



An Analysis of English Language Department Students' Translation Quality and Error in Translating Scientific Article (SDGs) From Indonesian into English

Muhammad Wira Rizki¹, Havid Ardi²

^{1,2} Faculty of Language and Arts, Universitas Negeri Padang, Padang, Sumatera
Barat

Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>Translating global sustainability discourses like the Sustainable Development Goals (SDGs) requires highly precise scientific communication, yet research on how student translators navigate such specialized texts remains limited. This study aims to analyze the translation errors and quality of English majors in translating SDGs texts from Indonesian into English. Utilizing a descriptive qualitative design, this research involved 17 second-semester English literature students at Universitas Negeri Padang selected through purposive sampling. Data were collected via a translation test and analyzed using Dulay's Surface Strategy Taxonomy alongside a percentage formula. The results revealed 120 structural and lexical errors: 15 omissions (12.5%), 52 additions (43.3%), 51 misinformations (42.5%), and 2 misorderings (1.7%). Despite the prominence of addition and misinformation errors, the students' overall translation quality is categorized as good. These findings suggest that while undergraduate students demonstrate stable syntactic positioning, explicit pedagogical interventions are required to curb over-generalization and lexical inaccuracy in policy-oriented translations.</i>
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Corresponding Author: Muhammad Wira Rizki mhdwirarizki@gmail.com Faculty of Language and Arts, Universitas Negeri Padang, Padang, Sumatera Barat	

1. Introduction

English serves as the primary language for international communication across various domains such as politics, culture, business, and education. For Indonesians, mastering English is no longer a choice but a necessity to effectively

engage with the global community. Despite being formally taught from elementary school through university, the proficiency level of students—particularly in specialized writing—remains a challenge. The core of this problem lies in the transition from basic language acquisition to the mastery of professional and scientific communication. In this era of globalization, information is predominantly provided in English, and for students majoring in English, the ability to process this information through translation is a vital skill. As Fitria (2015) emphasizes, translation serves as a written medium and a useful connection to communicate across different cultures and backgrounds, offering significant career advantages for qualified practitioners in this field.

The complexity of translation itself lies in its nature as a sophisticated linguistic, semantic, and textual operation rather than a mere mechanical conversion of words. Experts define translation as a systematic process of re-contextualizing text across linguistic barriers (House, 2015), transferring meaning from the source language into the receptor language while keeping the semantic structure constant (Larson, 1984), and replacing source textual materials with equivalent target structures (Catford, 1965) to achieve ultimate textual equivalence (Volkova, 2014).

However, navigating this equivalence is highly demanding for students due to the intricate presence of figures of speech, semantic shifts, and cultural nuances. Translating these complex elements requires a profound discovery of secondary meanings and appropriate cultural equivalences (Fadaee, 2011) to avoid severe challenges arising from varying interpretations of social norms and speech acts (Anderman & Murdock, 2007). Without a thorough cross-cultural and linguistic mastery, an accurate, natural, and meaningful translation remains out of reach for many learners (Nida & Taber in Muchtar & Waty, 2016).

To systematically identify where students fail to bridge these linguistic gaps, Error Analysis (EA) is employed as an essential diagnostic framework. EA serves as a systematic technique for identifying, classifying, and interpreting unacceptable forms produced by language learners (Crystal, 2008), providing insights into their grammatical development. According to (Richards & Schmidt, 2002), EA not only uncovers the root causes of errors but also provides crucial data to design better remedial teaching materials. This framework is highly effective when analyzing systemic errors, such as omission, addition, misinformation, and misordering, which directly reflect learners' underlying cognitive translation strategies (Ellis, 2003).

Despite the robust framework of EA, recent empirical studies in Indonesia reveal a significant geographical and thematic limitation. Most previous studies (Millah, 2019; Samsiasih, 2017; Krisetyawati, 2016) have predominantly explored error analysis within basic, general texts like narratives or descriptions. Even more recent investigations between 2023 and 2025 still heavily center on general translation problems (Rosyana *et al.*, 2022), general educational materials (Hartati

et al., 2023), basic grammatical errors of high schoolers (Hambali, 2025), or errors generated heavily through direct machine translation dependencies (Amalia & Yunus, 2024; Balqis *et al.*, 2025). Consequently, a critical research gap persists regarding how undergraduate student translators cope with highly structured, scientific, and policy-oriented texts without excessive reliance on automated tools. Most students can comfortably navigate conversational or narrative texts, but they face a sharp decline in lexical precision and syntactic control when confronted with technical jargon and complex professional prose.

The present study directly addresses this research gap by focusing on the translation of Sustainable Development Goals (SDGs) articles, specifically under the theme of "Sustainable Cities and Communities." SDGs texts represent a highly specialized policy discourse; they are a standardized, authoritative "plan of action for people, planet, and prosperity" characterized by formal tone, rigid sentence structures, and a dense concentration of global socio-political terminologies (United Nations, 2015; Jones *et al.*, 2015). Given that platforms like Information Communication Technology provide the foundation for communicating these global goals (Sachs *et al.*, 2016), the accurate cross-linguistic translation of SDGs content holds immense international importance to prevent meaning distortion.

The explicit novelty of this research lies in its empirical focus on second-semester undergraduate students at Universitas Negeri Padang, evaluating how novice English majors handle the rigid, formal, and policy-driven nature of SDGs articles. Unlike advanced students or professional translators, second-semester students are in a critical transition phase from basic English proficiency to academic discourse. By uncovering the specific types and dominant errors they make in specialized texts using Dulay's taxonomy, this study provides a fresh contribution to translation pedagogy, guiding educators to develop specialized translation modules that prepare students for international communication demands on sustainability.

Based on the formulation of the problems above, the research questions are:

1. What type and dominant errors are made by second-semester students of the English Department in translating SDGs texts?
2. How is the quality of the second-semester English Department students' translation of SDGs texts?

2. Method

The present study utilized a descriptive qualitative research design to analyze and describe the data obtained from the participants. This method was chosen because it focuses on collecting data in the form of words and language rather than numerical abstractions, allowing for a detailed interpretation of the facts based on the researcher's analysis (Yusuf, 2017). The study specifically aimed to investigate the translation errors made by second-semester students of the English

Department at Universitas Negeri Padang when dealing with a scientific journal related to Sustainable Development Goals (SDGs). The population of this research consisted of 160 undergraduate students, from which a subset of 17 students was selected as the sample through purposive considerations to represent the characteristics of the population ((Sekaran & Bougie, 2017; Sugiyono, 2021).

The primary instrument used in this study was a translation test designed to evaluate students' translation skills and identify errors based on the surface strategy taxonomy (Dulay *et al.*, 1982). The test material was adapted from a specific journal titled *Implementasi SDGs-12 Melalui Pengembangan Komunitas Dalam Program CSR*, which consisted of five paragraphs of formal Indonesian text. To ensure systematic identification, the researcher categorized the errors into four specific types: omission, addition, misinformation, and misordering. This instrument allowed the researcher to measure both the specific types of errors and the overall quality of the translation produced by the students.

Data collection techniques followed the qualitative procedures suggested by Creswell (2012), focusing on generating responses from a small group of individuals to identify emerging patterns. Data collection followed qualitative procedures using a controlled translation test. The researcher distributed the formal Indonesian SDGs text to the 17 participants, who were tasked with translating the text into English within a designated timeframe.

The collected translation answer sheets then served as the raw qualitative data for error identification. To ensure the trustworthiness, credibility, and accuracy of the error identification process, a cross-validation (inter-rater triangulation) procedure was implemented. After the researcher completed the initial stage of error identification and coding, the data sheets and translation outputs were peer-reviewed and validated by an expert senior lecturer in translation studies from Universitas Negeri Padang. Any discrepancies in determining whether a sentence constituent constituted a structural addition or a lexical misinformation error were discussed until a 100% consensus was achieved.

In accordance with qualitative data analysis procedures, the researcher followed an interactive model consisting of data condensation, data display, and conclusion drawing or verification. The data analysis process was structural and descriptive, moving through the following explicit qualitative phases: Data Condensation & Coding: The researcher examined all student answer sheets, extracted sentences containing linguistic deviations, and coded them according to Dulay's taxonomy (Omission, Addition, Misinformation, and Misordering). Quantitizing for Pattern Identification: Simple percentage and frequency calculations were performed to identify which error types structurally dominated the students' work.

Qualitative Textual Analysis (Descriptive Phase): This represents the core of the qualitative analysis. Representative samples of sentences from the student translations were selected and subjected to a deep descriptive evaluation. The

researcher compared the Source Text (ST) and Target Text (TT) to analyze how misinformation or addition errors directly distorted the terminology, collocations, and contextual meaning of the specialized SDGs text. Conclusion Drawing: The final step involved synthesizing the descriptive findings to evaluate the overall translation quality category and interpreting the underlying learning strategies or interlingual interferences that caused those errors.

3. Result

The findings of this study are derived from a comprehensive error analysis of the translation tests submitted by 17 second-semester students, focusing on their ability to translate scientific SDGs-related discourse from Indonesian into English. By applying the surface strategy taxonomy framework, the researcher identified and categorized linguistic deviations into four primary types: omission, addition, misinformation, and misordering.

The analysis reveals that every participant encountered significant challenges in maintaining translation accuracy, particularly when navigating the formal tone and specialized terminology of the source text. These findings, which highlight the frequency and distribution of student errors, are systematically detailed in the following table to provide a clear overview of the dominant linguistic difficulties identified during the research.

Table 1. Students Error in Translating SDGs Text

Students	Omission	Addition	Misinformation	Misordering
Student 1	2	2	2	
Student 2	1	2	3	
Student 3		3	3	
Student 4	1		4	
Student 5	3	4	1	
Student 6	1	3	1	
Student 7	1	2	2	
Student 8		2	5	
Student 9	2	1	2	
Student 10	1	7	3	
Student 11	2	3	3	
Student 12		3	2	
Student 13		2	4	
Student 14	1	5	1	
Student 15		3	5	
Student 16		5	5	1
Student 17		5	5	1
Total	15	52	51	2

Based on the table above, the researcher concluded that all students made misinformation error, 16 students made addition error, 10 students made omission error and 2 students made misordering error. In total, there were 15 errors in omission, 52 errors in addition, 51 errors in misinformation and 2 errors in misordering. Thus, it can be seen that most of the students' errors are addition and misinformation.

Table 2. Error Frequency

Error Classification	Freq uency	Perce ntage
Omission	15	12,5 %
Addition	52	43,3 %
Misinformation	51	42,5 %
Misordering	2	1,7%
Total	120	100%

Table above shows that second semester students in the English department of Universitas Negeri Padang type of Error were 15 omission error (12,5%), 52 addition error (43,3%), 51 misinformation error (42,5%) and 2 misordering error. More detail of error can be seen in chat 4.1 below:

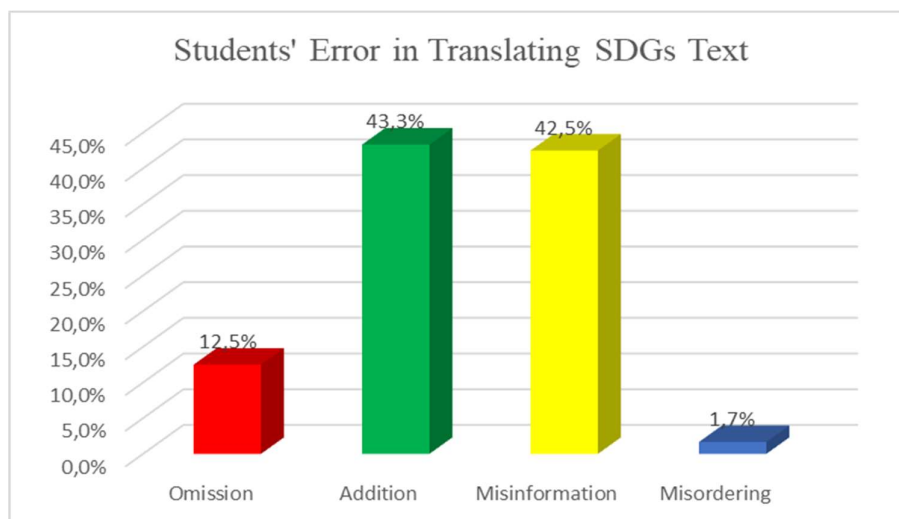


Figure 1 Students Error in Translating SDGs Text

Here are some cases taken from student's translation error analysis:

a. Omission

Omission refers to the absence of a necessary element in a sentence or phrase.

This type of error occurs when a learner leaves out a word or morpheme that is essential for the sentence to be grammatically correct. The example of omission error is described below:

First, in sentence:

"Salah satu tujuan SDGs adalah Tujuan 12, yaitu 'Memastikan Pola Konsumsi dan Produksi yang Berkelanjutan'"

Student 1 translated into:

"One of the SDGs is Goal 12, which focuses on 'Ensuring Sustainable Consumption and Production.'"

It should be:

"It should be "One of the SDGs is Goal 12, which focuses on 'Ensuring Sustainable Consumption and Production Pattern'".

It indicated that the writer forgot to put the pattern word into utterance, it may occur due to belief where the sentence made the same meaning if the pattern word is discarded.

Second, in sentence:

"Untuk mencapai SDGs dibutuhkan perubahan transformatif dalam semua dimensi pembangunan berkelanjutan dengan melibatkan pemerintah, swasta, akademisi, dan masyarakat sipil"

Student 2 translated into:

"To achieve SDGs requires transformative change in all dimension of sustainable development by involving government, the private sector, academic and civil society".

It should be:

"To achieve the SDGs, it requires transformative changes in all dimensions of sustainable development by involving government, the private sector, academia, and civil society".

The sentence is missing the subject pronoun "it" after the introductory phrase. Without "it," the clause lacks a clear subject. In addition, a comma is omitted after "SDGs" to separate the introductory phrase from the main clause. These omissions affect both clarity and grammatical accuracy.

Third, in sentence

"Implementasi SDGs-12 melalui pengembangan komunitas dalam program CSR"

Student 4 translated into:

Implementation of SDG-12 through community development in CSR programs

It should be:

"Implementation of the SDGs 12 through community development in CSR programs"

The plural marker "-s" in "SDGs" was omitted by the student. Since the official term is "Sustainable Development Goals," the absence of "s" makes the phrase

grammatically incorrect and inconsistent with the standard terminology.

b. Addition

Addition refers to errors where learners include unnecessary elements that are not required in a grammatically correct sentence. These errors occur when learners add extra words or morphemes that disrupt the natural flow and structure of the sentence. The example of addition error is described below:

First, in sentence:

"Isu mengenai peran CSR telah lama hadir di negara-negara maju dan juga mendapatkan sorotan nasional dari berbagai kalangan mulai dari pemerintah, swasta, NGO, hingga akademisi"

Student 6 translates into:

"The issue of CSR has long been present in developed countries and has gained national attention from various sectors including governments, private sector, NGOs, and academia"

It should be:

"The issue of CSR has long been present in developed countries and has gained national attention from various sectors including the government, private sector, NGO, and academia"

The word NGO in utterance is collective noun where it is a noun that refers to a group of individuals or things considered as a single entity so no need add suffixes -s.

Second, in sentence

"Untuk mencapai SDGs dibutuhkan perubahan transformatif dalam semua dimensi pembangunan berkelanjutan dengan melibatkan pemerintah, swasta, akademisi, dan masyarakat sipil"

Student 7 translated into:

"Achieving SDGs requires transformative changes across all dimensions of sustainable development, involving the governments, private sector, academia, and civil society"

It should be:

"Achieving the SDGs requires transformative changes across all dimensions of sustainable development, involving the government, private sector, academia, and civil society."

The student added the plural marker "-s" to "government," producing "the governments." This addition changes the meaning from a single institution to multiple ones, which does not reflect the source text. The correct form should be "the government" to maintain both grammatical accuracy and semantic equivalence.

Third, in sentence:

"Untuk mencapai SDGs dibutuhkan perubahan transformatif dalam semua dimensi pembangunan berkelanjutan dengan melibatkan pemerintah, swasta, akademisi, dan masyarakat sipil"

Student 7 translated into:

"Achieving SDGs requires transformative changes across all dimensions of sustainable development, involving the governments, the private sector, academia, and civil society"

It should be:

"Achieving the SDGs requires transformative changes across all dimensions of sustainable development, involving the government, private sector, academia, and civil society."

The student add article "the" before private sector. Then, the student added the plural marker "-s" to "government," producing "the governments". The first article of "the" before government already represent article for all subject in sentence including government, private sector, academia, and civil society. So no need to add more article.

c. Misinformation

Misinformation errors occur when a learner uses an incorrect form of a word or structure in a sentence. This type of error involves substituting one element for another, leading to incorrect language use. The example of omission error is described below:

First, in sentence:

"Peningkatan populasi, kebutuhan energi, dan industrialisasi"

Student 13 translates into:

"The increase in population, energy demand and industrialization..."

It should be:

"The increase in population, energy needs and industrialization..."

The suitable use is "energy needs" instead of "energy demand" where it used to emphasize the necessity or problem associated with the increasing requirements for energy.

Second, in sentence:

"Peningkatan populasi, kebutuhan energi, dan industrialisasi mengakibatkan terjadinya berbagai dampak negatif...."

Student 13 translates into:

"The increase in population, energy needs and industrialization has resulted in various negative impacts..."

It should be:

"The increase in population, energy needs and industrialization have resulted in various negative impacts..."

The student used "has" instead of "have" for the compound subject "increase in population, energy needs and industrialization." This misinformation affects grammatical accuracy, as the verb must agree in number with the plural subject. The correct form is "have resulted".

Third, in sentence:

"Peningkatan populasi, kebutuhan energi, dan industrialisasi mengakibatkan

terjadinya berbagai dampak negatif....”

Student 15 translates into:

“Population growth, energy needs and industrialization has resulted in various negative impacts...”

It should be:

“The increase in population, energy needs and industrialization have resulted in various negative impacts...”

The student used “population growth” instead of “increase in population.” The word “growth” often carries a positive connotation, which is inconsistent with the source text that emphasizes the negative impacts. The correct, neutral term is “increase in population”.

d. Misordering

Misordering errors occur when the elements of a sentence are arranged incorrectly. This type of error involves placing words or phrases in an order that does not follow the syntactic rules of the target language. The example of misordering error is described below:

In sentence:

“Artikel ini bertujuan untuk mempromosikan pola konsumsi dan produksi yang lebih berkelanjutan dan efisien melalui perubahan perilaku individu, perusahaan, dan pemerintah”

Student 16 and 17 translates into

“This article aims to promote more sustainable and efficient consumption and production patterns through change in behavior of individuals, companies and governments”

It should be

“This article aims to promote more sustainable and efficient consumption and production patterns through change in individuals, companies and governments’ behavior.

The students used “change in behavior of individuals, companies and governments” instead of the possessive form “individuals, companies and governments’ behavior.” This structure is less natural in academic English, while the possessive form clearly indicates ownership and aligns with proper grammar.

4. Discussion

Types and Dominant errors conducted by second semester English department students in translating SDG text

The data shows that second-year students of the English Department made four types of errors in translating SDGs texts: omission, addition, misinformation, and misordering, which aligns with the Surface Strategy Taxonomy proposed by (Dulay *et al.*, 1982).

Among these, addition and misinformation errors were the most dominant,

accounting for 43.3% and 42.5% of total errors, respectively. The high frequency of addition errors indicates that students often overcorrect or insert unnecessary elements in their translations, possibly due to overgeneralization of rules, hypercorrection, or interference from their native language. This finding is consistent with Krisetyawati (2016) and Millah (2019), who also reported that addition errors frequently appear in learners' translations and writing tasks. Addressing addition errors requires clarifying grammatical rules, practicing correct usage, and providing consistent feedback, enabling students to distinguish between essential and superfluous elements in sentences.

Similarly, misinformation errors, which involve the use of incorrect forms of words or structures, reflect learners' challenges in applying grammar rules accurately. These errors often arise from confusion between similar forms, incomplete mastery of the target language, or influence from the first language, as reported by Samsiasih (2017). The prominence of misinformation errors shows that students still struggle with lexical and structural accuracy, highlighting the need for explicit explanations, targeted exercises, and corrective feedback.

In comparison, omission errors were less frequent (12.5%) and misordering errors were rare (1.7%). Omission errors typically result from students leaving out necessary elements due to incomplete understanding or cognitive processing limitations, while misordering errors are minimal because students at an intermediate-advanced level have sufficient exposure to proper sentence structures.

Overall, the dominance of addition and misinformation errors demonstrates that students tend to over add elements and use incorrect forms more often than they omit or misorder words. These findings emphasize the importance of EA as a tool not only to identify errors but also to provide insight into learners' language development, common difficulties, and instructional needs (Crystal, 2008; Richards & Schmidt, 2002). By focusing on these dominant error types, teachers can better design targeted interventions to improve grammatical accuracy and translation quality.

Linguistically, the high concentration of addition and misinformation errors underscores the unique challenges that specialized SDGs discourse poses to novice translators. Unlike narrative texts, scientific and policy-oriented documents rely heavily on rigid grammatical conventions, structural compactness, and domain-specific collocations. The students' tendency to commit addition errors reflects an overcompensation strategy; they insert unnecessary explanatory words because they struggle to find the exact, concise English equivalent for complex Indonesian administrative terms. Meanwhile, the prevalence of misinformation errors directly indicates a lack of lexical precision. When faced with specialized sustainability terms, students frequently resort to literal word-for-word substitutions, ignoring the restricted collocations and formal conventions required in international development texts. This demonstrates that grammatical knowledge alone is

insufficient when translating scientific prose; students desperately need explicit exposure to the stylistic and terminological norms of professional genres.

The Quality of second semester English department students in translating SDGs text

Based on the comprehensive error analysis, the translation quality profile of the second-semester students presents a nuanced and asymmetric performance. Rather than demonstrating absolute mastery or definitive incompetence, the participants' work reflects a satisfactory command over macro-structural alignment, paired with significant vulnerabilities in micro-lexical precision. The empirical basis for this quality assessment is grounded in the strategic distribution of errors across the text. On average, a student produced approximately 7 errors per paper (totaling 120 errors generated collectively by 17 students across the 403-word text), which indicates that the underlying structural framework of the target text remains cohesive.

This pattern directly intersects with the low frequency of omission (12.5%) and misordering (1.7%) errors, proving that the participants could successfully maintain textual completeness and basic English syntactic configurations. However, their qualitative translation quality faces clear bottlenecks due to the heavy clustering of addition and misinformation errors, which together compromise the precise register and semantic accuracy required in specialized international development texts.

The relatively low frequency of omission errors suggests that students have a solid understanding of grammatical rules and sentence structure. Familiarity with correct language usage through reading, practice, and exposure to model texts helps students avoid leaving out essential elements. Likewise, the small number of misordering errors indicates that most students are capable of arranging words and phrases correctly, reflecting their familiarity with syntactic rules and effective guidance from instructors.

However, the prevalence of addition and misinformation errors highlights that even proficient students occasionally overgeneralize rules, insert unnecessary elements, or use incorrect forms of words or structures. These errors are typical in second language acquisition and are consistent with the Surface Strategy Taxonomy framework proposed by Dulay *et al.* (1982) and previous studies (Millah, 2019) (Samsiasih, 2017; Krisetyawati, 2016). They reveal areas where students still need support in refining grammatical accuracy and precise word choice.

The structured and standardized nature of SDGs texts also contributes to students' performance. Because these texts are clear, consistent, and often repetitive in style, students can apply their translation skills more effectively, reducing the likelihood of errors. In addition, students' access to reference materials, prior knowledge of SDG topics, and teacher feedback further enhance translation accuracy. Cultural considerations in translation—especially in scientific

or policy-related texts—also play a role, as understanding the context and terminology is crucial to achieving functional equivalence.

Overall, the combination of low omission and misordering errors with predominant addition and misinformation errors indicates that while the students have a functional grasp of the basic translation process, their mastery remains highly uneven. Despite their ability to maintain the structural layout and readability of the target text, their proficiency is still limited when dealing with precise scientific communication. Thus, the overall quality category reflects a strong grammatical foundation that is unfortunately held back by lexical overcompensation and terminological inaccuracies when translating complex global development issues.

When viewed through the lens of macro translation studies, the students' have good translation quality status reveals an asymmetric development within their translation competence components. According to established translation competence models, such as the PACTE Group framework, professional translation requires the harmonious orchestration of multiple sub-competences, including bilingual, extra-linguistic, and strategic sub-competences.

The minimal occurrence of omission and misordering errors in this study proves that the participants possess a stable foundational bilingual competence, particularly in managing basic English syntax, subject-verb agreements, and core word order. However, their competence remains structurally incomplete. The persistent flares of addition and misinformation show that while second-semester students can successfully maintain the skeletal framework of a text, their strategic and extra-linguistic sub-competences are still in a transitional phase, preventing them from achieving full contextual and functional equivalence in specialized fields.

The Dominance of Addition and Misinformation in Scientific Texts

Based on the research findings, second-semester students at Universitas Negeri Padang committed four types of errors when translating Sustainable Development Goals (SDGs) texts: addition (43.3%), misinformation (42.5%), omission (12.5%), and misordering (1.7%). These results align with the Surface Strategy Taxonomy proposed by Dulay *et al.*, which categorizes how surface structures are altered.

The high frequency of addition errors indicates that students often overcorrect or insert unnecessary elements, often due to overgeneralization of rules or interference from their native language. This finding is notably higher than in other contexts; for example, Hartati *et al.* (2023) recorded only 7.31% addition errors in education texts, and Rosyana *et al.* (2022) found it at 6.29% in report texts. The dominance of addition in SDGs texts highlights a unique struggle to maintain the concise, formal nature of scientific discourse.

Similarly, the prevalence of misinformation errors (42.5%) reflects challenges in applying grammatical rules and choosing precise lexical forms. This mirrors findings by Balqis *et al.* (2025), who noted that direct word-for-word

approaches often lead to unnatural sounding texts. Sitepu *et al.* (2021) also identified tenses as the most significant error type (48.73%) in Indonesian-to-English translation, as students fail to select the correct temporal forms. Furthermore, when students rely on tools like Google Translate, misinformation can reach 71%, as machine logic often fails to differentiate between past and present contexts.

Lexical Precision and Contextual Meaning Distortion

A core difficulty in translating SDG texts lies in navigating specialized terminology. Abdah *et al.* (2022) emphasize that most translation problems for beginner translators are lexical, stemming from a lack of vocabulary and ignorance of equivalence. This is echoed by Rosyana *et al.* (2022), who found that vocabulary (53%) was the most dominant problem in report texts. Students often resort to literal translation—such as translating "*Menteri Koordinator*" as "Coordinator Minister" instead of the standard "Coordinating Minister"—because they guess meanings rather than researching standard equivalents.

This lack of lexical precision often leads to meaning distortion. Windari & Al Hafizh (2021) found that lexical meaning errors (32%) and contextual meaning errors (30%) are highly prevalent. In SDG texts, failing to capture the "theme" or context results in translations that may be technically "correct" in a dictionary sense but inaccurate in practice. Balqis *et al.* (2025) add that cultural misunderstandings and a lack of pragmatic awareness further distance the target text from the author's original intention.

Omission and Misordering: Performance Patterns across Levels

In this study, omission (12.5%) and misordering (1.7%) were relatively infrequent. The low frequency of omission suggests that these university students possess a solid understanding of necessary sentence components. This contrasts with the findings of Hartati *et al.* (2023), where omission was the most frequent error (27.74%), and Wirentake (2022), who also identified omission as the dominant error type at the sentence level.

The rarity of misordering errors indicates that students at this level have sufficient exposure to proper English syntactic structures. While Hambali (2025) found that high school students struggle significantly with basic elements like pronouns (16.55%) and word choice, the university students in this research demonstrated a stronger grasp of word order, likely due to more advanced academic training and exposure to formal reading materials.

Pedagogical Implications

The dominance of addition and misinformation errors in specialized SDG texts points to a need for targeted educational interventions. Educators should move beyond general exercises and introduce "Specialized Translation" modules

focusing on scientific and policy discourses. As suggested by Abdah *et al.* (2022), students must be encouraged to read more English news and scientific journals to store terms in their long-term memory. Furthermore, teaching students to prioritize meaning-based translation over literal forms, as suggested by Balqis *et al.* (2025), will help them convey complex global issues like sustainability more naturally and accurately.

5. Conclusion

Based on the research findings and discussion, it can be concluded that second-semester students of the English Department at Universitas Negeri Padang possess a good overall quality in translating scientific SDGs articles. However, despite this high level of accuracy, linguistic deviations still occur, primarily dominated by addition (43.3%) and misinformation (42.5%) errors.

These findings indicate that while students have a strong grasp of sentence structure—evidenced by the minimal occurrence of omission and misordering errors—they still struggle with over-generalizing grammatical rules and selecting precise lexical forms. The prevalence of addition errors suggests a tendency towards hypercorrection or L1 interference, where students insert unnecessary elements to "strengthen" their translation, while misinformation errors reveal a need for deeper mastery of specialized terminology and formal structures.

It is important to note that these findings are specifically reflective of the translation of structured, policy-oriented texts like SDGs journals. Therefore, generalizations should be made with caution, as student performance may vary when faced with different genres, such as literary or highly technical legal texts. The limitation of this study lies in its small sample size and the specific focus on one theme of the SDGs ("Sustainable Cities and Communities"). Consequently, while the study provides a clear snapshot of current translation competence, it does not account for the students' performance across a broader range of scientific disciplines or under different time-constrained conditions.

Suggestions

Regarding the research implications, several recommendations are proposed for both pedagogical practices and future studies. For educators, there is a clear need to move beyond general translation exercises and introduce more "Specialized Translation" modules that focus on scientific and policy-related discourses. Explicit feedback should be provided to address the high frequency of addition and misinformation errors, helping students distinguish between essential and superfluous linguistic elements. Furthermore, the use of Error Analysis (EA) should be integrated into the curriculum as a diagnostic tool to monitor students' linguistic development in real-time.

For future researchers, it is suggested to broaden the scope of this study by involving a larger and more diverse population to enhance the generalizability of

the findings. Investigating the translation of other SDGs themes or comparing the translation quality between different academic levels (e.g., junior vs. senior students) would provide a more comprehensive understanding of language acquisition patterns. Additionally, further research could explore the underlying cognitive processes or the specific impact of digital translation tools (AI or CAT tools) on the quality and types of errors produced by students when handling specialized scientific articles.

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Muhammad Wira Rizki, Havid Ardi

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