



## ANALYZING TRANSLATION ERRORS IN INDONESIAN-ENGLISH BUSINESS LETTER

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**Abstract:** This paper discussed the translation error from a business letter made based on American Translation Association (ATA's) made by EFL Learners'. In this research, the researchers used a descriptive qualitative method. The data source in this research is two EFL Learners' who are in translation class with better English skills than other data. Data collection in this study was carried out by taking two data from a total of 36 business letter translating task data given by translation class lecturers. The data is classified based on the type of error according to ATA's Framework for Standard Error Making Classification. The results of the analysis show that there are 18 translation errors in 11 types of 26 types of translation errors with style error as the most frequently found error. Style error is the error that has the highest nominal by appearing five times out of 18 the number of errors with a percentage 27,8%. Finding errors from the two data proves that EFL Learners' who are studying translation studies still have deficiencies. Educators and students must work together so that translation errors produced by EFL Learners' can be reduced.

**Keywords:** *ATA's standard errors; business letter; translation error*

### INTRODUCTION

This research focuses on investigating errors in the translation of the Indonesian-English text produce by EFL Learners. This research examines errors in the translation of business letters. Translation is the process of changing a word, sentence, or text in written form in one language to another to make it easier for people who have limitations in understanding foreign languages. In

the translation process, students not only change the language but also focus on the structure of the language and also the culture of the language. According to Williyani & Charisma (2021), the translator not only deals with good vocabulary mastery, but also the translator must deal with the culture for each language then a good translation can be produced. There is a translation process which is not only a form of effort to change a language, but also must have a good and broad

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understanding of foreign languages, understand the culture of foreign language countries, and have many references about introducing foreign languages.

The business letter serves as a crucial communication tool and written documentation employed for exchanging information between firms. Its primary purpose is to impart comprehensive and pertinent information aligned with the company's objectives (Ramadhani et al., 2019). A well-crafted business letter constitutes a formal written statement designed to convey crucial information to other corporate entities, serving as a means of communication essential to the functioning of businesses. An exemplary business letter is one that effectively communicates its intended message to the recipient, while also fostering a positive impression of the firm, be it pertaining to job-related matters, product inquiries, or any other pertinent message.

Business writing serves three primary objectives (Mimi, 2018). Firstly, it facilitates the transmission of messages, information inquiries, appointment scheduling, knowledge dissemination, and document forwarding. Secondly, it plays a pivotal role in creating a lasting record for future reference, holding substantial evidential value in potential legal disputes. Lastly, well-crafted business letters have the potential to foster goodwill and leave a positive impression on the recipient's company. However, another perspective presented by Yosepha (2015) posits three different functions of business letters. Firstly, they serve as concrete records for individuals' files, ensuring important information is documented and preserved. Secondly, they afford authors the opportunity to provide more comprehensive contextual explanations beyond the confines of standard forms. Lastly, business letters aid readers in recalling and executing necessary actions. Both viewpoints underscore the indispensable nature of skillful business writing in effective communication, documentation, and relationship-building within the corporate realm. The multifaceted roles of business letters underscore the importance of understanding their purpose and tailoring their content accordingly to achieve desired outcomes in various business contexts.

This research aims to research on students as objects in this study is to see the extent to which

students' English skills are, of course, focused on the interpretation of foreign languages into Indonesian and vice versa. Sometimes there are those who have the ability to understand English pronunciation but have difficulty translating in a good language. In this study, it will be observed how students translate text in good language, how students understand the meaning of the text, and what words they have difficulty in translating. There are still many students who find it difficult to interpret the entire text and the reason is the lack of literacy and foreign language references that they study on campus.

This present study chose EFL Learners as the object because EFL Learners in second years learn translation study. According to Wirentake (2021), language study can help students to express their feelings and ideas, and the students are able to know themselves and their cultures. Munawir (2021) argues that translation study is not an independent subject, it is just a subject involved in linguistics and language. Most English teachers and English students cannot do translation well. This research conducted for analysis of translation errors will give results regarding errors not only in the meaning of the text but also errors in the equivalence of the meaning of the source language, because after all language is not only about words but also culture. There are many things that students need to know about pronouns and so on to get translation results that are in accordance with the source. This research is important because English Education students have the opportunity to work with international companies and have the opportunity to become translators and interpreters in the future. EFL Learners already have the ability to translate languages well, and in the future the lectures can minimize errors in translating foreign languages.

When we talk about errors we also think about mistakes. Error and mistake have similar meanings in general but they are not exactly the same. It is important to differentiate between error and mistakes because most people still misunderstand both. According to Andarisa (2018), error analysis is the alternative to constructive analysis behaviorist-influenced technique in which applied linguists seek to forecast mistakes using formal variations between learners' first and second languages. In the research of Koman et al (2019) translation errors have 26 categories based on



American Translator Association (ATA's) Standard of Translation Error. The error includes addition, ambiguity, grammatical, capitalization, cohesion, syntax, word form, spelling, punctuation, omission, terminology, verb form, faithfulness, literalness, misunderstanding, indecision, unfinished, usage, text type, faux ami, accents, register, style, illegibility, mistranslation and the other errors.

American Translator Association (ATA's) 2021 version, divides the 26 types of error translation into three sections: target language mechanics, meaning transfer and writing ability (Koman et al., 2019). Target language meaning is a type of error that clearly breaks one or more of the rules surrounding how the target language should be written. Target language mechanics section consists of seven errors, there are grammatical error, syntax, word form, spelling, capitalization, accents and punctuation. Meaning transfer is the classification of errors into categories according to how they affect or distort the reader's perception of the information or fact in the source text. The meaning transfer section consists of 13 errors, there are addition, omission, terminology, faux ami, verb form, ambiguity, cohesion, faithfulness, literalness, misunderstanding, indecision, unfinished, and mistranslation. Writing ability is a category of translation error types that do not clearly violate spelling, grammar, or punctuation rules but reduce the quality of translation with inappropriate wording (Koman et al., 2019). The writing ability section consists of five errors: usage, text type, register, style, illegibility, and other errors.

Additional errors occur when the translator adds the words with unneeded meaning. An ambiguity errors materialize when the translation segments allow for more than one meaning. Grammar error occurs when sentences in the translation have incorrect grammar such as verbs, nouns, pronouns, or adjectives. Capitalization error materializes when the target language not following into concerning upper and lower-case. A cohesion error occurs when the text is hard to follow because of inconsistent structural elements like missing conjunctions, etc. Syntax error is an error causes by the word of the sentence not conforming to the syntactic rules of the target language. A word form error arise when the source of the word is correct but the form of the word like number, noun or pronoun is incorrect or missing in the target language.

Spelling errors manifest when words in the translation are inaccurately spelled. Punctuation errors occur when the target language lacks proper punctuation or when punctuation marks are erroneously placed. These punctuation marks include periods, commas, quotation marks, colons, semicolons, and others. Omission errors arise when certain elements of meaning from the source text are overlooked or excluded from the target text. Terminology errors, on the other hand, arise when the translator selects incorrect words or phrases that fail to align with the intended meaning of the target text. Verb form errors occur when the translator uses a grammatical form of a verb that conveys a different meaning from the source text. Faithfulness errors occur when the resulting sentence or target text does not adhere as closely as possible to the meaning and intent of the source text; it is essential to faithfully translate the intended meaning of the source text (Koman et al., 2019). Finally, literalness errors stem from translating a text word for word, leading to a subpar translation outcome.

A misunderstanding error because a translation is obtain from a word that is misinterpreted, or also because of an incorrect phrase structure. An indecision error materializes because of many choices for a given translation unit, it will give a bad choice of words. A substantially unfinished passage has missing sentences at the end. A usage error occurs because the conventions of words or phrases present in the target language are not followed properly. A text type error materializes because of some of the translation components that are not suitable for the target audience, there is a part that fails to meet the specifications stated in the Translation Guidelines. A faux ami error occurs when words of similar form but dissimilar meaning across the language pair are confused. Faux ami are words in two or more languages that probably are derived from similar roots and that have very similar or identical forms, but that have different meanings.

An accents error occurs when the target language conventions of accents and diacritical marks are not followed. If incorrect or missing accents obscure meaning (sense), the error is more serious. A register error occurs when the language style or level of formality used is inappropriate for the exam passage's inferred target audience. A candidate appoints a content word or phrase (noun, verb, or modifier) with an incorrect or unsuitable meaning in

regard to the source text; this is referred to as a terminology error in a general text. The terminology error also occurs when a term that relates in a certain subject area is omitted even though it appears in the source text. The other error is for error that do not clearly describe in other types above.

A style error occurs when grammatical structures or other choices are incorrect for the type of dissemination or other functional purpose required. Examples: The use of imperative verbs in step-by-step instructions is a style error if the target language generally uses infinitive verb forms; similarly, the number 39 thousand is accepted in some languages but not in English. The failure of the graders to read the candidate's writing is an illegibility error. It is the responsibility of the candidate to make sure that the graders can understand what is written. The candidates are instructed to write using a pen or a dark pencil and to press their writing down strongly enough to make legible copies. If the objective is not ambiguously made plain, deletions, additions, and alterations are permissible. Mistranslation error occurs when the meaning of source language in the source text is not conveyed properly in the target text.

Several studies of error analysis of translation have been reached by several studies. The first is the present research by Sari (2019) entitled "An Error Analysis on Student's Translation Text". Data processing in this present study includes identifying and categorizing data, observation of the problem and conclusion. Based on this research, the student's error of Indonesia – English translation in terms of vocabulary, use of preposition, and incomplete sentence. Second, Translation and Language Errors in The Indonesia – English translation by Dewi (2017). This research found some types of translation errors mostly found in the Indonesian – English translation. In this study, the most frequent errors found in Indonesia – English translation in translation classes of Lembaga Bahasa Internasional (LBI) of the Faculty of Humanities (FBI) of Universitas Indonesia (UI) are incorrect words, grammatical errors, and omissions.

The research that has been done is that students take classes for Indonesian-English Translation, the object of the research is the result of Indonesian-English translations carried out by students. The study used data collection carried out using interviews with students, distributing

questionnaires, and conducting tests for translation. Research by Koman et al., (2019) entitled "Translation Errors in Students' Indonesian-English Translation Practice". The results of the analysis have shown that there are 21 translation errors from 26 error categories according to ATA's Framework for Standardized Error Making. There are three categories of errors that are most prominent, namely errors in grammar and syntax. These errors can be influenced by extratextual factors such as intention, sender, recipient, time, media, motive, and also the function of the text. Lexes are also included in the factors that influence the occurrence of errors.

The study there were 4 translation errors made by students in translating their Indonesian English news items by considering cohesive devices. The translation errors are found in conjunctions, repetition, reference, and synonyms. Research by Prayuda (2020) entitled "An Error Analysis of Indonesian-English Translation". The results show that the dominant translation errors are dominated by repetition translation errors and synonym translation errors. The results of his research prove that the average student has difficulty in translating the language. As for a study that examined various errors made by students in translating Indonesian-English Text. Research by Dwi et al (2018) these errors include reversal of meaning, omission of meaning, addition of meaning, deviation of meaning morphological aspects, lexical aspects, and syntactic aspects.

Error in the translation is possible in EFL Learners. Based on the discussion from the previous studies study above, the study which focused the translation errors on the EFL Learners Indonesia – English translation using business letter products based on ATA's Framework Standardization of Translation Error has not been discussed before. Error analysis is needed to find out in Indonesia – English translation from business letters with hope the difficulties can be known by this present study. Furthermore, Parvin (2019) argues that identifying the types and the causes of error can help the learners' to deal with their common errors. This research will analyze what the kinds of errors that EFL Learners make in translating business letters and the source of the errors. The focus of the analysis is based on ATA's Standardizations of Translation Error.

## **METHOD**



## Respondents

The subjects of this present study are EFL Learners' in translation courses. In addition, the object in this study is the business letter text translation product produced by students. The reason this research uses third semester English education students as subjects is because students are studying translation studies in accordance with this research. In addition, by examining errors made by students, they can find solutions. In correcting translation errors focusing on grammar, source language, and source language culture so that future students, lecturers and institutions can work together to find solutions and correct errors found in translations.

## Data Analysis

This research uses a descriptive qualitative method, especially qualitative data analysis techniques. This present study uses a descriptive qualitative method to answer the research question in the problem statement. Analysis technique is suitable for use in analyzing EFL Learners' errors in Indonesia-English translation. Research by Kim et al (2017) qualitative descriptive is a method commonly used for descriptive studies. This method is a suitable method for research that focuses on finding out who, how, and where a problem is and to find out phenomena that are still poorly understood by students. The quality of the words and phrases selected has a significant impact on the analysis and sharpness of qualitative research (Suryani, Fitria 2022).

## Instrument

The instrument used to collect data in this study is a test from some Translation student in translation studies. Out of a total of 36 data, only two are used in this analysis. These two data have been utilized in this research since they came from EFL Learners who had good English language abilities. The test is in the form of a test that focuses on writing a translation consisting of the source language, namely Indonesian into English. This test is carried out as a test in the course of translation studies by providing one business letter text sourced from the lecture of translation studies in the Indonesian language which must be translated by students into English after that the author examines what mistakes were made by students from the translated texts they made and then grouped them into error

categories. According to ATA's Standardizations of Translation Error. The result of the data will be presented with source text (ST), literal text (LT), and target text (TT) (Koman et al., 2019). Source text is text from the original language, literal text is translated text produced by the respondents and target text is the correct translation text.

## RESULT AND DISCUSSION

This study aims to analyze translation errors in business letter text based on American Translation Association (ATA) error categories from EFL Learners' business letter text Indonesian into English. ATA's classified error into 26 type with 3 section: target language mechanics there are grammatical error, syntax, word form, spelling, capitalization, accents, ad punctuation; meaning transfer there are addition, omission, terminology, faux ami, verb form, ambiguity, cohesion, faithfulness, literalness, misunderstanding, indecision, and unfinished; writing ability, there are usage, text type, register, style, illegibility, mistranslation and other error.

This data is taken from the text of the business letter that the lecturer gives to EFL Learners' in the translation class. The researchers take two data from a total of 36 data obtained by the lecturer. These two data were chosen by the researchers because these two data were obtained from EFL Learners' who have better English skills than other data. These two data can be used as a reference to see whether EFL learners who are taking translation classes still make errors. In this section, the author will explain the author's findings regarding translation errors made by EFL Learners'.

### Translation Errors in the Business Letters

After identifying the errors, we find some data on the Indonesian to English translation of business letters. The result of analysis on the translation errors of EFL Learners' appears to be that there are 11 types of translation errors of 26 error categories based on the ATA's Standard of Translation Error. They are grammatical error, capitalization, syntax, punctuation, omission, literalness, misunderstanding, text type, faux ami, register, and style. Table 1 displays the total number of EFL Learners Translation Errors in the target language mechanics section.

Table 1. Data of error translation for Business letter in the target language section

No	Types of Error	Respondent A	Respondent B
1.	Grammatical error	1 (25%)	1 (50%)
2.	Syntax	1 (25%)	0%
3.	Word form	0%	0%
4.	Spelling	0%	0%
5.	Capitalization	0%	1 (50%)
6.	Accents	0%	0%
7.	Punctuation	2 (50%)	0%

The table above shows the percentage errors of the target language mechanics sections of EFL Learners' error translation business text. The target language mechanics consist of seven errors including grammatical errors, syntax, word form, spelling, capitalization, accents, and punctuation. Of the seven errors, the writer found that EFL Learners' made four mistakes, namely grammatical errors, syntax, capitalization, accents, and punctuations. For grammatical errors, respondent A has an error percentage of 25% with one error and respondent B has an error percentage of 50% with one error. In syntax, respondent A has one error with a percentage of 25%. For capitalization, respondent B makes one error with a percentage of 50%. At punctuation, respondent A has an error percentage of 50% with a total of two errors. Below are some samples of the errors taken from the respondents' target text.

ST: cicilannya dapat diangsur sebanyak 3 kali

LT: The installments can be paid in 3 installments

TT: The installments could be paid in 3 installments

The sample above shows examples of grammatical errors generated by respondents. In the data, respondents use the term "can" whenever the word "could" ought to be utilized. Because business letters have a more professional style of literature, the language used should be more formal as well. Will have to use "could" when using formal terms. The text "The installments can be paid in 3 installments" should be "The installments could be

paid in 3 installments". As a result, the source text is not translated properly and correctly according to the language rules of business letters and causes the text to become ambiguous. The author also has other examples of errors generated by respondents.

ST: 1 Agustus 2022

LT: 1 August 2022

TT: August 1, 2022

The example above is an example of a syntax error made by the respondent. In this data, respondents made mistakes in writing dates. Writing dates according to the rules should place the date after the month. But in this data the respondents put the date after the month. Writing "1 August, 2022" should be "August 1, 2022". Errors made by these respondents caused the writing structure of the text to be wrong and could cause the target text to be incompatible with the source text. Here is another example of the error generated by the respondent.

ST: Penawaran Barang

LT: The provision of goods

TT: The Provision of Goods

The data above is an example of error capitalization. The target text contains letters that are not capitalized in the source text. The word "The provision of goods" does not match the source text, instead "Penawaran Barang". In the source text, each first letter of the word is capitalized, but the target text for the respondent only utilizes capital letters at the beginning of the phrase. The mistakes made by this respondent caused the target text not

to be translated properly because the respondent did not follow the translation instructions properly. Here the author includes other samples.

ST: Nomor: 10/01/VIII/2022  
 LT: Number 10/01/VIII/2022  
 TT: Number: 10/01/VIII/2022

The data above is included in the example of punctuation error. In the source text in the data above, the respondent did not add a colon where there should be a colon ( : ) after the word "Number". This can cause the text to become ambiguous and the true meaning of the text not conveyed due to punctuation errors because they have different meanings. Table 2 below shows the error category in the meaning transfer section.

Table 2. Data of error translation for Business letter in meaning transfer section

No	Types of Error	Respondent A	Respondent B
1.	Addition	0%	0%
2.	Omission	0%	1 (50%)
3.	Terminology	0%	0%
4.	Faux ami	1 (50%)	0%
5.	Verb form	0%	0%
6.	Ambiguity	0%	0%
7.	Cohesion	0%	0%
8.	Faithfulness	0%	0%
9.	Literalness	0%	1 (50%)
10.	Misunderstanding	1 (50%)	0%
11.	Indecision	0%	0%
12.	Unfinished	0%	0%
13.	Mistranslation	0%	0%

The table above shows the errors from the meaning transfer section generated by the respondents. The meaning transfer section consists of 13 types of errors, namely addition, omission, terminology, faux ami, verb form, ambiguity, cohesion, faithfulness, literalness, misunderstanding, indecision, unfinished, and mistranslation. In the above table, it can be seen from the 12 types of errors in the meaning transfer section that the respondents made four types of errors: omission, faux ami, literalness, and misunderstanding. Respondent A made one mistake each on faux ami and misunderstanding, with a percentage of 50%. And respondent B made one mistake on omission and literalness, with a percentage of 50% each. Below are some sample errors generated by respondents in the transfer meaning section.

ST: Kepada  
 LT: - (Not translated)  
 TT: To

The sample above is included in the omission error example because the data indicates that there are missing words in the target text and the respondent is not translating the text correctly. Respondents did not properly convey the translation of "kepada" in the target text. Respondents removed the word "kepada" from the source text in the target language, resulting in the source text's meaning not being properly transmitted and causing the meaning of the text to not be conveyed properly. This is classified as an omission error since the source text was not correctly transferred to the destination text, resulting in insufficient information. Below the

author is another sample error generated by the respondent.

ST: Dengan hormat

LT: Yours faithfully

TT: Yours sincerely

The example above is an example of a faux-ami error made by the respondent. In the opening of the letter, it is written "dengan hormat" which if changed to the target text will become "yours sincerely." but what is stated in the data, the respondent translates it into "yours faithfully." Errors made by these respondents can cause misunderstandings because the text produced by the respondent has a different meaning from the source text. In addition, this error also causes the actual meaning of the text to not be conveyed properly. Here is another sample that the researchers obtained.

ST: Kami berterima kasih

LT: We thank you

TT: Thank You

The sample above is included in the literalness error. There is a translation on the target text in the

translation from the respondent above that has a language style that is quite unpleasant when used for formal correspondence. The term "thank you" should be used instead of "we thank you" in the target text. The mistake made by the respondent was caused by the respondent translating the source text word for word so that the target text became ambiguous because of the inappropriate choice of words. Here is another sample we get.

ST: Jl. Pahlawan 10

LT: Jl. Hero 10

TT: Pahlawan Street 10

The data above includes examples of misunderstanding errors generated by respondents. The sentence refers to the address in a business letter. In the source text is written "Jl. Hero". In the target language, the respondent is translating the address which should not be changed to English, it means that "Jl. Pahlawan" should be "Pahlawan Street". The mistakes made by these respondents caused the meaning of the source to not be conveyed because it has a different meaning and can cause the reader to get information that is wrong and does not match the actual information. Table 3 below will show translation errors in the writing ability section.

Table 3. Data of error translation for Business letter in the writing ability section

No	Types of Error	Respondent A	Respondent B
1.	Usage	0%	0%
2.	Text type	0%	1 (17%)
3.	Register	0%	2 (33%)
4.	Style	2 (100%)	3 (50%)
5.	Illegibility	0%	0%
6.	Other error	0%	0%

The translation error that respondents made in the writing abilities section are displayed in the table above. There are six categories of translation mistakes in the writing skill section: usage, text type, register, style, illegibility, and other errors. Three of the six types of errors—text type, register, and style—were produced by respondents from

among the six categories. Respondent B provides one data with a percentage of 17% in the text type error. Respondent B had two errors with a proportion of 33% in the error register. Respondents A and B both made mistakes in the style error, with respondent A making a mistake with as many as two pieces of data and a percentage of 100% and respondent B making a mistake with as many as





three pieces of data and a percentage of 50%. Below is an example of an error generated by the respondent.

ST: Dengan hormat  
LT: Dear Mr Manager  
TT: Yours sincerely

The text type error contains the aforementioned example. While converting sentences from the source text to the target text, the responder did not follow the translation guidelines. The respondent changes the original text's "dengan hormat" phrase to "Dear Mr Manager," which has a different meaning than the script currently in use. The right translation for this phrase is "yours truly," as it conveys the desired meaning. Due to the differing word meaning in the mistake produced by this reply, the meaning of the original text cannot be fully understood. Here is another sample that the responders came up with.

ST: Dengan membayar uang muka  
LT: By paying down payment  
TT: By paying an advance

An example of an error register produced by the responder is included in the data above. The phrase used in the preceding data does not accord with the appropriate level of formality. The responder translates the original language "dengan membayar uang muka" as "by paying a down payment." It is thought that the phrase "by making a down payment" is too casual for a business letter. According to the respondent, the phrase "By paying a down payment" should be changed to "By paying an advance." The target content may not adhere to the required business letter language norms if the respondent's phrase choices lack a formal level. The researchers get another sample that is stated below.

ST: PT Bahagia Sejahtera  
LT: PT Bahagia Sejahtera  
TT: Bahagia Sejahtera Inc

The data above is an example of the style error generated by the respondent. In this data, respondents did not translate words that should have been translated into the target language. The word "PT" in the source text should be translated as "Inc". The error made by this respondent could be caused because the respondent was not careful or underestimated the short words in the source text. This error can cause the meaning of the source text not to be conveyed properly and misinformation can occur for the reader because the target text is not translated properly.

The researchers found that the total data of translation errors are 18 times from 11 types. From the 18 data, there are two grammatical errors, one capitalization error, one syntax error, two punctuation error, one omission error, one literalness error, one misunderstanding error, one text type error, one faux ami error, two register error, and five style error. The most frequent type of error occurred are style errors which have five cases from 18 data with percentages 27.8%. Because the majority of EFL Learners' translation products are identical, the mistakes in the translation products are frequently similar.

However, the results of this study are not supported by the previous research. By using ATA Framework in her research, Koman et al (2019) found that the most common errors committed by the respondents are grammar, syntax, and faithfulness with grammatical error becoming the highest category of translation error which appeared 141 times found in the analysis. Also another study conducted by Anindya & Yonatri (2022) showed contrasting results. The translation errors with the highest result are literalness which have 95 data and usage with 68 data.

### **Teaching Implication to Equip EFL Learners' Translation Strategies**

With the discovery of errors in research conducted by researchers, educational institutions, lecturers, and also other translation teaching institutions must pay more attention to the development of learning. According to Bernardini (2004) in Jääskeläinen et al (2011), learning is viewed as generative in the context of translation education, with the goal of fostering "the ability to utilize existing information to solve new challenges, and to absorb new knowledge as the need arises." This is accomplished through cumulative learning. Bernardini makes a

strong case for the gradual development of (professional) translation skill. Bernardini makes a persuasive argument for the deliberate, methodical construction of the foundation of (professional) translation competence in the context of translator education. Shorter-term translator training programs may then allow for specialization.

To equip teaching translation, there are many strategies that can be implemented in teaching by educators. According to Li (2011), the EFL Teachers' can use Think-aloud teaching in translation class. In thinking-aloud teaching, students are encouraged to contribute to the teaching process by freely expressing their opinion about the teacher's translation process. This mode of 'co-translation' will not only help develop students' critical thinking and stimulate two-way exchanges, but also improve student-teacher relations. Teaching think-aloud presupposes that the teacher has rich experience in translating and is good at applying theory to explain and analyze phenomena related to translation. Here theory does not only cover translation theory, but also linguistic, communication, stylistic, and literary theories related to translation as a whole. Theory helps the teacher gain deeper insight into the translation phenomena to be explained and prevents aloud statements from turning into personal or subjective impressionistic monologues.

Researchers find other strategies that can be implemented by EFL Teachers' translation. According to Zhang (2015), in studying translation, different models can be used as a good starting point. Zhang's research proves that multimodality is a very effective strategy for learning translation. Multimodality is learning that uses a combination of several learning models: theory and practice, written and audio-visual, classroom and online study platform as well as a combination of teachers and students. This strategy can help teachers choose the theory and methods that the teacher will use and help students better understand the principles and methods in text analysis and translation. The multimodality model provides an excellent platform for students to collaborate with each other easily and develop team spirit and make students more active.

In the results of the business letter translation data produced by EFL Learners', it finds out that there remains a lot of inaccuracies. This indicates that EFL Learners' still have to learn the technique

and strategies of translating a text, whether it's from Indonesian to English or English to Indonesian. It can be seen that the quality of the translation is still not good and needs to be improved. Research by Mbeudeu (2017) moreover, language is something that will continue to grow over time. The main factor students still often make mistakes in translation is a lack of understanding of the source language and target language, especially to understand a language is to understand the language culture as well in order to produce accuracy and clarity and flexibility of the language so that the translated text can convey the intended message and intent.

In order to have a good understanding of translation strategies, there are several strategies for students to have good skills in translating a language. EFL Learners' must have a desire to learn and learn strategies for translating a language. Sometimes, to get students' interest in a subject, it takes motivation to learn. According to (Liu & Yu (2019), one way to build students' motivation to learn translation is that students can reflect on their daily translation training in a diary. Peers are also one of the factors that can influence students' motivation in learning translation. If students are motivated to study translation studies, there are many ways to improve students' translation skills. The students can listen to foreign languages more often and read foreign language books and watch foreign language films. In addition, EFL Learners' can practice independently by translating languages that some key words already know, besides that students can also practice with language games (Hassan, 2020). Learning a language is not only about knowing the meaning of a sentence, but students also need to understand the meaning intended in the sentence. Practicing English in everyday life is able to improve the quality of language for students. You don't need to get hung up on grammar and so on.

## **CONCLUSION**

Based on the analysis of errors made by EFL Learners' when translating Indonesian business letters into English, it can be concluded that EFL Learners' make 11 error types from 26 error categories based on ATA's Standard of Translation Error. The errors are grammatical error,



capitalization, syntax, punctuation, omission, literalness, misunderstanding, text type, faux ami, register, style with style error as the highest error which appeared five times. The errors made by EFL Learners' indicate that the EFL Learners' still have flaws in translating English properly and correctly according to existing rules, not translating carefully and not caring about trivial rich words, and grammatical errors according to existing rules.

From the research that the researchers had done, there are some suggestions that the researchers want to offer especially from EFL Learners' of English Education and next researchers. For the EFL Learners' of English Education, they should be aware of their translation error making. In this case, they can realize by doing more practice, peer correcting, and more thoroughly the translation text. However, they must understand the rules and grammatical rules of the target language to minimize the error. For the next researchers, the results of this study are expected to be used as a reference for developing similar research, especially on the English Education students' translation errors. The other researchers can develop the research using different categories of errors, different types of text, the subject and the factors of making the errors.

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