

An Analysis of College Students' Morphological Error in Translating Recount Text from Indonesia to English Using Surface Strategy Taxonomy

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ABSTRACT

This study aims to determine what morphological level errors appear in college students' translation of recount texts from Indonesian to English based on Dulay's theory of surface strategy taxonomy. Referring on this theory, errors are divided into omission, addition, misformation and mis-ordering. This study was conducted in a descriptive qualitative method. The population was the members of UKM Bahasa Universitas Islam Negeri Raden Intan Lampung with the sample used in this study were 15 members of UKM Bahasa taken with random sampling technique by sharing the Google Form link to all the population and only collected 15 participants. The data of this study were participants' translation results in translating recount text from Indonesian to English, which they sent in the Google Form link. The result of this study shows that there are 130 morphological errors made by students in translating recount text. The most common morphological error is inflectional error, which appears 37 times; the least common is pronoun error, and the auxiliary error, which appears 6 times. Meanwhile, the most common error in the surface level of taxonomy strategy is misformation error which appears 58 times, followed by omission error 42 times and addition error 30 times. In this study, researchers did not find any mis-ordering errors that appeared.

Keywords: *Error Analysis, Morphological Error, Recount Text, Surface Strategy Taxonomy, Translation*

INTRODUCTION

Learning English as a foreign language has been implemented in Indonesia since childhood. Manihuruk (2022) declared that only a small percentage of people successfully learn English as a foreign language. Learning English entails becoming proficient in every aspect of the language. Putra et. Al. (2021) stated that learning English involves acquiring fundamental skills. Speaking, listening, reading, writing, grammar, vocabulary, and other language elements that should be studied. Among those four language skills, writing is considered the most difficult skill because it requires high critical thinking skill, understanding grammar and mastery of vocabulary. Apart from that, in writing students must also understand and be able to distinguish various types of text so that they can apply the linguistic elements and structure of the text correctly.

There are many types of text in English, one of which is Recount text. Recount text is one type of text that retell about past stories. Pratiwi and Rohayati (2023) stated that Recount text is type of written in english that refer to past experience which is retelled. Meanwhile, Agustam and Talib (2022) claimed that a recount text is a kind of narrative text that uses the past to try and entertain or educate the reader. As cited in Listiani (2016), Anderson asserts that a recount text is a text that narrates events in chronological sequence to catalog and describe past experiences.

Translation is popular among language learners because it is part of the learning and teaching process. Translations are performed to measure the students' ability to master their native language as well as the target language, how good they are in transferring and choosing the appropriate word match between the native and target languages. This is in line with the definition of translation proposed by Catford (1965) in his book entitled *A Linguistic Theory of Translation* that translation is the process of replacing a text in source language with equivalent text in target language. Other definition comes from Munday (2016), he believed that in translation process, a written text in the original verbal language must be changed into a written text in different verbal language. From both definitions, translation is the process of transferring text from the source language to the target language. However, it should be noted that the text that has been translated into a target language must be equivalent. Equivalent here means that the translated text does not change

the meaning and message of the source text. The translation process transfers the text into the target language and its meaning, message and context so that the result of the translation is well accepted. For that, the translator needs to understand the text to be translated so there are no errors or misunderstandings. Error in translation indicates an error when we translate text. Putri & Sujarwati (2021) believed that the problem or error that appears in the translation process is incomprehend about the transcription process, ambiguity, Interlingua, morphological error, lexical error, syntactical error, cultural error and etc.. However, in this research we will only focus on the morphological error in translation.

Morphology is a study of word formation. Fasold (2013) mentioned that morphology is the area of linguistics that studies the relationship between form and meaning, both within and between words. Morphology focuses on how morphemes, the smallest unit of word, are combined and become a word in certain languages. Todd mentioned in Saputri (2017) that morpheme is divided into free morpheme; a morpheme that can stand alone, and bound morpheme; a morpheme that cannot stand alone. Bound morpheme is divided into two categories, namely inflectional and derivational morpheme. Adha & Dania (2020) showed that derivational morpheme is a morpheme that can change form of the word, the word class, and the meaning, for example: bake (verb) + suffix r (derivational) become baker (noun). Inflectional morpheme, on the other hand, is a morpheme that cannot change the meaning or the word class, for example: book (noun) + suffix s (inflectional) become books (noun). Some errors that arise in morphological level are called morphological error. This error occurs due to the lack of comprehension in morphological structure. Haris (2023) believed that morphological error occurs as a result of the students' poor lexical comprehension of word creation. Morphological error often occurs in the process of translating a text. It happens because one individual does not understand enough the morphological structure of the target language. Every language in this world has different morphological structure, which is very confusing if we are not comprehended.

In learning English, we frequently find errors, be it pronunciation errors, grammar errors or other things. Khansir (2012) emphasized that Error Analysis is a subfield of Applied Linguistics that appeared in the sixties to show that learner errors are not only because of

the learner's mother tongue, but also reflect some global strategy. Error analysis is a research that emphasizes on the errors made by learners in the learning process. Many people still think that errors and mistakes are the same thing, but they are different things. Brown (2007) states that the word mistake simply refers to a performance error or failure to use a known system appropriately. On the other hand, errors are obviously a departure from adult native speakers' grammar, reflecting learners' interlanguage fluency. This means that error focuses more on one's failure to do something.

Errors made by students in learning a language can be analyzed using error analysis. Error analysis is a study that focuses on the errors made by students in the learning process. Rubio & Conesa (2022) explain that "Error Analysis is a branch of Applied Linguistics which emerged in the 1960s to reveal that the errors that the learners did were not only due to their mother tongue but rather it also reflected certain universal strategies". This is in line with Jack Richard's opinion quoted in Khansir's (2012) that "the field of error analysis may be defined as dealing with the study of the discrepancies between adult native speakers of a language and how language learners speak it". Rustip stated in Mufidah & Islam (2022) that Error analysis is a substitute for contrastive analysis, which is unable to foresee or evaluate the majority of errors. Unlike contrastive analysis which assumes that errors are caused by mother tongue interference, error analysis views errors based on the pattern of errors that occur, the types of error, the causes of errors, factors that influence errors, and also develop strategies or recommendations to help students overcome errors in language learning.

Error analysis has several types of classifications, one of which the author analyzes is the surface strategy taxonomy. Suhono (2017) pointed out that the students may omit necessary items or add unnecessary one, they may misform the items or disorder them. According to Dulay's (1982) theory of surface strategy taxonomy, there are four types of error: omission, addition, mis-formation and mis-ordering.

Omission errors are defined as when anything that is necessary for a well-formed utterance to appear is missing. While every word or particle in a phrase has the potential to be removed, some things are more frequently left out than others. Grammar points and function words (such as is, the, of, and an) are far more commonly omitted by language

learners than content words (such as nouns, verbs, adjectives, and adverbs). While, Addition error, as opposed to omissions, occurs when anything is spoken that shouldn't be in a grammatically proper sentence. These mistakes frequently occur in the later phases of learning a second language, after students have mastered a few target language rules. When certain rules are followed too strictly, addition problems happen.

Furthermore, Misformation is a kind of error that happens whilst a language learner makes use of a wrong shape or shape of their speech or writing. This can contain the usage of the incorrect tense, singular or plural shape of a noun, or a wrong shape of an adjective or adverb. Misformation mistakes may additionally contain the wrong use of prepositions, conjunctions, or different characteristic words. These mistakes may be due to a lack of knowledge of the precise shape or shape or via way of means of the effect of the learner's first language. Misformation mistakes can obstruct powerful communiqué and may be hard for inexperienced persons to accurate due to the fact they will be tough to recognize. Language-inexperienced persons want to comprehend the precise shape and shape of the language they are reading to avoid misformation mistakes and speak effectively. Misordering mistakes are any other form of mistakes that happens in language learning. As the call suggests, those mistakes contain the wrong placement of one or extra morphemes inside a sentence or utterance. This can bring about a sentence that is hard to recognize or maybe nonsensical. For instance, keep in mind the sentence "He is all of the time lately." This sentence includes a misordering mistake because the adverb "lately" is misplaced. An accurate model of this sentence could be "Lately, he's all of the time." Misordering mistakes can also arise within the association of noun phrases, prepositional phrases, or clauses inside a sentence.

Many studies have been conducted to analyze morphological errors in translation. Ilmi (2019) conducted research entitled "*Morphological Error on Arabic-Indonesian Translation Text Using Google Translate/Kesalahan Morfilogis dalam Teks Terjemahan Mesin Penerjemah Google Translate*". This research aims to analyze the morphological errors in the Indonesian-Arabic translation text translated by the translator engine Google Translate. This study was conducted using a qualitative research design with content analysis. This research used the

texts of Nahwa An-Nur by Sheikh Hasan Albana as the research data. The results of the study show there are eight mistake that made by Google Translate in translating this text.

Furthermore, Sudarmaji (2023) et al conducted research with the title "*Analisis Hasil Terjemahan Mesin Penerjemah Text Bahasa Jerman ke Bahasa Indonesia*". This research used Google Translate and Bing Translator as the objects. This study aims to find out the errors in translating German texts into Indonesian using Google Translate and Bing Translator. This research was conducted using descriptive qualitative research. This research used 12 German news articles published by Deutsche Welle as the data. The results of this study show that there are still language errors at the semantic, morphological, and syntactic levels in the translated texts produced by Google Translate and Bing Translator.

Next, Fadlan and Ichsan (2022) conducted a research with the title "*A Linguistic Error Analysis of Google Translate Results from Bahasa Indonesia to English*". This research aims to find out the linguistic error from translating Indonesian text into English by Google Translate. This research was conducted in descriptive qualitative method. The result from this research showed that there are two types of linguistics error: syntactical and morphological.

Haris (2023) conducted a research entitled "*Morphological Errors in Descriptive Students' Writing*". This research aims to analyze the morphological errors that appeared in students' descriptive writing using surface strategy taxonomy in error analysis. This research used qualitative research method and used the data from students' writing. The result of the research showed that some errors occurred at the morphological level, such as inflection, derivation, preposition, article, copula be, pronoun, and auxiliary verbs.

The similarities between this research and the previous research can be seen as followed; the researchers used the same topic to be discussed, it is morphological error in translation. Furthermore, this research also conducted in the same method, it is qualitative research method. Next, the theory that is used in this research is similar with the research from Haris, it is the theory of surface strategy taxonomy by Dulay. However, the differences are showed in the use of population and the data sources. This research used the member of

UKM Bahasa as the research population. Moreover, this research used college students' translations from Indonesia to English to translate Recount text as the research data.

RESEARCH METHODS

This research used descriptive qualitative methods. Yusuf (2023) claimed that qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon; focused and multi-method, natural and holistic; prioritizes quality, uses several methods, and is presented narratively. This research uses descriptive qualitative methods because this method can clearly describe the morphological errors that appear in the students' translation. This qualitative research method focuses on collecting and analyzing data in the form of text or not numbers. Therefore, this method is very suitable in this error analysis research. Thus, this research examined students' errors in translating text from Indonesian to English by using the Taxonomy of Surface Strategies to establish the most frequent errors students made during the test. In examining errors in this level, the research goes through three stages: collecting, analyzing, and describing data.

In collecting the data, this research used the members of UKM Bahasa as the research population. However, the researchers only took 15 members as the research sample that chosen by random sampling technique. This data and sample were taken at the same time. Firstly, the researchers created a Google Link form for the participants to fill out. The Google Form Link contains the participant's personal data, which must be filled in, and the recount text, which must be translated. Secondly, the researchers distributed the link to the entire population and only took the first 15 answers that were inputted into the Google form. The researchers would not take the answers that appeared after the target was met. Those 15 participants were the sample in this research, and their answers were used as data. This sampling technique was used to avoid any potential bias in this study. In analyzing the data; the 15 answers collected were then analyzed for morphological errors based on Dulay's theory of Surface Strategy Taxonomy. The researchers marked the sections that included omission, addition, mis-ordering and mis-formation errors and then collected and accumulated them to see which types of errors appeared the most and least. The data that

has been collected and analyzed is then described in the discussion session. The researchers meticulously categorized and explained the data based on the specific error types. It then presented the findings and provided clear descriptions of each error type.

DISCUSSION

The analysis of students' translation shows the results of morphological errors made by students which can be expressed in the following table:

Table 1. Research Findings

Morphological Errors	Omission	Addition	Mis-formation	Mis-ordering	TOTAL	PERCENTAGE
Inflectional error	27	5	5	0	37	28,5%
Preposition error	7	4	6	0	17	13%
Article error	1	6	4	0	11	8,5%
'To be' error	5	8	14	0	27	20,8%
Pronoun error	2	4	0	0	6	4.6%
Auxiliary error	0	3	3	0	6	4.6%
Verb 2 error	0	0	26	0	26	20%
TOTAL	42	30	58	0	130	100%
PERCENTAGE	32,3%	23,1%	44,6%	0%	100%	100%

Based on the table, it can be seen that errors appear in almost all morphological aspects. The table shows that the errors made by students in the morphological level are found as many as 130. The most common error in this type is inflectional error which appears 37 times followed by 'To Be' error. However, the least frequent errors are pronoun errors and auxiliary errors. Based on the results of this research, it is essential for college students to pay more attention and be careful in translating. In addition, students are also expected to better understand or master the differences in morphological structures between the original language and the target language so that the resulting translation can be appropriate in terms of its morphological structure.

Errors in morphology are then classified into 4 categories based on the surface strategy Taxonomy by Dulay, which consists of omission, addition, mis-formation and mis-ordering. Dulay's framework effectively analyzes errors at the morphological level in student

translations because this taxonomy analyzes errors at the surface level. By using this taxonomy, we can find out how students' thinking and brain work in absorbing and learning a new language. However, surface taxonomy strategies with mis-ordering types are less effective in analyzing morphology because this type of error focuses on how words in a sentence are arranged. Meanwhile, morphology focuses on how a word is formed. This can be proven by looking at the results of this study. The most common error in this type is mis-formation error with a percentage of 44.6% or appeared 58 times. Then the second ranked is omission error which appears 42 times with a percentage of 32.3% and the last ranked is the addition error with a percentage of 23.1% or 30 times appeared. However, the research did not find mis-ordering errors in the students' translation. Further explanation of these errors will be provided below.

Omission

This type of error is characterized by students omitting one or more linguistic elements that should appear. The following are examples of student errors and their explanations:

Table 2. Error in Omission

Type of error	Error
Inflectional	(Aku sangat menyukai makanan pedas)
They omit the inflectional –d	I really <i>like</i> (liked) spicy food.
	(aku berjanji untuk tidak makan makanan terlalu pedas lagi)
	I <i>promise</i> (promised) not to eat spicy food again
Preposition	
They omit the preposition – of	(aku sakit karena makanan pedas.)
	I got sick because (of) spicy food.
Article	
They omit the article –the	(aku makan bakso kesukaanku dan menaruh terlalu banyak saus ke dalam bakso)
	I ate my favorite meatballs and put a lot of sauce into (the) meatballs.
'To be'	
They omit the be -was	(aku sakit...) I (was) sick...
	(kondisiku membaik) My condition (was) getting better.
Pronoun	
They omit the pronoun -I	(Setelah selesai makan)
	After (I) finished.

Addition

Addition is an error characterized by students adding one or more linguistic elements that should not be present. The following are examples of addition errors that often appear in student translations:

Table 3. Error in Addition

Type of error	Error
	(aku berjanji untuk tidak makan makanan terlalu pedas lagi)
Inflectional	I promise to not <i>eating</i> spicy foods again.
They add the inflectional -ing	(aku makan bakso kesukaanku dan menaruh terlalu banyak saus ke dalam bakso)
	I ate my favorite meatballs and <i>putting</i> too much sauce in it.
Preposition	(aku pulang sekolah lebih cepat)
They add the unimportant preposition	I got home <i>from</i> early.
Article	(Hingga seminggu yang lalu) Until <i>the</i> last week,
They add unnecessary article	(Ketika makan siang) At <i>a</i> lunch
'To be'	(aku berjanji...) I <i>am</i> promise
They add unimportant to be	(Perutku sakit sekali) My stomach <i>is</i> hurt.
Pronoun	(Perutku sakit sekali) My stomach <i>it's</i> on fire.
They add extra pronoun -it after the subject	(kondisiku membaik) My condition <i>it's</i> better....
Auxiliary	(aku berjanji untuk tidak makan makanan terlalu pedas lagi)
They add the auxiliary -do	I promise to <i>do</i> not eat spicy food.

Mis-formation

This type of error occurs when students use incorrect forms of words. Errors in this type are also often characterized by students' mistakes in choosing word equivalents. Here are some examples of errors that often appear:

Table 4. Error in Mis-formation

Type of error	Error
Inflectional	(kondisiku membaik) My condition <i>improved</i>
They misuse the word and add the suffix	(Perutku sakit sekali) My stomach still <i>pains</i>
Preposition	(Setelah 3 hari...) During (after) 3 days....
They use incorrect prepositions	(Aku terkena diare dan demam selama 3 hari) I got diarrhea and fever of (for) 3 days.
Article	(Hingga seminggu yang lalu...) At <i>the (a)</i> week ago....
They use inappropriate article	(aku berjanji untuk tidak makan makanan terlalu pedas lagi) I promise <i>for (to)</i> not eat spicy food again.
'To be'	
They use incorrect to be	(aku sakit...) I am (was) sick
Auxiliary	
They use incorrect auxiliary	(Ketika makan siang...) When I <i>have</i> (had) lunch....
Verb 2	(aku merasa perutku seperti terbakar)
They use incorrect form of the verb 2	I <i>feel (felt)</i> my stomach was burning. (aku makan bakso kesukaanku) I <i>eat</i> (ate) my favorite meatball.

Misordering

This type of error is characterized by errors in the arrangement of words in sentences that cause sentences to be ungrammatical and difficult to understand. Usually, this error is influenced by differences in the grammatical structure of the student's first language and foreign language. For example, "*I bought a car new*" should take the form "*I bought a new car*". In Indonesian, adjectives are preceded by the word difference while in English it is the other way around.

However, from the students' translation of this recount text, the researcher did not find misordering occurred in the morphology level

CONCLUSION

Based on the analysis, it can be concluded that errors often appear at the morphological level in students' translations. This is proven by the discovery of 130 errors based on morphological aspects. The most common errors at this level are inflectional errors; the least common are pronoun and auxiliary errors. These errors are further classified based on

surface strategy taxonomy which consists of omission, addition, mis-formation and mis-ordering. The most common error is mis-formation error, but the research did not find any mis-ordering error in the students' translation. Based on the overall results of the data, the study concludes that most UKM Bahasa UIN Raden Intan Lampung students have not fully understood the word formation process. This is dominated by students' errors in using verbs in the past tense. However, they have mastered the process of placing words in sentences, so no misordering errors were found.

By examining these errors, the researchers hope that the participants will know their mistakes and weaknesses in translating texts, especially in transferring morphological forms from one language to another, to develop effective learning strategies and improve their translation skills. The researchers hope that by exploring the morphological errors in this research, the participants or students can be more careful when translating texts so that they can produce good translations. In addition, by understanding the morphological errors in student translations in this research, teachers can find out what morphological errors often appear in student translations and teachers can find suitable teaching strategies or techniques to use in teaching Translation. In addition, teachers can overcome or prevent errors that appear with appropriate steps.

In the end, researchers have suggestions for future researchers. Due to students' lack of enthusiasm when filling out the Google Form which causes delays in data collection, it would be a good idea for future researchers to provide a deadline for filling out the Google Form. This topic is interesting to research because there are differences in word structure in English and other languages, requiring more profound concern in understanding it.

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