ERROR ANALYSIS ON TRANSLATION TEXT IN SMA N 1 WALED STUDENTS

Lili Sururi Asipi
Institut Pendidikan dan Bahasa Invada
kiaikampung70@gmail.com

Ninik Hernika
Institut Pendidikan dan Bahasa Invada
ninikhernika@gmail.com

Abstract:

This research was conducted based on the fact that most students still make many mistakes in conveying the meaning of Indonesian to English. Lack of vocabulary, facing ambiguity from Indonesian to English, words, phrases, and sentences. The ability to translate is a language skill that must be mastered. Foreign language learners must have the ability to translate both orally and in writing. Therefore, the purpose of this research is (1) to find out the types of mistakes made by students in translating Indonesian procedural text into Indonesian and (2) to find out the mistakes made by students in translating procedural texts. This study uses a qualitative method using a language error analysis approach. Data collection techniques were carried out by means of written documents obtained from 15 participants from SMA N 1 Waled. The results show that students make mistakes in terms of vocabulary, use of prepositions, and use of tenses. This shows that students' understanding is still not sufficient in choosing the correct vocabulary and the appropriate grammar arrangement in translating Indonesian into English through procedure text.

Keywords: Error Analysis, Translation Text, English Foreign Language.

INTRODUCTION

The importance of learning a foreign language really needs to be mastered by everyone. In Indonesia apart from the mother tongue and certain regional languages, learning a foreign language is something that needs to be learned. There is a saying, by mastering a foreign language, the world is in your hands. In the modern era of globalization as it is today, the global world makes foreign languages one of the most important things in communicating. For learners in Indonesia, English is still a foreign language which is still in the process of continuous and continuous learning. Mastery of a foreign language certainly has expectations with the results of learning that students can master both orally and in writing. The application of mastered oral and written knowledge can be applied in everyday life and can be used as a habit. But in reality, there are several obstacles and problems that are often faced by both students and teachers in the learning process.

Sari, D.M.M (2019) Translation is the process of transferring written messages from the original to the target language. Translation becomes a necessity in every transformation process knowledge in various civilizations and cultures. As a process, translation does not escape from a number of problems, and so on a work he is no less difficult than a purely written work. The two languages involved certainly have different sentence patterns or grammar. A translator is bound by the text being translated, required to maintain the trust. Having good qualifications in understanding the language is a must for a translator. Hanafi, M.M (2010) Even if he can maintain the authenticity of the text content, he is still faced with characteristics of the source language. He must live in two realms of language, even two cultures and civilizations, which have their own characteristics each. In translating written texts, there are intralinguistic and extralinguistic factors that must be understood before the ideas of a writer are transferred to the target language. Therefore, language as an object of translation from one language to another cannot be carried out adequately without having a good knowledge of the culture and structure of the two languages.

Translation is the process of transferring messages from the source language (SL) into the target language (TL). The two languages involved certainly have different sentence patterns or grammar. This study aims to find the types of translation errors made by senior high school students. In addition, this study also aims to obtain information about the factors that cause translation errors. In translating Indonesian (SL) texts into English (TL), errors are often found in the translation results. For that is this translation error needs to be analyzed to find out the deficiencies students' knowledge of English, especially in terms of grammar and word selection. By knowing these deficiencies, students will be able to be given the right treatment to correct the translation mistakes they make. With it is against this background that the author wants to further identify and analyze the errors that occur in the translation of English texts into Indonesian texts by students.

A translation result is influenced by some factors, namely: (1)writing style (language characteristics) in native language; (2) norms in native language, both in the use of grammar and lexical for various texts; (3)cultural problems underlying the native language; (4)setting of text in native language is influenced by tradition when the text is written; (5)estimates of readers who guess based on their knowledge of the topic and the style of language; (6)target or reader language conventions differ from source languages; (7)target language culture is different from native language culture; (8)setting of the target language is influenced by habits at the time of translation; (9) what is explained or discussed depends on the translator's reference; (10) translator's views and prejudices which may be personal, subjective or interpreter interpretations. In addition, it may

also be influenced by social and cultural, political, ethnic, religious or religious beliefs, social class, gender, and others (Merç, 2019; Shadiev & Huang, 2019; Dai, 2019; Melis & Albir, 2001). Translation by paraphrasing, the translator can reveal a text from one level or type of language to another with a meaning that tends to be more easily understood by the target reader without changing the original meaning (Williyan & Charisma, 2021).

Procedure text is a text that conveying a process of use or create something, which is contained in several stages. The recipe for the process of making food is one example of the procedure text. The translation results from students to translate a recipe into English will be used as data in this study. Students who get the practice of translating a text often find problems or difficulties in transferring the language. The error occurs in the transfer of the message. Error analysis carried out in this study is expected to give contribution for students and teachers/lecturers, especially in conducting the translation process.

Several studies on the analysis of English translation into Indonesian and vice versa have been carried out by several previous studies. The first is Halim & A.R Bustamin's research (2016) entitled "Error Analysis in Translation of English-Indonesian Texts". The results of the study show that the study reveals that the students' way of translating the sentences results in a number of problems such as some mistakes/deviations in the selection of parable words in Indonesian, the arrangement of phrases and clause structures that affect the translation of grammatical structure, the way the students translate that is very literal, the lack of vocabulary, the lack of experience in translating and the lack of theory and application of translation.

The second research by Kusumawati, E. (2017) entitled "Analysis of Errors in Translation of English-Indonesian Texts in Mathematics Education Students". The results of the data analysis show that the results of this study are as follows: (1) Students make many mistakes in translating sentences because they do not know the meaning of a vocabulary. The vocabulary in the article is in the form of math vocabulary and learning vocabulary. Of the two vocabularies, many errors were found in the learning vocabulary. (2) Students translate a text by interpreting one word at a time without understanding the meaning of the previous text. (3) With limited time, students do not have time to re-check or read the translated text in its entirety.

The third research by Darajat (2014) entitled "Analysis of Student Errors in Translating Biographical Story Texts in English Form". The findings of this study show: (1) the ability to translate biographical story texts owned by students according to the source language (SL) into the target language (TL) and (2) the ability to translate the story texts owned by students according to the four levels; (3) In the last findings that the type of error in translating the text of the biographical story that the students translated was in the form of a past tense form according to the structure of the language, the most dominant type of error in translating was in choosing inappropriate sentences and errors in the use of verbs as much as 75 time; then, followed by writing a translation of the incomplete sentence 69 times; and errors in spelling in translating words or sentences 12 times.

The fourth study by Napitupulu (2017) entitled "Analyzing Indonesian-English Abstracts Translation In View Of Translation Errors By Google Translate" This study has investigated the types of errors found in the translation of Indonesian bachelor's papers of the students of Methodist University of Indonesia, Medan into English as a result of relying on Google Translate as the tool for translating the text. Lexicosemantic as the dominant error found in abstract translations has affected the content of the abstract. Some words have been mistranslated and do not fit the context of the original text.

The Fifth research by Jannah I.R, et all (2022) entitled "An Error Analysis of Students' Translation In Narrative Text" The result of this research found that (1) there were four types of errors made by the eleventh grade students, namely: omission , additions in simple addition, misformation in regularization and alternating form, and the last one missordering. The highest percentage was a misformation. The second was omission. The third was missordering, and the lowest percentage was additions. It is also found that (2) those errors occurred because of carelessness, first language interference, and translation. However, it is expected that the students may learn Indonesian and English seriously in order to increase their awareness in both languages. It is also important that English teachers provide some creative strategies in learning to avoid any boredom in the teaching process.

The Sixth research by Williyan & Charisma (2021) entitled "Translating conversational implicatures from English to Indonesian in YouTube video entitled the team meaning". The result of this research that (1) the English dialogue among the speakers and its Indonesian subtitle are transcribed. (2) translation strategies and pragmatic equivalence are analyzed. (3) the data are presented in form of paragraphs. The results show that the translation strategies can assist the English dialogue and its Indonesian subtitle to reach pragmatic equivalence. Borrowing words from English in Indonesian and the same basic structures between both languages generally contribute to this equivalence.

Error Analysis

Asipi et al., (2022) point out the Analysis :
1. Domain Analysis
Domain analysis is the stage of identifying and analyzing which data and non-data are included in order to avoid conceptual errors in research. (Already done by Chairman and Members).
2. Taxonomy Analysis
The taxonomic analysis aims to classify the data that has been obtained at the domain analysis stage based on the types and subtypes of students' reading habits (Chairman, Member).
3. Componential Analysis
Componential analysis looks at the overall relationship between domain, taxonomy and componential analysis. Chair, members identify, classify data and non-data. Next, analyze reading habits.
4. Cultural Theme
Cultural themes are determined by linking culture with patterns from componential analysis related to context, related theories and secondary data. This stage looks at information about their daily use of the internet, how their family environment, place of residence, and campus environment shape their reading habits.
In general, there are two main views in the study of error analysis, namely contrastive error analysis and non-constructive error analysis. The approach of contrastive error analysis considers that the mistakes of second language learners arise because of the interference of the first language. In this case, learning is seen as a habituation process that is formed by means of reinforcement where the learning process takes place. Therefore, errors are seen as an incorrect response from a stimulus and must be corrected immediately when it occurs. If the error is not immediately corrected, it will immediately become a habit and a pattern of wrong behavior that will continue to be stored in the learner's mind. Here, a learner will bring the old habits of the first language

and put them in a second language. This certainly results in failure to acquire systems and habits in the second language. In short, it can be said that language learning is the formation of language habits. Contrastive analysis assumed that error derives exclusively from first language interference (Lenon, 2008). In this case, negative transfer or interference occurs when the system in the target language and source language is very different.

Error analysis according to Ellis and Barkhuizen (2005) is a way of studying language errors by following procedures starting from collecting language samples, identifying errors, describing errors, evaluating errors, and evaluating errors and their causes. According to Spillner, 1991), the error analysis consists of 5 steps, namely: 1) Error location: the identification stage by comparing language norms and reconstructing the purpose of communication. 2) Error description: analysis and classification stage based on linguistic criteria. 3) Hypotheses on error causes: the stage of psychological or psycholinguistic interpretation of sources of error. 4) Inquiry of communicative effects: the stage of interpretation of communicative effects or the impact of communication arising from errors. 5) Didactics. Evaluation, handling, and error prevention stages. So, the error analysis procedure has 5 stages, namely: data collection, identification, interpretation, explanation, and error evaluation.

Translation

Translation is a process of replacing or transferring messages, thoughts, Ideas, meaning or information from the source language to the target language. The main point in the translation is that a translator may not change the meaning of the message of the original text. Translation is an activity that needs substantial cultural knowledge (Olk, 2003). Thus, metaphors present problems in translation. In translating authentic material such as English magazines or newspaper articles, translator must have cultural knowledge about English culture. The process of translation consists of three steps (Suryawinata & Hariyanto, 2003), as follows:
a. Analysis of Source Language Text

Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.
b. The Transference of Message

After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words
c. Restructuration

Restructuration is the process of transforming the source language message into a proper stylist form in the target language, so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.

Then, the translator will deal with many problems of meaning, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning.
a. Lexical Meaning

Lexical meaning is a meaning which is mentioned in the dictionary. Lexical meanings of words are out of the context. For example, The English word 'bad' may mean jahat, buruk, jelek, susah, tidak enak and busuk in Indonesian.

b. Grammatical Meaning

Grammatical meaning is the relationship of the parts of language in the wider units, for example the relationship between word and the other words in a phrase or clause. Example: They can the fish. (can means'memasukkan dalam kaleng' and function as a predicate.)

c. Contextual Meaning

Contextual meaning is the relationship between the utterances and the situation where the utterances are used. In other words, contextual meaning is a meaning that is correlated with the situation where the language is used. Example: "Good morning!" The utterance might have two meanings, the first meaning is"selamat pagi", but it can mean "keluar" if it is said by a leader to the officers who come late.

d. Textual Meaning

Textual meaning is related to the context of a text. It is found in a discourse or a text. For example, the word 'morphology' in the science of Biology means 'the scientific study of the form and structure of animals and plants,' whereas in Linguistics, the word means 'study of the morphemes of a language and how they are combined to make words.'

e. Socio-cultural Meaning

Socio-cultural meaning is meaning which is closely related to the social situation, and cultural background of the language users. Example: A friend is walking in front of A's house.

> A: "Where do you want to go?"
> B: "I want to go there, what are you doing?"
> A: "I am gardening. Come here"
> B:" Thank you. It's already afternoon"

METHODOLOGY

This study uses a qualitative method using a language error analysis approach. The data used in qualitative research comes from various collection methods. Richard (2013) These include interviews with individuals, observations of people, places, and actions/interactions, immersion in settings to understand the what, how, when, and where of social structures and actions or interactions, and analysis of written, spoken, pictorial, media etc. In the case of error analysis, it is given to translation errors made by students when translating procedure texts from Indonesian to English. Here, these errors are analyzed with the theory of error analysis in second language learning. This research relates to students of SMA N 1 Waled. The data collection in this study was by searching data by researchers for SMA N 1 Waled students by giving instructions for translating procedural texts from Indonesian into English. Then the researcher collected samples of data obtained from students to collect various errors made by students in translating texts. In this study, data can be collected with document samples. The sample used came from students who collected samples of the results of the translation of procedural texts from Indonesian into English, then the researchers analyzed the sample results. After that, the data obtained is classified into several groups such as generalization, ignorance of the rules, incomplete application of

language rules and hypothesized incorrect language rules. Then the researcher categorizes the data into various categories in data classification such as errors in grammar and errors in meaning.

FINDINGS AND DISCUSSION

Research Results

Based on the results of the error analysis found in the results of students' translations in translating Indonesian procedural texts into English, there are two types of errors, namely lexical errors and grammatical errors. Students most often make lexical errors. This lexical error is in the form of an error in choosing the right word and commensurate with the words in Indonesian and in accordance with the context of English as the target language.

The second error is related to grammatical errors. These types of errors includes error in the use of prepositions, errors in the use of tenses, and errors in the form of incomplete sentences. More details, the type and number of errors made by students can be seen in the following table.

Table 1. Types, Amounts, Percentages of Students' Error

No	Types of Error	Amount	%
1	Lexical Error	4	27
2	Grammatical Error		
	a. Preposition Error	1	7
	b. Error in The Use of Tenses	14	93
	c. Incomplete Sentence	0	0

Discussion

The table above shows that the most common mistakes in using tenses were made by students with the same mistakes. However, lexical errors are the most common errors found in students' translated texts. The number of lexical errors was 4 or 27% of the total data 15. The next errors were grammatical errors of 15 or 100% of the total errors. Grammatical errors included errors in the use of prepositions with an error of 1 or 7% of the total data, errors in the use of tenses as much as 14 or 93%, and no errors due to incomplete sentences made by students or 0%.

Based on table 1 above, it can be seen that students still experience difficulties in translating Indonesian texts into English. This shows that they have not been able to find the exact equivalent of the Indonesian word into English even though they have opened the dictionary. As-Safi (2011) Translation consists of reproducing in the closest receptor language the natural equivalent of the source language, first in terms of meaning and secondly in terms of style. Indeed, the notion that translation is the activity of changing language from one language to another. Munday (2016) Catford said that translation is the replacement of textual material in one language with an equivalent textual material in another language. So, translating is transferring thoughts, ideas, and information from source language into the target language. Based on all the definitions above, translation is the product of a process in which a written communication or text in Indonesian is reproduced in English which interprets the closest meaning. Students' understanding of the use of English words is not in accordance with context and culture.

In addition to lexical errors, grammatical errors were also made by students, namely errors in tenses and the use of prepositions. Incomplete sentences are the most frequent errors made by students. It shows the tendency of students to be less able to compose English sentences. Not only that, limited vocabulary is also one of the reasons for not being able to make complete sentences. Another grammatical error indicates that the student does not understand sentence patterns related to the use of tenses and prepositions.

Word selection errors (errors in the lexical field) occur when students cannot choose the appropriate word equivalent in Indonesian. It can be seen that students still have difficulty in determining the right choice of words using English as the target language. The following are examples of lexical errors made by students.

1. Masker wajah merupakan salah satu produk **perawatan wajah**
   a. Face mask is one of the **skin care** products (X)
   b. Face mask of the **facial care** (✓)
2. **Wadah**/mangkok **kecil**
   a. Bowl/**mini mug** (X)
   b. **Small container**/bowl (✓)
3. Pisahkan putih telur **dari kuningnya**
   a. Separate the egg white **and yellow** (X)
   b. Separate the egg white **from the yolk** (✓)
4. Aduk **sampai merata** di dalam wadah
   a. Stir **until finished** (X)
   b. Stir **until evenly distribute** in the container (✓)

The data above shows some lexical errors made by students. In the questions, students were asked to translate *"masker wajah merupakan salah satu produk perawatan wajah"*. This sentence is an example of a procedure text sentence. To be able to translate sentences according to the rules in English, students need the ability to determine words that are in accordance with the culture of British society. This is a problem for most students because online dictionaries do not provide information on cultural appropriateness. They seem difficult to determine the exact equivalent. For example, to translate the sentence *"masker wajah merupakan salah satu produk perawatan wajah"*, students tend to translate the words that are not quite right according to the source language in the procedure text. In the English context, translating the word *"perawatan wajah"* could use the word *"facial care"* which corresponds to the source language, namely *"perawatan wajah"* but it was found that the students' translation was not quite right by translating it into *"skin care"* which actually means *"perawatan kulit"*, so the desired target language is not precise because the source language is facial care, not skin. Where skin is a less specific word, it could be the skin on the body or other areas of the skin. This can make mistakes in conveying messages according to the source language.

The lexical error in the next sentence is in the question, students are asked to translate the word *"wadah kecil"*. The word is found in the equipment section in the Indonesian procedural text. Students translate the word *"wadah kecil"* into *"mini mug"* which means a cup *(cangkir)* if translated into Indonesian into English. This error was made because of the lack of understanding of students in choosing words that are commensurate with the requested source language. The word *"wadah kecil"* in the correct English context is *"small container"*.

Another lexical error is that in the question, students are asked to translate the word *"pisahkan putih telur dari kuning telur"*. The word is in the recipe section. Students translate the words *"pisahkan putih telur dari kuningnya"* into "*separate the egg white and yellow"*, which in Indonesian means *"pisahkan putih telur dan kuningnya"* so that the sentence does not match the target language sentences in the text. These mistakes were made by students because of a lack of understanding in choosing the right words in translating Indonesian into English. In the English context, the correct use of the word in the sentence *"pisahkan putih telur dari kuningnya"* is

"separate the egg white from the yolk" because the word has a complete meaning and is in accordance with the target language.

Another lexical error found in the question, students were asked to translate the word *"aduk sampai merata di dalam wadah"*. The word is found in the procedure text recipe. Lexical errors made by students, namely the word in the sentence *"aduk sampai merata di dalam wadah"*, students translate into *"stir until finished"* with an imprecise meaning that does not match the source language, if translated into Indonesian it means *"aduk hingga selesai"* not *"aduk sampai merata di dalam wadah"*. This is the same error as lexical errors, where students still lack understanding in choosing words that match the source language. The sentence according to the source language is *"stir until evenly distribute in the container"*.

Grammatical errors made by the students in the use of prepositions can be seen in the example below:

5. Masker wajah **merupakan** salah satu produk perawatan wajah
    a. Face mask **is** one of the facial care products (X)
    b. Face mask **are** one of the facial care products (✓)

In the example above, the student made a grammatical error by using the wrong preposition. When translating the sentence *"masker wajah merupakan salah satu produk perawatan wajah"* students translate the word "merupakan" by using the word or To Be *"is"*. It can be seen that students do not understand prepositions in English. When translating the word *"merupakan"* students must use the preposition *"are"* not *"is"*. The preposition *"are"* means *"merupakan"*, while the preposition *"is"* means *"adalah"*. So, the correct translation in English for the sentence *"masker wajah merupakan salah satu produk perawatan wajah"* is *"face mask are one of the facial care products"*. In addition, students also make grammatical errors in using tenses as in the example below:

6. Aduk **sampai merata** di dalam wadah
    a. Stir **until evenly distributed** in the container (X)
    b. Stir **until evenly distribute** in the container (✓)

In the grammatical errors above, it can be seen that students make mistakes related to the use of tenses. When translating the word *"sampai merata"* in the sentence *"aduk sampai merata di dalam wadah"*, students use the word *"distributed"* in the past tense. They must use the present tense, namely *"distribute"*. In this case, the sentence is an imperative sentence. The sentence *"aduk sampai merata di dalam wadah"* is an imperative sentence because it is a hint that shows commanding.

While other grammatical errors, namely incompleteness in making sentences, were not found in the results of the students' translated texts. In this case, make a sentence in English but there is one missing sentence elements or incomplete sentences. It can be stated that students do not make this type of grammatical error because they can make complete sentences according to grammar in English.

CONCLUSION

Based on the analysis of errors made by students when translating Indonesian procedural texts into English. The main objective of this research is to find out the types of mistakes made

by students in translating procedure texts, and to find out mistakes made by students in translating procedural texts. It can be concluded that students make two types of errors, namely lexical errors and grammatical errors. Lexical errors are related to errors in determining Indonesian equivalents in English. Grammatical errors include missing in the use of tense, missing in the use of prepositions, and errors due to incomplete sentences. Errors made by the students indicate that the students still have flaws in terms of determining correct diction (word selection) in English and lack of understanding of grammatical rules in English.

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