



Error Analysis Of Students Translations on Descriptive Text Based on Villar et al. (2006)

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Abstract

Translation is required by foreign language learners as it is one of the crucial tasks in the process of information exchange. This study aims to explore the translations made by students based on Vilar et al.'s theory which emphasises statistical machine translation errors and difficulties experienced by students, where the errors occur, as well as the percentage of each error in the translations made by students. This study took the subject of 12th grade students of SMA Negeri 2 Ungaran in the 2024-2025 academic year. In this study, the expected result is that students are able to translate Indonesian into English well in terms of vocabulary and grammar, with minimal errors. This study used descriptive qualitative method to analyse the data. The subjects of this study were 36 students. The tool used in this study was a test. After undergoing the test conducted, the findings showed that there were 13 students who committed missing word errors, 7 students who committed additional word errors, 8 students who committed wrong word errors, 8 students who committed punctuation errors, and 0 students who committed unknown word errors. Based on these results, it can be concluded that students still have difficulties in translation practice.

INTRODUCTION

Movie, also called **motion picture** or **movie**, series of still photographs on film, projected in rapid succession into a screen by means of light. The optical phenomenon known as persistence of vision. Movie is a remarkably in conveying drama and especially in the evocation of emotion. The highly complex motion picture arts contain contributions from all the other arts as well as countless technical skills (e.g. sound recording, photography, optics etc.). Originating in the late 19th century, this art form became one of the most popular and influential mediums of the 20th century and beyond. Language is a fundamental communication tool that facilitates interaction between people and facilitates social relations at local and global levels. In the era of globalisation, the ability to communicate across countries has become very important to exchange ideas and information. Among international languages, English stands out as a lingua franca that is widely used for communication between countries-both as a mother tongue and as a second or third language for millions of people (Harmer, 2008). Therefore, mastering English is a priority for Indonesian students as the first foreign language to be learnt systematically.

Foreign language learning activities cannot be separated from the practice of translation. Translation is not simply a word-for-word transfer, but an attempt to render the meaning of the source text into the target language according to the author's purpose and cultural context (Newmark, 1988; Catford, 1965). This process requires mastery of linguistic aspects (phonology, morphology, syntax, semantics, pragmatics) as well as sensitivity to cultural differences, because

different language structures and meanings can cause errors if not understood deeply (Quine, as cited in Hartono, 2013).

Previous research revealed various types of errors that are common among learners. Millah (2013) reported that misinformation is the most dominant error type (about 54% of total errors), accompanied by omission, addition, and misordering-which often stem from the transfer of first language rules (interlingual) or incomplete application of language rules (intralingual). In addition, Hadrus (2017) asserts that linguistic factors are the main obstacles for students in translating, such as difficulty in handling long sentences, compared to non-linguistic factors such as nonverbal expressions.

This study offers a novel contribution by applying Vilar et al.'s (2006) analytical framework to identify and categorise the linguistic factors in translating. (2006) to identify and categorise students' translation errors when translating descriptive texts from Indonesian to English. Data collection was carried out through manual translation without the aid of assistive devices, so the results are expected to reflect the subjects' authentic abilities. The findings are expected to provide a detailed picture of the patterns of errors that occur and their causal factors, as well as the basis for pedagogical recommendations to improve translation teaching strategies and English language acquisition among learners.

METHOD

This study uses a qualitative descriptive design to analyse the translation errors of students in class XII of SMA Negeri 2 Ungaran, focusing on the types of translation errors according to Vilar et al. (2006). The descriptive approach was chosen because it aims to explain, analyse and classify phenomena through techniques such as tests and observation (Fraenkel & Wallen, 1993).

The research was conducted at SMA Negeri 02 Ungaran on 6 March 2025, precisely in class XII-9. The study population was all students of class XII, while the sample taken by random sampling consisted of 36 students of class XII-9 (Gay, 2012). The role of the researcher was as a data collector: administering instruments, collecting translation results, processing data based on the framework of Vilar et al. (2006) framework, and compiling a report of the results.

The main data source was the students' translation products-the results of Indonesian to English descriptive texts taken from the internet. The collection technique used a written test; each subject translated the text without assistance, then the researcher reviewed one by one to identify and classify the errors according to Vilar et al.'s five categories. (2006): incorrect words, punctuation, missing words, word order, and unknown words. The documentation instrument was a table that recorded the types of errors, their frequency and percentage.

Table 1: Table of Translation Errors

No.	Types of Translation Errors	Frequency	Percentage
1.			
2.			
3.			
4.			
	Total		

Data analysis was conducted using Braun and Clarke's (2006) thematic analysis through six main steps: data familiarisation, initial coding, theme search, theme review, theme determination and naming, and result writing. With this procedure, the research seeks to uncover students'

translation error patterns and their causal factors in order to provide relevant pedagogical recommendations.

Table 2: Table for Data Analysis

No.	Students	Source Language (SL)	Target Language (TL)	Types of Translation Error
1.				
2.				
3.				
Etc.				

RESULTS AND DISCUSSION

The results of the final test of learning outcomes in the experimental class and control class gave the following results.

Table 3 Translation Error Data

No.	Techniques of Translation	Frequency	Percentage
1.	Missing Word	23	42,59%
2.	Word Order	9	16,66%
3.	Punctuation	10	18,51%
4.	Incorrect Word	12	22,22%
5.	Unknown Word	0	0
	Total	54	100%

Table 3 shows that out of **54 translation errors** identified in the translation products of 36 students of class XII-9 of SMAN 02 Ungaran, there are five categories of errors according to the framework of Vilar et al. (2006): **Missing words** 23 cases (42.59%), **Incorrect words/lexical choice** 12 cases (22.22%), **Punctuation** 10 cases (18.51%), **Word order** 9 cases (16.66%), and **Unknown words** 0 cases (0%). At the participant level, it was noted that **13 students** made missing word errors, **8 students** made imprecise word errors, **8 students** made punctuation errors, and about **7 students** reported extra words - although the main categories of analysis remained focused on Vilar's five categories.

This quantitative analysis indicated that the most dominant problem was the omission of **propositional elements** from the source text. The loss of words - both fillers necessary for structural fluency and content words that convey important meanings - results in a loss of information and nuances of meaning in the translation. On the other hand, lexical (incorrect words) and punctuation errors indicate limited mastery of active vocabulary as well as weaknesses in morphosyntactic aspects and final editing (proofreading). Errors in word order, although fewer, show students' difficulties in adjusting the syntactic structure of the target language which is different from the Indonesian structure.

The comparative discussion enriches the interpretation of the findings. Compared to Pratama & Dewi (2022) who reported the dominance of **incorrect words (60.2%)** in English to Indonesian translation, the results of this study show a different pattern: Indonesian to English translation tends to produce **omission** as the biggest problem. This difference confirms the influence of the direction of translation: when translating towards the mother tongue, learners more often choose words that appear lexically "correct"; whereas when translating to a foreign language, limited active vocabulary and structural uncertainty trigger omissions. This finding is

in line with the surface strategy taxonomy study by Budi et al. (2000), where many errors are at the surface level-lexical and light structural-but this study clarifies the distribution of error types using the framework of Vilar et al. (2006).

In terms of the analysis process, the data were generated through two stages: (1) **identification of errors** in students' translation products using a descriptive approach; and (2) **classification of errors** according to Vilar's types. Thematic analysis (Braun & Clarke) was used to interpret the patterns of errors qualitatively - i.e. whether the omission occurred more frequently in certain phrases (nominal phrase, prepositional phrase) or in long sentences - so that the interpretation was not only based on frequency, but also on the context of the function of errors in conveying meaning.

The pedagogical implication of this finding is clear: translation teaching needs to emphasise (1) **active vocabulary reinforcement** (product and context usage training), (2) **English syntactic structure training-especially** for word order in noun phrases and clauses, (3) **omission awareness** through checklist proofreading (checking whether all propositional elements are present), and (4) **punctuation training** and final editing to make the translation more accurate and natural. In addition, translation exercises should include tasks that force students to reconstruct meaning and peer-review to improve error detection skills.

Although many errors belong to the surface category, the dominant pattern of omission in Indonesian→English translations highlights the need for pedagogical interventions that augment target language production capacity (vocabulary + grammar) as well as proofreading skills. Practical recommendations include the development of practice modules focusing on active vocabulary expansion, practice translating complex sentences with scaffolding, and the use of assessment rubrics that emphasise completeness of meaning in addition to lexical accuracy.

CONCLUSION

Based on the data analysis, the main problem lies in the omission of meaning elements and lexical choices/grammatical errors, which indicate limited active vocabulary and weaknesses in the morphosyntactic aspects of English.

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