GRAMMATICAL CHALLENGES IN TRANSLATING WAYANG ORANG SCRIPTS: A CASE STUDY ON OMISSION AND MISFORMATION ERRORS

Joshua Levi Setiawan Putra[1],
Sumardiono[2],
English Education Department, Universitas Slamet Riyadi Surakarta
Email : wibiaryo6@gmail.com

ABSTRACT

This study examines grammatical errors in the translated scripts of Wayang Orang Sriwedari by MBKM Matching Fund students at Universitas Slamet Riyadi Surakarta. Using Dulay et al.'s (1982) Surface Strategy Taxonomy, the analysis focuses on Omission and Misformation errors, which frequently occur in the texts. Omission errors (54 cases) involve missing auxiliary verbs and prepositions, while Misformation errors (52 instances) result from incorrect verb forms and article usage, affecting readability and coherence. By applying content analysis (Miles & Huberman, 1994), this study investigates the causes of these errors, including first-language interference, grammatical unawareness, and overgeneralization of rules. The findings highlight the need for improved translation strategies to enhance grammatical accuracy and text clarity.

Keywords: Translation, Error Analysis, Grammatical Error

ABSTRAK

Penelitian ini menganalisis kesalahan gramatikal dalam naskah terjemahan Wayang Orang Sriwedari yang dilakukan oleh mahasiswa MBKM Matching Fund di Universitas Slamet Riyadi Surakarta. Dengan menggunakan teori Surface Strategy Taxonomy oleh Dulay et al. (1982), analisis ini berfokus pada kesalahan Omission dan Misformation yang sering muncul dalam teks terjemahan. Kesalahan Omission (54 kasus) melibatkan penghilangan verba dan preposisi, sedangkan kesalahan Misformation (52 kasus) terjadi akibat penggunaan bentuk kata kerja dan artikel yang tidak tepat, kesalahan pemilihan kata, serta kesalahan penulisan (mistyping) sehingga memengaruhi keterbacaan dan koherensi teks. Melalui analisis isi (Miles & Huberman, 1994), penelitian ini menyelidiki penyebab kesalahan tersebut, termasuk pengaruh bahasa pertama, ketidaksadaran gramatikal, dan generalisasi berlebihan terhadap aturan bahasa. Hasil penelitian ini menekankan perlunya strategi penerjemahan yang lebih baik untuk meningkatkan keakuratan gramatikal dan kejelasan teks terjemahan.

Kata Kunci: Penerjemahan, Analisis Kesalahan, Kesalahan Gramatikal

INTRODUCTION

As a vast maritime country spread from Sabang to Merauke, Indonesia is an archipelagic country that keeps a variety of natural wealth, resources, and intellectual wealth such as culture, customs, local wisdom, and unique and interesting customs. Culture in tangible and intangible heritage are still preserved to this day, providing a unique identity for Indonesia and adding value and competitiveness to Indonesia abroad that distinguishes it from other countries. Wayang or traditional Indonesian puppetry is one of Indonesia's intellectual treasures that is still preserved by the community, especially those in Central Java and the Special Region of Yogyakarta to this day. The traditional puppetry culture in the form of Wayang as expressed by Wibawa (2024) in his journal is a basic form of a culture that expresses a tradition, story, and artistic expression that has been passed down by ancestors and storytellers (known as Dalang) from generation to generation from century to century.

Thus, as a great art, Wibowo (2024) stated that Wayang art does not only function as entertainment, but also as a means of conveying Javanese spiritual, religious, and moral teachings that unite all levels of society. As a form of traditional art that is still preserved because it contains high moral and educational values, the delivery of Wayang is divided into several forms of display, some are in the form of puppetry art in which the puppets are made of animal leathers or wood called as Wayang Kulit or Wayang Klithik, made from the painted scroll called as Wayang Beber, and some of them are told with the opera elements used in the good theatrical drama called as Wayang Orang or Wayang Topeng. But, for most of the Wayang forms, there are significant elements that originate from a beautiful form of storytelling guided by a Dalang or puppeteer combined with the beauty of gamelan music which creates a rhythmic and beautiful impression (Wibowo, 2024). In general, the form of Wayang based on the statement of Nurgiyantoro (2011) is divided into standard forms in the form of puppets made of wood or leather, or any other rigid materials, and theatrical forms of Wayang Wong or Wayang Topeng. Wayang, both in the puppetry form and opera form based on his statement is a form of epic story and poetry that essentially tells the story of the heroism and moralism of life based on the stories of Mahabharata, Ramayana, or other local additional epics like Panji's chronicle, Menak chronicle, and Babad Mataraman chronicle.

Among the various forms of Wayang, Wayang Orang or Wayang Wong is the one that still exists and is known in almost all societies in Indonesia, especially in Central Java and the Special Region of Yogyakarta. The Wayang Wong is a kind of traditional opera adapted from the story of Mahabharata or Ramayana with a good and rhythmic combination of dance movement and harmony of the gamelan music together with the traditional dialogue spoken in the Javanese Language as stated (Wiratama, 2022). Nowadays, Wayang Orang performances are accompanied by structured texts to improve audience comprehension, especially for those who are not familiar with the Javanese or Indonesian language. These scripts help non-native speakers follow the story by outlining the plot, character dialogue, and scene changes. The script plays a vital role in maintaining

the authenticity of Wayang Orang while guaranteeing accessibility for a wider audience by offering a clear framework of the plot and character interactions.

The MBKM Matching Fund Program at Universitas Slamet Riyadi Surakarta, led by Prof. Dr. Siti Supeni, M.H., M.Pd., collaborated with stakeholders have the purpose of enhancing Wayang Orang Sriwedari as a cultural icon and art industry of Surakarta. From September 2022 to February 2023, the program launched 10 initiatives, including translating Wayang Orang scripts to aid foreign audiences. These scripts provide structured narratives, background information, and scene descriptions.

This study employs Dulay's (1982) Surface Strategy Taxonomy to analyze grammatical errors in the translated scripts of Wayang Orang Sriwedari by MBKM students. It classifies errors and examines their impact on grammatical accuracy and clarity. The analysis covers translations of nine plays, including Bandung Nagasewu, Wiji Sejati, Semar Mbangun Kahyangan, Anggoda Balik, Harjunasasrabahu Mokswa, Ontran-Ontran Wirata, Supala Lair, and Sengkuni Merong with a focus on the Omission and Misformation error samples that were most frequently found in the translated results of the play titles at the time of the research. By identifying and categorizing these translation errors, this study highlights how grammatical inaccuracies impact text clarity and acceptability. A deeper examination of these errors requires an understanding of the fundamental role of language in shaping meaning and ensuring effective communication in translation.

METHODS

This study uses a qualitative case study approach to analyze grammatical errors in the translated manuscript of Wayang Orang Sriwedari produced by MBKM Matching Fund students of Universitas Slamet Riyadi Surakarta in 2022. The main purpose of this case study approach is to find answers to questions related to the most frequent Omission and Misformation errors in translation and to determine the underlying linguistic and cognitive factors that contribute to these errors.

Using the Surface Strategy Taxonomy theory proposed by Dulay et al. (1982), this study categorizes errors in written results into three types, Omission, Misformation, Addition, Misordering, and mixed forms of the four. However, Omission and Misformation errors are the most dominant, so they require further analysis to understand their impact on grammatical accuracy, clarity, and translation acceptability. Periodically, this study examines how these errors affect the delivery of meaning and whether they arise from gaps in grammatical competence, structural interference from the source language, or misinterpretation of translation strategies.

To achieve the research objectives, content analysis based on Miles and Huberman's (1994) framework will be applied here, wimeaning deliveryth the ultimate goal of uncovering causal factors, conclusions, and practical insights for translators or writers to identify recurring challenges and implementing targeted improvements. The findings will serve as a foundation for refining translation methodologies, ensuring that future translations maintain grammatical accuracy, cultural fidelity, and communicative clarity.

Data Collection Method

This study uses a qualitative case study approach to analyze grammatical errors in the translated manuscript of Wayang Orang Sriwedari produced by MBKM Matching Fund students in 2022, Universitas Slamet Riyadi Surakarta in Wayang Orang Sriwedari Surakarta. The main purpose of this case study approach is to find answers to questions related to the most frequent Omission and Misformation errors in translation and to determine the underlying linguistic and cognitive factors that contribute to these errors.

This study follows a case study approach, focusing on sentences categorized as "less acceptable" in translated Wayang Orang scripts. Through discourse error analysis, the researcher identifies patterns of Omission and Misformation errors and explores their possible causes. The analysis involves examining structural tendencies, such as the Omission of auxiliary verbs, prepositions, or incorrect verb forms, which frequently appear in the students' translations. Furthermore, this study assesses potential contributing factors, including first-language interference, lack of grammatical awareness, and overgeneralization of translation rules. By investigating these patterns, the research aims to uncover the root causes of these errors and provide insights into improving grammatical competence in translation practices.

RESULTS AND DISCUSSION

The researcher analyzes grammatical errors in discourse using Dulay et al.'s (1982) Surface Strategy Taxonomy, which categorizes errors into Omission, addition, Misformation, and misordering. This study focuses on grammatical aspects affecting sentence structure. As noted by Saputra (2022), error analysis emphasizes language and writing quality, with writing being the most challenging skill. Effective writing requires adherence to grammatical rules, as grammar is essential for conveying ideas clearly in both spoken and written communication.

Good grammar is essential for writers and translators to convey ideas. Chang (2011) defines grammar as the study of syntax, morphology, and rules governing word combinations into phrases, clauses, and sentences. For translators, grammar serves as a framework for structuring language, ensuring accuracy in conveying meaning across linguistic systems.

Thus, A lack of grammatical knowledge can lead to misinterpretations and communication issues. Ananda et al. (2024) highlights that students' limited understanding of grammar affects translation quality, making clear and coherent expression difficult. Addressing these errors systematically through Dulay et al.'s (1982) Surface Strategy Taxonomy—which categorizes errors into Omission, Addition, Misformation, and Misordering—provides insight into common challenges and informs improvements in language education.

Beyond mere grammatical correctness, translation plays a pivotal role in preserving the cultural and contextual integrity of a text. Translation errors can lead to distortions in meaning, misinterpretation of culturally embedded expressions, and a diminished ability for the target audience to fully grasp the intended message. Through error analysis, this

study aims to highlight the linguistic challenges encountered in translating culturally significant texts such as Wayang Orang scripts, where the interplay between language, tradition, and storytelling is essential to maintaining their authenticity.

From the discourse in the form of translations of Wayang scripts researched by the researcher, the researcher found 131 errors which have been analyzed based on the Surface Strategy Taxonomy theory. These errors include,

Table 1.

The Total Types of Errors found in the

TYPES OF ERRORS	TOTAL ERRORS
1. OMISSION	54
2. ADDITION	25
3. MISFORMATION	52
4. MISORDERING	0

It is known that in the text of the translation of the Wayang Orang script by MBKM Unisri students, errors were found in the form of **54 Omission errors** in the texts, **25 Addition errors** in the texts, and **53 Misformation errors** in the texts, almost reaching the same amount with Omission errors with **0 Misordering error** was found in the translated text. If analogized in terms of the percentage of errors, the calculation formula is as follows,

$$Percentage = \left(\frac{Amount\ of\ Data\ Analyzed}{Total\ Data\ Analyzed}\right) x\ 100\%$$

The analysis of 133 data samples reveals that **Omission errors** account for **41.2%**, while **Misformation errors** closely follow at **39.7%**. Both categories, if rounded, each constitute approximately 40%, indicating their prominence in the dataset. Omission errors arise when essential elements are absent, whereas Misformation errors occur due to incorrect word formation or structure. In contrast, Addition errors represent only 19.1%, highlighting that missing or misformed elements are more frequent than unnecessary insertions. Misordering errors were not prevalent, suggesting that while translations tended to be literal, they maintained a structured sentence order.

DISCUSSIONS

Omission errors occur when important linguistic elements are not translated or constructed incorrectly, resulting in a loss of meaning and coherence. According to Esmalde (2020), Omission errors involve the absence of important sentence components, such as subjects, predicates, or objects, which significantly affect the clarity of the text. From the analysis, 54 Omission errors were identified in the Wayang Orang script translated by MBKM students. This indicates that Omission errors are a major concern for UNISRI MBKM Matching Fund students in 2022 where there is an Omission of a small or large part of an element in a sentence.

Omission errors in the Wayang Orang scripts translated by MBKM Unisri students frequently involve the incorrect use of Infinitive Clauses, particularly the Omission of the "to" marker before the base verb. Murphy (2019) explains that an Infinitive Clause consists of a "**to + verb (V1)**" and functions as a noun, adjective, or adverb, requiring at least one finite verb to form a complete sentence. Errors in infinitive usage distort meaning, affecting translation acceptability (Rahmanu, 2019; Sanchez, 2018).

For instance, there is an example of students' translation result in the script of "*Bandung Nagasewu*" stating, "Abimanyu **who wanted** learn from Tunggul Wulung" (from *Bandung Nagasewu* play, Scene 6) is incorrect due to the Omission of "to", making the phrase grammatically incomplete. The correct structure should be "Abimanyu who **wanted to learn** from Tunggul Wulung." This proves that Omission disrupts clarity and coherence, as infinitives cannot function as primary verbs on their own.

The flexibility of the Infinitive Clause makes it essential in complex sentence structures. In translation, incorrect use or Omission of infinitive elements can significantly alter meaning, obscuring the original intent and reducing text acceptability. Although infinitives contain verbs, they do not function as primary verbs, as they lack tense and require a finite verb to complete a sentence.

Students often struggle with differentiating finite verbs from infinitives, leading to grammatical inaccuracies. Infinitives (to + verb) act as nouns, adjectives, or adverbs, complementing main verbs without indicating tense. For example, in "Arjuna wants to kill the Giant," "wants" is the finite verb, while "to kill" serves as an infinitive phrase. Misinterpretation of these structures results in syntactic errors affecting clarity and translation precision.

According to Rahmanu (2019), Infinitive Clauses must follow specific verbs such as want, will, decide, hope, and attempt to ensure grammatical accuracy. Sanchez (2018) further explains that infinitives can function as subjects, objects, or complements, reinforcing their structural importance. Failure to adhere to these rules, as observed in student translations, highlights a lack of grammatical awareness, leading to Omission errors that disrupt sentence coherence. Thus, understanding Infinitive Clauses is crucial for producing clear and accurate translations.

The analysis related to Omission error further found in MBKM students' translations revealed the problem of consistency in the use of the conjunction "and" which is inappropriate or missing when connecting words, phrases, clauses, or sentences. This Omission often results in fragmented or confusing sentence structures, thus reducing the readability and acceptability of the translated text.

One prominent example is found in the translation of the sentence,

> Source text: *"Durga memenuhi permintaan anaknya, ia segera mengutarakan niatnya kepada Guru Dewa,…"*

> Target text: *"*Durga fulfilled her son's **request, she immediately** told Guru Dewa about her intentions.*"*

> ("*Wiji Sejati*" play, scene 1)

The incorrect **comma splice** results from the Omission of the conjunction **"and"**, making the translation **grammatically flawed and less coherent**. The proper translation should be,

> "Durga fulfilled **her son's request and she immediately** told Guru Dewa about her intentions."

The Merriam-Webster Dictionary (2024) defines "and" as a conjunction that connects equivalent words or phrases within a sentence. Similarly, Xamidxonovna et al. (2022) emphasize that conjunctions "and" help maintain logical flow and ensure smoothly connected sentences. The Oxford Paperback Thesaurus (2012) further supports that "and" establishes relationships between similar and sequential elements.

In several other cases, the Omission of "and" resulted in unclear transitions between ideas, as seen in the examples stated below,

1. "The Assistants were **joking around, not long after** came Abimanyu." With corrected form, "The Assistants **were joking around and not long after** came Abimanyu."
   (from "*Bandung Nagasewu*" play, scene 1)
2. "Baladewa's wrath **took its peak, Nagadewa was dragged** outside the palace." With corrected form, "Baladewa's wrath **took its peak and Nagadewa was dragged** outside the palace."
   (from "*Bandung Nagasewu*" play, scene 3)
3. "Ngalatanwa then **came reported** that the soldiers fell against a Brahman."
   With corrected form, "Ngalantanwa then **came and reported** that the soldiers fell against a Brahman."
   ("*Harjunasasrabahu Mokswa*" play, scene 5)

These findings indicate that literal translation without context awareness led to the frequent Omission of conjunctions, disrupting sentence cohesion and clarity. Addressing this issue requires greater emphasis on structural analysis in translation training, particularly in understanding how conjunctions function to connect ideas in English.

In this case, it can be said that many experts have researched error analysis in the use and writing of English by non-native English speakers. What they found is that Omission errors are often a common occurrence in students' thoughts expressed in a text. These errors are closely related to students' grammatical competence because the

absence of important linguistic elements disrupts the meaning and coherence of translation.

The analysis revealed a recurring Omission error in the use of regular verbs in the simple past tense, particularly in cases where the -ed marker was missing. This issue was consistently found in MBKM students' translations, affecting grammatical accuracy and readability.

One of the most notable errors identified in the translation was the incorrect use of verb tense in the phrase "end up". Since the sentence describes a past event, the verb should follow the simple past tense structure by adding the -ed marker. The correct translation should be:

"…but the giant **ended up** dead in the hands of Abimanyu and Gathutkaca."
 ("*Semar Mbangun Kahyangan*" play, scene 4)

This adjustment ensures grammatical consistency, as the past tense form "ended up" accurately reflects the completed action within the narrative. The Omission of the past tense marker in regular verbs is a recurring issue in student translations, often resulting in grammatical inconsistencies that affect the clarity and readability of the text.

The Omission of –ed in "end" resulted in a grammatical inconsistency, as the sentence describes a past event but fails to use the correct V2 form. This pattern was also evident in several other translations, seen in the examples below,

1. "The duel **end up** not giving any result." With the corrected form, "The duel ended up not giving any result."
   (from "*Bandung Nagasewu*" play, scene 5)
2. "Krisna helped and **cure** Dewi Sruta's baby." With the corrected form, "Krisna **helped** and **cured** Dewi Sruta's baby."
   (from "Supala Lair" play, scene 4)
3. "Eventually Krisna **ask** them both to do a duel." With the corrected form, "Eventually Krisna **asked** them both to do a duel."
   (from "*Bandung Nagasewu*" play, scene 5)
4. "Everyone who attended the event quickly **hunt** the kidnapper." With the corrected form, "Everyone who attended the event quickly **hunted** the kidnapper."
   (from "*Supala Lair*" play, scene 5)
5. "…but Arjuna survived and **continue** his journey." With the corrected form, "…but Arjuna survived and **continued** his journey."
   ("*Sengkuni Merong*" play, scene 3)

The Omission of the -ed marker in these translations indicates a lack of grammatical awareness in forming regular past tense verbs. According to Murphy (2019), the simple past tense is formed by adding -ed or -d to regular verbs, which applies consistently regardless of the subject. Fitria (2021) further emphasizes that regular verbs follow predictable patterns, making them essential for learners to master to produce grammatically sound translations.

This Omission error suggests that students translated literally from Indonesian without adjusting verb tense, resulting in inconsistencies in time reference. Given that Wayang Orang scripts narrate past events, all verb forms should align with the simple

past tense structure. Failure to apply the correct V2 disrupts sentence coherence and reduces the acceptability of the translation.

To minimize such errors, a more structured approach to translation training is required, focusing on past tense consistency and verb formation rules. Reinforcing these aspects will help improve the grammatical accuracy and clarity of future translations.

From those perspectives, Chang (2011) in his study A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar emphasized that grammar functions as a basic structure that regulates how words are combined to form meaningful expressions. The curriculum for English majors requires explicit grammar instruction, recognizing that accuracy in sentence construction is highly dependent on students' mastery of grammatical rules. In this case, it can be stated that grammar is a set of rules that determine how words or parts of words are combined to create acceptable units of meaning.

Thus, ensuring grammatical accuracy by relying on the learner's ability to apply linguistic rules correctly can make grammar the main focus in teaching and learning English an example can be seen in the Omission error that occurs due to the wrong writing of the Infinitive Clause. So, it can be said that Omission errors related to a verb highlight the weaknesses of learners in understanding structural rules, especially when the absence of auxiliary verbs or prepositions changes the structure and meaning of the sentence. Since grammatical elements are interdependent, the Omission of one word can disrupt the function of other elements, which causes misinterpretation in translation. This is in line with Fitrawati and Safitri (2021) who emphasize the pedagogical role of error analysis, especially in error correction and learner attitudes towards errors. Citing Brooks (1960), errors in language learning are inevitable but must be corrected efficiently to prevent a recurrence. His teaching model suggests that minimizing errors requires repeated exposure to correct structures and immediate feedback to reinforce appropriate language use.

In the context of Omission errors, this means that a student's failure to recognize missing items is not only a cognitive problem but also a pedagogical one. Without immediate correction, students may internalize the incorrect structure, leading to persistent grammatical inaccuracies in their translations. This reinforces the importance of timely feedback and structured grammar instruction to reduce Omission errors and improve translation accuracy.

Overall, the analysis of Omission errors shows that errors in the application of grammatical rules, especially in the formation of past tense verbs (V2), are the main challenges for students in translating Wayang Orang scripts. Lack of understanding of regular verb patterns and infinitive clauses contributes to inconsistencies in time references and interferes with the readability of the translated text. As stated by Chang (2011) and Fitrawati & Safitri (2021), explicit grammar teaching and prompt error correction are important factors in improving translation accuracy.

However, in addition to Omission errors, Misformation errors were also found, indicating errors in the formation and use of words inappropriately. These errors not only include incorrect verb forms, but also the use of articles, pronouns, and other morphological structures that change the meaning or clarity of a sentence. Therefore, further analysis of Misformation errors is important, because this type of error also contributes greatly to the low level of acceptability of students' translations.

In addition to morphological and syntactic Misformation errors, another frequent issue identified in the translated texts was mistyping (typos), which led to incorrect

word formation and disrupted the clarity of the sentences. Mistyping errors occur when a word is misspelled due to incorrect letter arrangement, missing characters, or improper word segmentation. These errors often result in semantic distortion, making the text difficult to comprehend, particularly for non-native English readers.

One such example is found in the translation of the sentence, "Baladewa wrath took its **oeak**." From the "*Bandung Nagasewu*" play, scene 3). And the corrected form will be "Baladewa's wrath took its **peak**."In this case word "oeak" is a typographical error that should have been written as "peak", which accurately conveys the intended meaning of "*puncak kemarahan*" in the Indonesian source text. A similar pattern of mistyping was found in other translations, such as:

1. "Bandung Nagasewu **infront of** his two son Nagadewa , Nagakura, along with the commanders." With the correct form, "Bandung Nagasewu **in front of** his two sons, Nagadewa and Nagakura, along with the commanders."
   (From "*Bandung Nagasewu*" play, scene 1)
2. "Came the giants who wanted stop their intentions, that caused a conflict which then **turn** into a fullon war to happen." With the correct form," Came the giants who wanted to stop their intentions, causing a conflict that then turned into a full-on war."
   (From "*Bandung Nagasewu*" play, scene 2)
3. "…not long after came Nagadewa who gave a letter to Krisna which **cotains** the invitation for Krisna to Hastina palace." With the correct form,"…not long after came Nagadewa, who gave a letter to Krisna **containing** the invitation to Hastina Palace."
   (From "*Bandung Nagasewu*" play, scene 3)
4. "Eventually the **shoulders was** attacked by Wisanggeni till they all back down from fighting Wisanggeni." With the correct form,"Eventually**, the soldiers were** attacked by Wisanggeni until they all backed down from fighting."
   (From "*Wiji Sejati*" play, scene 5)

These errors indicate that students may have relied on phonetic-based spelling or direct transcription without proofreading their translations. According to Setiawan and Zyuliantina (2020), spelling errors in written communication often result from a lack of familiarity with correct word formation or carelessness in text production. Rachman, Rival, and Haeru (2019) further explain that writing in English, particularly for non-native speakers, involves complex interactions between grammar, vocabulary, and spelling rules, which can increase the likelihood of mistyping and structural errors.

The presence of these mistyping errors suggests that students did not conduct adequate proofreading or cross-checking of their translations before finalizing them. Such errors, though seemingly minor, can affect readability and overall text acceptability, reinforcing the need for more rigorous spelling and grammar training in translation education.

Another common Misformation error identified in the students' translations was the incorrect use of prepositions, which often resulted in semantic distortion and grammatical inaccuracy. Prepositions in English have distinct functions, and their incorrect placement alters the intended meaning of a sentence. Budi (2016) explains that errors in preposition usage arise due to learners' limited grammatical competence and interference from their native language, leading to structural inconsistencies in translation.

One notable example of prepositional Misformation is found in the sentence: "The giants died **on** the hands of Abimanyu, so he continues his journey right away." The incorrect use of the preposition "on" in this context creates ambiguity, as "on the hands" suggests physical contact rather than agency. In English, the correct expression to indicate that someone was responsible for an action is "**at** the hands of" rather than "**on** the hands of". Thus, the sentence should be revised to: "The giants died at the hands of Abimanyu, so he continues his journey right away." In this case, the preposition "on" incorrectly suggests physical contact, while "**at** the hands of" is the proper expression to indicate that Abimanyu was responsible for their death.

In addition, there some similar prepositional Misformations were found in other translations, such as "Drunk **of** love" which should be written, "Drunk **in** love", "Revenge **to**" which should be written, "Revenge **on**", "Fell on the hand of Senaperdapa" which should be written, "Fell **into** the hands of Senaperdapa", "Succeed on defeating the giant" which should be written, "Succeed **in** defeating the giant, "At the end, Korawa brothers was defeated by Bima." Should be written, "In the end, the Korawa brothers **were** defeated by Bima."

These errors indicate a lack of understanding of prepositional collocations and overgeneralization of direct translation from Indonesian. According to Setiawan & Zyuliantina (2020), incorrect preposition usage is a common challenge for non-native speakers, as prepositional rules in English differ significantly from those in Indonesian. Additionally, Rachman, Rival, and Haeru (2019) emphasize that prepositions require memorization and contextual awareness, as they do not always follow predictable patterns.

To improve grammatical accuracy in translation, students must be trained in prepositional collocations and context-based language applications. Without proper correction, such errors can compromise readability and affect the overall acceptability of the translation. One of the fundamental aspects of achieving grammatical accuracy in translation is mastering prepositional collocations and context-based language application. Prepositions in English do not always follow fixed rules, making them one of the most challenging aspects for non-native speakers (Celce-Murcia & Larsen-Freeman, 2020). Since prepositional usage often relies on collocations rather than strict grammatical patterns, direct translation from the source language can result in unnatural expressions or semantic distortions. This issue is particularly evident in the translation errors found in Wayang Orang scripts, where incorrect prepositional choices—such as "on the hands of" instead of "at the hands of"—alter the intended meaning and reduce the clarity of the text.

According to Ellis (2015), prepositional errors occur when learners transfer structures from their native language, mistakenly assuming that prepositions function in the same way across different linguistic systems. Indonesian, for instance, does not use prepositions in the same rigid manner as English, leading to misuse or Omission of prepositions in translation. A study by Setiawan and Zyuliantina (2020) found that Indonesian students frequently struggle with prepositional collocations because they tend to rely on word-for-word translation rather than contextual understanding. This explains why phrases such as "drunk **of** love" instead of "drunk **in** love" or "succeed **on** defeating the giant" instead of "succeed **in** defeating the giant" commonly appear in student translations.

To address these challenges, explicit instruction in prepositional collocations is necessary. Thornbury (2017) argues that students learn prepositions more effectively when they are introduced to chunk-based learning, where collocations are presented as fixed expressions rather than isolated words. By engaging in contextual exercises, students can develop a stronger intuition for correct prepositional usage. For example, instead of memorizing individual prepositions, learners should be exposed to common collocations such as "interested in," "capable of," and "good at," which naturally reinforce grammatical accuracy.

Furthermore, corrective feedback plays a crucial role in reducing prepositional errors in translation. Research by Lyster and Saito (2010) suggests that immediate feedback on prepositional mistakes leads to better retention and long-term accuracy. This aligns with Brooks' (1960) perspective that errors in language learning are inevitable but must be addressed systematically to prevent the reinforcement of incorrect structures. Providing timely correction and encouraging self-revision allow students to internalize correct prepositional usage, ultimately enhancing the fluency and readability of their translations.

In conclusion, grammatical accuracy in translation is deeply tied to mastering prepositional collocations and context-based applications. Without proper training and corrective strategies, students are likely to continue making systematic errors that compromise translation acceptability. By focusing on explicit instruction, contextual learning, and timely feedback, educators can help students develop a more intuitive grasp of prepositional use, ultimately improving the overall quality of translations.

The findings of this study provide a comprehensive analysis of grammatical errors in the translated scripts of Wayang Orang Sriwedari, focusing on Omission and Misformation errors. Utilizing Dulay et al.'s (1982) Surface Strategy Taxonomy, this research highlights the linguistic challenges faced by student translators. The identification and categorization of errors serve as a fundamental step in understanding how grammatical inaccuracies impact the clarity, coherence, and acceptability of the translated texts.

In this case, Omission errors, which constitute 41.2% of the total errors, primarily involve missing auxiliary verbs, infinitive markers, and conjunctions. These Omissions significantly affect sentence structure and readability. For instance, the frequent absence of the infinitive marker "to" before base verbs, as seen in phrases like "wanted learn" instead of "wanted **to** learn," disrupts grammatical correctness and sentence fluidity (Murphy, 2019). Additionally, the exclusion of conjunctions such as "and" results in fragmented expressions that weaken textual cohesion. This aligns with previous studies emphasizing the role of cohesive devices in maintaining readability in translation (Xamidxonovna et al., 2022).

Similarly, Misformation errors, comprising 39.7% of the identified issues, predominantly involve incorrect verb conjugations, prepositional misapplications, and typographical errors. The Misformation of past tense verbs, such as "Succeed **on** defeating the giant" instead of "Succeed **in** defeating the giant," illustrates the tendency of students to overlook tense consistency. According to Fitria (2021), mastering verb inflections is crucial for ensuring grammatical accuracy in translation. Additionally, errors in prepositional usage, such as "**on** the hands of" instead of "**at** the hands of," indicate an overgeneralization of direct translation patterns from Indonesian, as discussed by Setiawan and Zyuliantina (2020).

The prominence of Omission and Misformation errors can be attributed to multiple linguistic and cognitive factors. First, Omission errors often stem from a lack of awareness regarding the syntactic and morphological rules of English, particularly among non-native speakers who rely on direct translation from Indonesian. Since Indonesian grammar does not always require auxiliary verbs or explicit subject markers, students may subconsciously omit these elements in their English translations. This Omission is further exacerbated by the differences in sentence structure between Indonesian and English, where Indonesian allows for more flexibility in word order and implicit grammatical markers.

The prominence of Omission and Misformation errors can be attributed to multiple linguistic and cognitive factors. First, Omission errors often stem from a lack of awareness regarding the syntactic and morphological rules of English, particularly among non-native speakers who rely on direct translation from Indonesian. Since Indonesian grammar does not always require auxiliary verbs or explicit subject markers, students may subconsciously omit these elements in their English translations. This Omission is further exacerbated by the differences in sentence structure between Indonesian and English, where Indonesian allows for more flexibility in word order and implicit grammatical markers.

Similarly, Misformation errors occur due to incorrect application of grammatical rules, often influenced by first-language interference, overgeneralization of irregular structures, and inadequate exposure to proper English syntax. For instance, students may misapply English verb tense rules due to the relatively simpler tense system in Indonesian, leading to incorrect conjugations and verb formations. The misuse of prepositions also reflects a common challenge, as Indonesian prepositions do not always correspond directly to their English counterparts, leading to erroneous choices that distort meaning.

Another factor contributing to these errors is the tendency to adopt a literal translation approach without considering the target language's grammatical conventions. Many student translators focus primarily on lexical equivalence rather than structural accuracy, resulting in grammatically flawed sentences. This aligns with research by Chang (2011), who noted that novice translators often struggle with maintaining grammatical integrity when translating between languages with different syntactic frameworks.

Moreover, the lack of rigorous proofreading and revision processes contributes to the persistence of these errors. As highlighted by Ellis (2015), effective translation requires iterative refinement, where students actively review and correct their work to ensure linguistic precision. Without a sufficient emphasis on this process, Omission and Misformation errors remain prevalent in student translations.

These findings underscore the importance of explicit grammar instruction and practical application in translation training. The recurrence of Omission and Misformation errors suggests that students require targeted interventions to improve their grammatical competence. Through structured exercises focusing on prepositional collocations, verb inflections, and cohesive devices, translation accuracy can be significantly enhanced (Thornbury, 2017). Furthermore, continuous exposure to authentic English texts and the implementation of peer-review mechanisms can contribute to the development of grammatical awareness and translation skills (Ellis, 2015). Additionally, integrating translation technology and automated grammar-

checking tools can provide immediate feedback, helping students recognize and rectify errors more efficiently.

CONCLUSIONS

This study concludes that Omission and Misformation errors significantly affect the grammatical accuracy and readability of the translated Wayang Orang scripts. Omission errors are primarily caused by missing auxiliary verbs, infinitive markers, and conjunctions, while Misformation errors often stem from incorrect verb conjugations, prepositional misapplications, and typographical mistakes. These errors disrupt sentence structure, coherence, and overall comprehensibility, leading to translations that are difficult for target audiences to understand. The root causes of these issues can be traced to first-language interference, overgeneralization of grammatical rules, and a lack of exposure to natural English syntax.

Based on these findings, several practical recommendations can be made to improve translation accuracy. For student translators, it is essential to engage in targeted grammar instruction that emphasizes verb inflections, sentence cohesion, and prepositional collocations. Education platforms and translation training institutions should incorporate structured translation exercises, peer-review activities, and error analysis workshops into their curricula to reinforce grammatical competence. Additionally, lecturers and translation mentors should encourage students to utilize translation software and grammar-checking tools to identify and correct errors in real-time. Providing constructive feedback and promoting self-revision practices will further help students develop their grammatical awareness and translation accuracy.

REFERENCES

Dulay, H., Burt, M., Krashen S. (1982). *Language Two*. United Kingdom: Oxford University.

Nurgiyantoro, Burhan. (2024).*Wayang and the Development of National Character*. Yogyakarta: FBS Universitas Negeri Yogyakarta.

May, C. R., Albers, B., Bracher, M., Finch, T. L., Gilbert, A., Girling, M., Greenwood, K., MacFarlane, A., Mair, F. S., May, C. M., Murray, E., Potthoff, S., & Rapley, T. (2022). *Translational Framework for Implementation Evaluation and Research: A Normalization Process Theory Coding Manual for qualitative research and instrument development*. Implementation Science, 17(1). https://doi.org/10.1186/s13012-022-01191-x

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd ed.)*. America: Sage Publications.

Chang, Shih Chuan. (2011). *A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar*. (2011). 4(2), 13-24. (English Language Teaching).

Murphy, R. (2019). *English Grammar in Use (4th ed.)*. United Kingdom: Cambridge

University Press.

Murphy, R. (2019). *English Grammar in Use (5th ed.)*. United Kingdom: Cambridge University Press.

Murphy, R. (2019). *English Grammar in Use (New 5th edition)*. United Kingdom: Cambridge University Press.

Oxford University Press. (2012). *Oxford English Dictionary (7th ed.)*. United Kingdom: Oxford University Press.

Brooks, N. (1960). *Language and Language Learning: Theory and Practice*. America: Harcourt, Brace & World.

Celce-Murcia, M., & Larsen-Freeman, D. (2020). *The grammar book: An ESL/EFL teacher's course (3rd ed.)*. *Open Library Heinle & Heinle*.

Ellis, R. (2015). *Understanding Second Language Acquisition (2nd ed.)*. United Kingdom: Oxford University Press.

Lyster, R., & Saito, K. (2010). *Oral feedback in classroom SLA*, 32(2), 265-302. *Journal of Studies in Second Language Acquisition*.

Setiawan, B., & Zyuliantina, Z. (2020). *The role of first language interference in Indonesian EFL learners' grammatical errors*, 11(1), 95-104. *Journal of Language Teaching and Research*.

Thornbury, S. (2017). *How to Teach Grammar*. United Kingdom: Pearson Education.

Rahmanu, A. (2019). *Infinitive Clauses in English Syntax*, 47-57. *Journal of Linguistic Studies*.

Merriam-Webster, Inc. (2022). *The Merriam-Webster dictionary (Newest ed.)*. America: Merriam-Webster, Incorporated.

Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. United Kingdom: Oxford University Press.

Ellis, R. (2015). *Understanding second language acquisition (2nd ed.)*. United Kingdom: Oxford University Press.

Fitria, T. N. (2021). *The importance of mastering verb inflections in English translation.* 8(2), 112-125. Journal of Linguistics and Translation.

Murphy, R. (2019). *English Grammar in Use (5th ed.)*. United Kingdom: Cambridge University Press.

Setiawan, J., & Zyuliantina, L. (2020). *Challenges in translating Indonesian prepositions into English: A case study on student translators*, 10(1), 55-67. *Indonesian Journal of Applied Linguistics*.

Thornbury, S. (2017). *The role of grammar in second language acquisition*, 45(4), 378-392. *Language Learning Journal*.

Xamidxonovna, A., et al. (2022). *Cohesion and Coherence in Translation: The Importance of Conjunctions in Maintaining Readability*, 14(3), 201-219. *International Journal of Language and Translation*.