

Study of Linguistics Aspect in Translation of English Education Department

Marina Pakaja¹, Kartin Lihawa^{2*}, Novriyanto Napu³, Suleman Bouti⁴

¹English Education Department, IAIN Sultan Amai Gorontalo, Indonesia

^{2,3,4}English Education Department, Universitas Negeri Gorontalo, Gorontalo, Indonesia

Abstract:

This study investigates linguistic aspects in the translation process carried out by English Education Department students at IAIN Sultan Amai Gorontalo. The research focuses on identifying common linguistic errors, analyzing their causes, and evaluating the linguistic competencies necessary for accurate translation. Conducted from April 4th to May 7th, 2024, the study utilized a mixed-methods approach, combining qualitative analysis of students' translations of *Factfulness* by Hans Rosling, in-depth interviews, and classroom observations. AI tools assessed translation accuracy, while triangulation ensured data validity by comparing data sources and consulting experts. The findings highlight linguistic and cultural errors. Linguistic errors are categorized into morphology (58 errors), syntax (78 errors), and semantics (121 errors). Morphological errors stem from issues like singular-plural translation and affixation, while syntactic errors involve difficulties in adapting language structures. Semantic errors, the most prevalent, indicate challenges in conveying nuanced meanings accurately. Cultural errors (28 instances) are linked to students' limited understanding of cultural references, particularly those involving material culture and social organization. These results underscore the need to enhance students' linguistic and extralinguistic competencies. Recommendations include revising the curriculum to integrate cultural elements, fostering a deeper understanding of linguistic structures, and using innovative teaching strategies. This study provides insights into the linguistic challenges faced by students and offers practical suggestions to improve translation teaching, thereby contributing to better translation outcomes and more effective language education.

Keywords: Translation, Linguistics, Translation Errors, English Education Department

1. Introduction

Translation has a crucial role in developing human resources, both in the theoretical and practical realms and contributes to the advancement of science [1]. Translation involves transferring the language from the source text (BSu) to the target language (BSa) and a deep understanding of the text's meaning, culture, and context. This process requires adequate linguistic and cultural competence, especially in semantic and syntactic aspects, so the translation results are accurate, acceptable, and easy to read [2]. English language students, who are required to have dual competencies as educators and translators, often face obstacles in translating academic texts, mainly due to a lack of in-depth understanding of grammar and cultural context. This impacts translation results that are not entirely accurate, leading to lexical, semantic, and cultural errors. Based on this study, developing a syllabus for translation courses that integrates the improvement of students' translation competencies is crucial. This study aims to analyze the types of errors in the translation results made by students of the English Education Department, with the formulation of the problem, "What are the types of errors in the translation results made by students of the English Education Department, both from linguistic and cultural aspects?".

2. Literature Review

Translation is a process that aims to convey the original text's meaning into another language in a way that is by the author's intention. Newmark defines translation as an effort to "translate the text's meaning into a different language in the manner in which the author intended" [3]. [4] assert that translation involves the

process of transferring meaning from the source language (SL) to the target language (TL), while [5] add that it involves the conversion of written text from one language to another. Revealed that differences in language systems are often the main challenge in translation. The translation process includes decoding the meaning of SL and encoding back to TL [6], as well as the stages of analysis, transfer, and restructuring. [7] elaborates that translation includes recoding vocabulary and grammatical structures, as well as considering cultural contexts.

[8] identifies seven important stages in translation, from analysis to discussion. [2] emphasized the importance of mastery of language and techniques for accurate translation results. added that translators must understand the cognitive and cultural aspects of the translation process. classifies translation models into intralingual, interlingual, and intersemiotic, while [9] divide the translation approach into Direct and Oblique Translation with certain procedures. Distinguishes between absolute and modified literal translation, and [10] and [11] underscore the importance of cultural context in translation, making us aware of the cultural sensitivity required in this field, [12] in [16] identifying five cultural aspects that influence the process.

Based on the previous explanation, translators need several qualities to produce precise and accurate translations. To become a professional translator, the translator must study translation theory and develop the necessary competencies to produce good translations. A translator requires specific translation skills, which is often referred to as translation competence. This competency involves several aspects, including textual understanding, interlinguistics, and message diversion. According to [13] in PACTE, translation competencies consist of bilingual, instrumental, strategic, psycho-physiological, and extralinguistic competencies. Bilingual competencies include the ability to communicate in two languages, while instrumental competencies involve using translation aids such as dictionaries and information technology. Strategy competence is related to problem-solving during the translation process, while psycho-physiological competence includes individual characteristics of translators such as attention, emotion, and creativity. Extralinguistic competencies focus on cultural understanding and comprehensive knowledge required in translating texts with specific cultural contexts.

Previous research by [2] examined the translation process and products by professional translators in Indonesia, using accuracy and readability assessment instruments. The study results show that the quality of translation should be assessed at the text level, not just the sentences. Another study by [14] highlighted student errors in translating texts from Indonesian to English, finding that lexical errors are more common than grammatical errors. Meanwhile, [15] researched the quality of media article translation by Polytechnic students, with the result that student competence is quite adequate but still needs to be more accurate and accepted. The problems students face in translation courses at the English Education Department in IAIN Sultan Amai Gorontalo are also related to the absence of compulsory course prerequisites such as Syntax and Semantics, which impact students' translation ability. Although this course is essential, its status is only as an elective course. This research aims to determine the types of errors, translation processes, and students' translation competencies.

3. Research Method

The research took place from April 04th to May 07th 2024, with a schedule twice a week, namely Tuesday and Thursday at 08.00–10.00 WITA. The focus is to analyze the translation of the textbook "*Factfulness*" by Hans Rosling using a mixed-methods study. This method includes qualitative analysis through in-depth interviews with students to evaluate their translation competencies. The researcher was directly involved in observing the translation process and conducting interviews after students completed the translation of each of the book's themes.

Data collection was carried out through structured interviews and observations. Qualitative data was obtained from interviews and observation of the translation process. Data is analyzed by dividing information into categories, organizing, and presenting tables and narratives. The triangulation technique is used to ensure the validity of the results by comparing data from various sources. The validity of the data is verified by ensuring the credibility of the textbook, conducting cross-checks, and consulting with experts. AI technology is also used to check the accuracy of translations according to applicable standards.

4. Result And Discussion

Based on the research that has been conducted, there are 58 translation errors in the morphological aspect, with a variable distribution between the four main types of errors. The most errors occurred in singular and plural word forms, with 29 cases. Affixation errors ranked second, with 21 errors. Affixation in Indonesian involves adding prefixes, suffixes, inserts, or confixes to form new meanings. Errors in the composition were recorded in 5 cases. It deals with the translation of compound words or complex phrases from English to Indonesian. Lastly, reduplication only logs 3 errors, which is the least number. Reduplication is repeating a word in Indonesian to indicate a plural or intensity.

Mistranslation of singular and plural forms is one of the challenges in translation, especially from English to Indonesian. In English, the difference between singular and plural forms is marked, such as in the word "dog" to "dogs" or "box" to "boxes," while in Indonesian, the system is more flexible because nouns such as "book" are still used for both singular and plural. This challenge often arises in translations, for example, in the sentence "I had handed out copies of tables 1 and 5 from UNICEF's yearbook," which translates to "I have handed out copies of tables 1 and 5 from UNICEF's yearbook." Here, "copies" translates to "photocopy," which omits the plural meaning in English. Another example is the translation of "students" to "students," where the plural form is over-translated because, in Indonesian, the word "siswa" can already represent the plural meaning without the need for reduplication. In addition, there are cases of correct translation, such as the case of the word "numbers," which translates to "numbers," which shows that the translator understands the importance of maintaining the plural in a given context.

Mistranslation of the affixation aspect is one of the challenges in translating texts from English to Indonesian, especially considering the importance of affixation in forming Indonesian words. Affixation involves adding prefixes, suffixes, infixes, or confixes to basic words, and translators often have difficulty choosing the right affixes to maintain the meaning and grammatical function of the source text. For example, in the first case, translating the phrase "I'm obsessed with" to "I'm obsessed with" is a mistake because the word "obsessive" is a noun, not a verb or adjective. Supposedly, the correct translation is "I am obsessed with" using the prefix "ter-" to form a passive adjective. Another error was found in the sentence "I had handed out" which translates to "I have handed it out". Here, the translator fails to add the prefix "me-" and the suffix "-kan," so the correct translation should be "I have shared." The next example is the translation of the word "looked" to "seen," which is less appropriate because "looked" refers more to passive perception, while "looked" in the original context indicates an active action. A better translation is "seen" or "seen." An error also occurs in "shouted" which translates to "shout." Although the prefix "ber-" is already used, the word "shouted" is less representative of the intensity of the word "shouted," which is supposed to translate as "shouting." In another example, translating the passive phrase "are asked" to "ask" is a mistake because the phrase must be translated as "asked" in order to maintain its passive form. A similar mistake occurred in the translation of "Learn" to "Ajari," which should have been translated as "Learn" or "Understand" to indicate that the subject will learn, not command others. Lastly, the word "change," which translates to "change," means an error because it changes the word class from a verb to a noun, and a more accurate translation is "change".

Translation errors in the reduplication aspect often occur due to differences in the rules between English and Indonesian in word repetition. Reduplication, which is the repetition of all or part of a word, can change Indonesian's meaning and grammatical function. In the first case, the translator translated the word "copies" into "copy," which indicates an understanding of the concept of reduplication for the plural form in Indonesian. However, using the number "2" to indicate reduplication is considered informal and inappropriate in a formal or academic context. A more appropriate translation should be "copies," or simply "copies" because in Indonesian, the plural can often be understood from context without explicit reduplication. In the second case, the translator translates "students" to "students," without using the hyphen that would otherwise be present in the formal form of reduplication, such as "students." In addition, the word "siswa" already includes plural meanings in Indonesian depending on the context, so reduplication is not necessary.

Errors in the translation of composition aspects often occur due to differences in the rules for writing compound words between English and Indonesian. Composition refers to the incorporation of elements of language to form a more significant meaning, and errors in following these rules can interfere with the clarity of translation. In the first case, "*misconceptions*" means "*misunderstanding*." Even though the word's meaning is correct, there is a mistake in writing the compound word that should have been written as a "*misunderstanding*" without spaces. This error shows a lack of attention to the rules of writing compound words in Indonesian, even though the word's meaning is correct. In the second case, the word "*ignorance*" translates to "*ignorance*," which also suffers from a similar error. This compound word should be written as "*ignorance*" without spaces. The errors in these two examples show the same pattern; namely, the translator fails to follow the rules of writing compound words in Indonesian. A better understanding of the rules of writing compound words is needed so that these kinds of errors can be avoided and the translation becomes more accurate by the rules of language.

Syntactic mistranslations include problems that arise when the structure of phrases and sentences in the source language is not translated correctly into the target language, which can lead to the text becoming less accurate or challenging to understand. Based on the table presented, errors at the phrase level are the most common, with 43 errors recorded. This shows that students often experience difficulties in switching the phrase structure from English to Indonesian. Differences in how the two languages structure phrases are likely the leading cause of this high error rate. In addition, there were 35 errors at the sentence level, which, although fewer, still indicated that students faced challenges in composing sentences by Indonesian grammatical patterns.

Translation errors from the syntactic aspect of the phrase level are often a challenge in translation due to structural differences between the source and target languages. Some examples show variations in the level of accuracy and naturalness of the language. For example, the phrase "*little did I know*" translates to "*little did I know*," which is grammatically correct but less idiomatic; it should be more appropriate if translated as "*without me knowing*" or "*I didn't expect*." In addition, the translation of "*UNICEF's yearbook*" into "*UNICEF book*" omits the specific context of "*yearbook*," which is more accurately translated as "*UNICEF yearbook*." In the case of "*A choir of students shouted in unison*," the phrase "*choir of students*" is translated literally. Still, it loses the figurative nuance that could be translated as "*a group of students*" to maintain a metaphorical context. A more significant error is seen in the translation of "*live births*" into "birthday of life," which clearly misunderstands medical technical terms. The correct translation is "*living birth*". In addition, the phrase "*came the chorus*" is over-translated, which should be simplified to "*the chorus sounds*." Some phrases, such as "*The Gap Instinct*," "*The Fear Instinct*," and "*The Destiny Instinct*," translate well. However, adding words such as "*current*" in "*In modern times*" shows a tendency to add information not present in the original text, which can change the meaning.

Translation errors in the syntax aspect of the sentence level often reflect students' difficulties in transferring sentence structure and nuance from English to Indonesian. In the first sentence, "*These dangers still trigger our fear instinct*," the translation "*These dangers still trigger our fear instinct*" uses the word "*shake*" which is not appropriate for "*trigger*." A more appropriate translation is "*this danger still triggers our instinct of fear*," which better describes the desired psychological meaning. In the second sentence, "*It's the idea that things are as they are for ineluctable, inescapable reasons*," the error appears in the repetition of the word "*everything*" as well as the merging of the two terms into one, reducing the double emphasis in question. A more accurate translation is "*It is the idea that everything happens for inevitable and inevitable reasons*." The third sentence, "*This instinct makes us believe that our false generalizations*," translates to "*This instinct makes us believe that we are generally wrong*," indicates a fundamental error in understanding the subject-predicate structure. A more accurate translation is, "*This instinct leads us to believe that our generalizations are wrong*."

Furthermore, in the sentence "*The blame instinct is the instinct to find a clear, simple reason for why something bad has happened*," the translation "*The blame instinct is the instinct to find a clear and simple reason why something bad has happened*" feels stiff. A more natural translation is, "*The instinct to blame is the urge to look for a clear, simple reason why something bad happened*." In the complex sentence, "*I was*

angry with the plumber, the hotel manager, and the person who might be running cold water next door." However, its primary meaning is captured, and the order and emphasis must be maintained. A better translation is, "*I was very angry at the plumber, then the hotel manager, and the person who probably ran the cold-water next door.*" In the last sentence, "*It seems that it comes very naturally for us,*" the translation of "*It comes very naturally for us*" feels foreign because of the use of the absorbed word "*natural.*" A more idiomatic translation is, "*It seems very natural to us.*"

Translation errors from the semantic aspect are one of the main challenges students face in the translation process. Semantics are concerned with the meaning of words, phrases, or sentences, and semantic errors occur when the meaning of the source language is not conveyed appropriately in the target language. Based on the table presented, three types of semantic errors were found, namely lexical, connotative, and denotative, with 121 errors. Connotative errors are the most common, with 49 errors. This shows that students often struggle to grasp words' implied meaning or emotional association in the source language. For example, when a word with a negative connotation is translated literally without considering its emotional impact.

Furthermore, there were 46 denotative errors, which showed the inability of students to translate the literal meaning or definition of words accurately. This error usually arises when students misunderstand the basic meaning of words in the source language, resulting in a change in meaning in the translation. Lexical errors, which are the fewest with 26 errors, occur when the choice of words in the target language does not match the context or meaning intended in the source language.

Translation errors on lexical-level semantic aspects often stem from differences in the meaning system between the source and target languages, which can lead to distortion of meaning or loss of nuance. For example, in the translation of "*My dyslexia played a little trick on me and I wrote 'Malaysia',*" the idiomatic phrase "*played a little trick*" is literally translated as "*playing a little trick,*" which does not convey the essence of the meaning that dyslexia causes small tricks. A better translation is, "*My dyslexia played a little with me, so I wrote 'Malaysia'.*" In the second example, "*four answers always tend to turn up near the top*" translates as "*four answers always tend to turn up near the top,*" which lacks the consistent meaning of "*tend to turn up.*" Using "*be*" instead of "*appear*" would be more accurate. The third case shows the translation of "*near the top*" as "*at the beginning,*" which changes the spatial meaning to temporal. A more accurate translation is "*near the top.*" Finally, in "*Then comes a long list with no surprises,*" the translation "*with not many surprises*" implies the existence of some surprises.

In contrast, the original phrase means the absence of surprises at all. A more accurate translation is, "*Then came a long list that was not at all surprising.*" These errors indicate a tendency to translate idiomatic phrases literally and difficulty choosing the right word equivalents, resulting in improper meanings or loss of nuance. With an average error percentage of 65% falling into the "*Bad*" category according to the Nababan scale, it is clear that lexical semantics require special attention in translation training. However, this also reflects the ongoing learning process.

In translation, the connotative semantic aspect refers to a word or expression's subjective and emotional associations, which are often difficult to translate accurately. Mistakes in capturing and expressing connotative meanings can result in text that feels rigid or deviates from the original message. The first example is the translation of "*The blame instinct*" into "*The blame instinct,*" which does not fully capture the psychological essence of the term. The term refers to the subconscious urge to seek out the scapegoat, and a more accurate translation might be "*The instinct to seek the scapegoat*" or "*The natural tendency to blame.*" In the second example, "*I was furious*" translates as "*I was furious,*" which lowers the intensity of the emotion from the word "*furious,*" which is more appropriately translated as "*I'm angry*" or "*I'm angry.*" The third case shows the translation of "*played a little trick on me*" to "*little trick,*" which does not reveal the idiomatic meaning of the phrase. A better translation is "*to play with me*" or "*to trick me,*" which more accurately describes an unintentional act. The fourth example is "*hardwired deep,*" which translates as "*deeply printed,*" and does not fully reflect the technical connotation of "*hardwired.*" More accurate translations may be "*deeply entrenched*" or "*deeply programmed.*" The fifth case, "*The urgency instinct,*"

translates to "*Instinct Against Urgency*," which lacks psychological nuances. A better translation is "*The instinct of panic*" or "*The urge to act immediately*." In the sixth example, "*unique opportunity*" translates as "*unique opportunity*," which doesn't fully capture the persuasive feel of the phrase. A more effective translation might be "*a rare and priceless opportunity*" or "*a unique moment that will never be repeated*." Finally, "*deliberately triggering*" translates to "*deliberately triggering*," which lacks the manipulative feel of the term. A more precise translation might be "*deliberately arouse*" or "*premeditated fishing*."

In translation, understanding the denotative meaning, namely the literal and objective meaning of words, is crucial. Errors in capturing denotative meanings can change the message in question, cause confusion, or produce distorted meanings. The first example is the translation of the phrase "*ineluctable, inescapable reasons*" to "unlovable, inescapable reasons," which is greatly misunderstood in understanding the meaning of the word "ineluctable." This phrase is supposed to be translated as "*inevitable and inevitable reasons*," which captures the basic meaning precisely. The second case involves translating "*false generalizations*" into "*leveling the problem*," where the word "*false*" is supposed to be interpreted as "*false*" or "*incorrect*," so that a more accurate translation is "*erroneous generalization*." In the phrase "*powering tribes, chiefdoms, nations, and empires*," the translation "*strengthening tribes, chiefdoms, and empires*" is missing an important element because "*powering*" means "*to move*" or "*to be a driver*," and the word "*nations*" is not translated. The correct translation is "*to move tribes, tribal leadership, nations, and kingdoms*." The translation of the title of the book "*Factfulness*" as "*factual*" also indicates a mistake, because "*Factfulness*" is a compound term meaning "*fullness of facts*," not just "*factual*."

Translation is not just the process of replacing words from one language to another; It is a complex intercultural communication activity and highly dependent on the social and cultural context of the language used. Language and culture are closely interrelated, where language preservation also reflects the efforts of language-speaking communities in maintaining their competence and cultural pride. Lawrence Venuti emphasized that translation is a complex cultural process, where each translation reflects the translator's cultural views and understanding. [11] also adds that language and culture are interdependent, and this interaction allows for the survival of social life. Therefore, it is important for translators to consider cultural aspects in the source language and target language in order to produce translations that are accurate and appropriate to the cultural context of both parties.

In this study, the analysis of cultural aspects of translation errors refers to [16] cultural classification, which includes material culture, social organization, and social culture. Based on the data presented in Table 4, it is found that most of the cultural-related translation errors occur in the technological sub-aspects in the material culture category, with 13 errors. This shows a major challenge in translating technological terms or concepts, likely due to differences in technological development between source and target cultures. The second most common error occurred in the sub-aspects of the term government in the category of social organization, with 10 errors. This indicates difficulties in translating terminology related to systems and structures of government, which often differ between source and target cultures. In contrast, errors in the sub-aspects of transportation and work are relatively few, only 3 and 2 errors, respectively. This may indicate that concepts related to transportation and work are easier to understand across cultures or have more similarities between cultures. In conclusion, understanding and accommodating cultural aspects is essential in translation to ensure results that are not only linguistically accurate but also appropriate to the cultural context.

Mistranslations in material culture reflect the great challenges that translators face in understanding and expressing cultural elements involving products and physical artifacts, such as technology, transportation, and clothing. Differences in cultural background between the source language and the target language can lead to significant errors in translation. For example, in the translation of the phrase "*a plastic film on the overhead projector*," which translates to "*plastic film on the overhead projector*," there is a problem in understanding the term "*overhead projector*," which refers to a specialized visual projection device, not just a general projector. A more appropriate phrase is "*transparent plastic sheet in an overhead projector*." In addition, the phrase "*turned the warm handle up to maximum*" which translates to "*turn the warm water knob to the maximum*," should be more accurate if translated as "*turning the warm water handle to the*

maximum temperature," because the "warm handle" refers to the temperature control, not the button. The translation of the word "airplanes" to "airplanes" also indicates the lack of modern technological specifications, supposedly translated as "airplanes" to maintain a more precise feel of aviation technology.

Translation errors in the cultural aspects of social organizations often reflect a major challenge for translators in understanding and conveying the structures, patterns of interaction, and value systems that are typical of a particular culture. Social organization includes elements such as governance structures and social norms, which often differ significantly between the source culture and the target culture. For example, in the translation of the phrase "tribes, chiefdoms, nations, and empires" to "tribes, chiefdoms, and empires," there is an inaccuracy in describing the concepts of social organization in question. The terms "chiefdoms" which refer to a system of government based on tribal leadership and "nations" which refer to modern political entities are inaccurate when translated as "chiefdoms," and "empires" which describe more complex political organizations cannot be well represented by "empires." This error indicates the translator's lack of understanding of structural and hierarchical differences in social organization. For a more accurate translation, the phrase should be translated as "Such ideas must be essential to the movement of tribes, tribal leadership, states, and empires," which is better able to capture the political nuances and complexities contained in such terms.

Translation errors in the sociocultural aspect often arise when the differences in social structure, roles, and values between the source culture and the target culture are not well understood by the translator. Social culture encompasses the rules and patterns of interaction that govern people's lives, and the inability to grasp these references can result in errors that change meaning or create misunderstandings. For example, in the translation of the phrase "a salesperson or an activist" to "trader or activist," there is a significant error. The term "salesperson" in the context of Western culture has a positive or neutral connotation as an individual offering a product or service, while "activist" carries political and ideological associations. The translation of "merchant" is not able to accurately represent the meaning of "salesperson", and the omission of the article "a" before both terms changes the grammatical structure and obscures the specific meaning of the source text. Although the number of errors in the sub-aspects of work was less than in the material culture and social organization aspects, which was only 2 errors, this showed that students had a better understanding of work-related cultural references. However, the errors still reflect the room for improvement in understanding the social nuances and implications of the profession in the source culture.

Translation errors often reflect the challenges that translators face in adjusting to the differences between the linguistic and cultural systems of the source language and the target language. This study found morphological errors in translation, especially related to singular and plural forms (29 cases). This highlights the challenges faced by students in understanding the differences in morphological systems between English and Indonesian. For example, the translation of the word "copies" to "photocopy" instead of "copies" indicates the student's inability to capture the proper plural form. This is not only a technical problem of translation, but also reflects the limitations of structural understanding between the two languages [17].

According to the theory of language interference introduced the structure of the mother tongue often affects the production of the target language. However, an approach that relies solely on language interference may not be fully adequate to explain this phenomenon. Emphasizes the importance of intralingual factors, such as overgeneralization of target language rules, which also play a role in the emergence of errors. The linguistic mediation approach proposed can be a more comprehensive solution. In this case, the translator can add contextual information to maintain clarity of meaning, such as in translating the phrase "copies of tables" into "multiple copies of tables" or "copies of tables" to accommodate the quantity aspect in the target language without sacrificing flexibility.

These findings also indicate that students tend to use literal translation strategies without adequate mediation, which indicates a lack of translation competence. This is in line with the argument put forward by [18] who state that literal translation often reflects a limited understanding of the role of translators as cultural and linguistic mediators. In addition, a comparative study conducted by [19] shows that morphological challenges in translation are cross-linguistic, especially when the source language and the

target language have significant typological differences. It emphasizes the importance of a more comprehensive pedagogical approach to translation teaching, which focuses not only on linguistic transfer but also on the development of metalinguistic awareness and cultural mediation capabilities.

In addition to morphological errors, the study also found significant syntactic errors (78 cases), which included errors in the formation of phrases (43 cases) and sentences (35 cases). This error reflects the complexity faced by students in translating syntactic structures from English to Indonesian. An example of translating the phrase "*A choir of students*" into "*Student choir*" shows a tendency for students to get too fixated on the structure of the source language, referred to as "*calque*" or literal translation. However, seeing these syntax errors only as a technical issue may oversimplify the problem. Research shows that this kind of error is often rooted in an inadequate conceptual understanding of the typological differences between the source and target languages. This suggests that syntactic challenges in translation are not only related to linguistic knowledge, but also involve more complex cognitive and strategic factors.

An approach that focuses solely on structural differences may not be sufficient to explain the complexity of syntactic challenges in contemporary translation. The development of syntactic competence in translation is not a linear process. Even experienced translators sometimes revert to literal translation strategies when faced with complex or unfamiliar structures. Therefore, the linguistic mediation approach proposed help translators consider the context and communicative functions of the source text, rather than just translating the structure literally. This strategy is in line with the concept of '*translation as a renegotiation of meaning*' put forward where translators not only shift syntactic structures but also renegotiate the meaning and communicative function of texts in the context of the target culture.

The study also revealed deeper difficulties in the semantic aspect, with 121 cases of errors identified. These semantic errors are divided into lexical (26 cases), connotative (49 cases), and denotative (46 cases). Lexical errors indicate limitations in vocabulary mastery, which is the basis of translation competence. [16] emphasizes that lexical mastery is the first step in becoming a competent translator, but this study shows that a broader conceptual understanding is also necessary to avoid semantic errors [16]. The dominant connotative error in this study suggests that the biggest challenge in translation is capturing the nuances of meaning that are heavily influenced by culture. Suggests that connotative competence is the core of a translator's cultural mediation ability, and translation strategies should consider aspects of intercultural negotiation.

Overall, the findings of this study emphasize the importance of a more integrative and contextual approach to teaching translation. Instead of focusing solely on linguistic transfer, translation education should include discourse analysis, cross-cultural pragmatic understanding, and the development of cultural mediation skills. Propose a model of '*transcultural competence*' in translator education, which emphasizes the development of metacultural and reflective awareness. This kind of approach will not only improve the accuracy and acceptability of translations, but also prepare translators to act as intercultural mediators in an increasingly complex era of globalization [20,21].

5. Conclusion

The conclusion of this study shows that students of the IAIN Sultan Amai Gorontalo English Language Study Program experience various types of errors in translation, which can be categorized based on linguistic and cultural aspects. From the linguistic aspect, the errors identified included morphology (58 errors), syntactic (78 errors), and semantics (121 errors). Morphological errors are related to singular-plural translation and affixation, while syntactic errors are related to errors in transferring language structures. The most dominant semantic error indicates students' difficulty in capturing and representing the nuances of the correct meaning. From the cultural aspect, 28 errors indicate limitations in understanding and translating cultural references, especially those related to material culture, social organization, and social culture. These findings highlight the need to improve students' linguistic and extralinguistic competencies in the context of translation and the importance of integrating cultural elements in the curriculum to strengthen understanding and application in translation.

Master's degree (M.Hum.) in linguistics from Universitas Gadjah Mada, Yogyakarta, Indonesia, in 2005. She is currently a senior lecturer at IAIN Sultan Amai Gorontalo in Gorontalo, Indonesia, where she teaches courses such as Introduction to Linguistics and Theory of Translation. In addition to her teaching responsibilities, she has contributed to the academic community through various publications in her field. Throughout her career, she has dedicated herself to advancing education and research in linguistics and translation, continually seeking to inspire her students.



Kartin Lihawa is a Professor in the Department of Literature and Culture at Gorontalo State University, Indonesia, specializing in linguistics. In 2023, she published an article titled “Analyzing Writing in Idea Generation and Mechanics Use through Short Video Viewing”, which provided valuable insights into effective pedagogical strategies. In 2024, she followed this up with another publication, “Designing an Additional English Workbook by Using Songs as a Medium for English Language Teaching (ELT),” which showcases an innovative approach to language teaching. Her work reflects a dedication to advancing English language education through engaging and creative methodologies.\



Novriyanto Napu is a lecturer at the Faculty of Literature and Culture at Gorontalo State University, Indonesia. He serves as Head of the Center for Research and Community Service and is a senior lecturer at the Faculty of Letters and Culture. In addition, he is also an Associate Professor in Translation Studies and Applied Linguistics. In 2022, he published an article titled "An Analysis of Translation Technique in Translating 'Looking For Alaska' Novel Written by John Green," which examines translation methods used in contemporary literature. In 2023, he released another paper, "The Analysis of Translation Techniques in Translating Fairytale Story 'The Adventure of Pinocchio' (English-Indonesian Version)," further contributing to the field of translation studies. Most recently, in 2024, he published "Linguistic Landscapes in Multilingual Urban Settings: Insights from Translation Perspectives," exploring the intersections of language and translation in diverse urban contexts. His research reflects a commitment to enhancing understanding of translation practices and their implications in multilingual environments.



Suleman Bouti is a senior lecturer in the Department of Literature and Culture. In 2023, he published an article titled "Identifying Linguistic and Speech Acts Variations of the Buginese Tribe Through Socio-Pragmatic Analysis in Establishing Daily Discourse Interactions," which delves into the linguistic nuances of the Buginese language and its social context. Following this, in 2024, he released another publication, "Designing a Supplementary English Workbook by Using Songs as the English Language Teaching (ELT)

Media," exploring innovative strategies for enhancing English language instruction. His research reflects a commitment to advancing the understanding of language use in diverse cultural settings and improving educational practices in language teaching.