationen zu erlangen.

**Analysis Data 4**

The fourth data show several types of errors related to verb conjugation accuracy, sentence structure arrangement, and lexical choice in German. The source sentence in this data has a relatively more complex structure because it involves a main clause expressing an opinion (Ich denke) and another clause explaining the function of media. This structural complexity often creates difficulties for learners during the translation process.

The first error appears in TL (4.1): “Ich denken, die Medien helfen uns schnell Informationen zu bekommen.” In this sentence, the learner uses the verb *denken*, which is not conjugated according to the subject *ich*. In German, verbs must be conjugated to agree with their subjects, so the correct form is *denke*. The mismatch between the verb form and the subject indicates an error in the use of morphological verb forms. According to the error classification proposed by Stephen Pit Corder, this type of error belongs to the category of misformation, which refers to the use of an incorrect grammatical form in a sentence construction. Nevertheless, the second part of the sentence, *die Medien helfen uns schnell Informationen zu bekommen*, is generally close to the correct German structure.

A different error appears in TL (4.2): “Denken ich, die Medien uns schnell helfen Information zu erlangen.” This sentence shows several deviations from German grammatical rules. First, the arrangement of elements at the beginning of the sentence, *Denke ich*, produces an unusual structure in a German declarative sentence. In this context, the more appropriate structure is *Ich denke*, where the subject appears before the verb following the typical pattern of a main clause in German. This deviation in the arrangement of sentence elements can be categorized as misordering, which refers to an error caused by the incorrect placement of syntactic elements according to the rules of the target language.

In addition, the sentence also contains an error in verb conjugation, particularly in the use of the verb *denken*, which is not correctly aligned with the subject *ich*. In German, verbs must be conjugated according to the subject, and the correct form for the first-person singular is *ich denke*, not *ich denken*. This error indicates an incomplete mastery of subject–verb agreement in German. Furthermore, the sentence includes inaccuracies in lexical and morphological forms, such as the use of *Information* in the singular form and the verb form *gelagen*, which is not appropriate in German. The correct form should be *Informationen zu bekommen*. These incorrect verb and word forms fall into the category of misformation, as they do not conform to the morphological and lexical rules of the target language.

Overall, the fourth data indicate that learners still experience difficulties in applying several important aspects of German grammar, particularly verb conjugation, the arrangement of main clause structures, and the accurate use of lexical forms in more complex constructions. This suggests that in the translation process, learners must not only understand the meaning of the source sentence but also be able to adapt the syntactic and morphological structures so that they conform to the grammatical rules of the target language.

## 5. Data 5

### SL (5)

Tetapi kita seharusnya menggunakan media dengan bijak.

**Table of Error Analysis**

<b>Data</b>	<b>Translation Sentence (TL)</b>	<b>Type of Error (Corder)</b>	<b>Correct Form</b>
TL (5.1)	Aber wir sollte die Medien mit Bedachst.	Misformation and Omission	Aber wir sollten die Medien mit Bedacht nutzen.
TL (5.2)	Aber wir die Medien sollten klug benutzen.	Misordering	Aber wir sollten die Medien klug benutzen.
TL (5.3)	Aber wir sollten Medien.	Omission	Aber wir sollten Medien klug benutzen.

### Analysis Data 5

The fifth data show several errors related to sentence structures with modal verbs, lexical accuracy, and the completeness of predicate elements in German. The source sentence in this data contains a modal meaning expressed by the word *seharusnya* (“should”), which in German is commonly translated using the modal verb *sollen*. The use of modal verb constructions in German requires a specific syntactic pattern, in which the modal verb is conjugated and placed in the second position, while the main verb appears in the infinitive form at the end of the sentence.

The first error can be observed in TL (5.1): “Aber wir sollte die Medien mit Bedachst.” This sentence shows several deviations from German grammatical rules. First, the sentence omits the main verb *nutzen*, which is required in a modal verb construction. In German, modal verbs such as *sollten* must be followed by a main verb in the infinitive form placed at the end of the sentence (e.g., *wir sollten die Medien mit Bedacht nutzen*). The absence of this verb results in an incomplete predicate structure and can be classified as an omission based on Corder’s error analysis framework.

In addition, the sentence contains an error in verb conjugation, particularly in the use of the modal verb *sollte*, which does not agree with the plural subject *wir*. The correct form should be *sollten*. This type of error falls into the category of misformation, as it involves the use of an incorrect grammatical form. Furthermore, the word *Bedachst* is also incorrect and should be *Bedacht*. These deviations indicate that the learner has not fully mastered German verb conjugation and morphological rules.

A different error appears in TL (5.2): “Aber wir die Medien sollten klug benutzen.” In this sentence, the learner includes the subject *wir* and the modal verb *sollten*. However, the arrangement of sentence elements does not follow the Verb-Second rule in German. After the conjunction *aber*, the modal verb *sollten* should appear directly in the second position following the subject *wir*. Instead, the learner places the object *die Medien* before the modal verb, resulting in an incorrect sentence order. This error in the arrangement of sentence

elements can therefore be categorized as misordering, which refers to the incorrect placement of syntactic elements according to the rules of the target language.

Another error can be observed in TL (5.3): “Aber wir sollten Medien.” In this sentence, the learner begins with a relatively correct structure by including the subject *wir* and the modal verb *sollten*. However, the sentence does not include the main verb in the infinitive form, which should appear at the end of the sentence in German modal constructions. The absence of this main verb causes the sentence to be syntactically incomplete. According to Corder’s error classification, this phenomenon belongs to the category of omission, which refers to the absence of a linguistic element that should be present in a sentence structure.

Overall, the fifth data indicate that learners still experience difficulties in applying modal verb constructions in German, particularly in relation to verb placement, the completeness of predicate elements, and the accuracy of morphological and lexical forms. These errors suggest that learners have not yet fully internalized the German syntactic pattern that requires the modal verb to appear in the second position and the main verb in the infinitive form to be placed at the end of the sentence.

## CONCLUSION

This study investigated syntactic interference in Indonesian–German translation produced by B1-level learners, with a particular focus on errors related to *Verbstellung*. Based on the error analysis framework proposed by Stephen Pit Corder, the findings revealed that learners produced three main types of errors: misformation, omission, and misordering, while the addition category was not identified in the data.

Among these error types, misformation was the most frequently occurring error, primarily involving incorrect verb conjugation and inappropriate lexical forms. This was followed by omission, which mainly occurred in the absence of finite verbs or main verbs in modal constructions, and misordering, which reflected difficulties in applying German verb placement rules, particularly the *Verb-Zweitstellung* (V2) principle in main clauses. These findings indicate that B1-level learners still experience challenges in mastering German morphosyntactic structures, especially those related to verb agreement, sentence completeness, and verb positioning.

Furthermore, the results suggest that syntactic interference from Indonesian plays a significant role in shaping learners’ translation output. Due to the relatively flexible word order in Indonesian, learners tend to transfer similar structures into German, which leads to deviations from the rigid syntactic rules of German sentence formation.

Therefore, this study highlights the importance of emphasizing verb placement patterns and verb conjugation in German language instruction, particularly at the intermediate level. Incorporating error analysis and contrastive approaches in teaching may help learners better understand structural differences between Indonesian and German, thereby reducing syntactic interference and improving translation accuracy.

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