Investigating Translation Errors in Students' Translation Tasks: A Case Study Approach and Its Pedagogical Implications

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Abstract
The demand for accurate translations of written and spoken texts has increases in both personal and professional contexts, it becomes increasingly important for one to assess the error rate made by translators. Such errors can impede effective communication and have negative implications in academic and professional settings. This study adopted Typology of Translation Errors; the translation error analysis framework proposed by Liao (2010) in order to evaluate the translation accuracy of students. The data collected from written documents (students' translation assignments) was analysed, and errors were classified into three categories based on the proposed model: rendition errors, language errors, and other errors. These mistakes were analysed in order to draw conclusions. Students made errors in all three disciplines, as indicated by the results. This analysis enables students to recognise and correct their errors, resulting in a deeper understanding of the target language and improved translation skills overall. In addition, it offers insightful pedagogical implications.
Keywords: Translation Errors, Error Analysis, Translation Skills, Translation Process, Linguistics Errors

Introduction
One of Malaysia's most valued advantages is the country's diversity of cultures and languages. Because of the wide variety of ethnic groups that make up Malaysia's population, including Malays, Chinese, Indians, and indigenous people, the country is home to many different languages, dialects, and cultural traditions. Introducing the value of translation abilities in this context might be seen as crucial in establishing an important connection between Malaysia's many linguistic communities. Between speakers of many languages, it makes efficient communication, comprehension, and collaboration possible. Without translation, language

barriers could make it difficult for people to communicate with one another, access information, and work together as a community. Additionally, by translating articles, papers, and resources into other languages, more people have access to important information. The enhancement of equal access to education, work, and involvement in numerous sectors is made possible by this diversity, that helps in both social and economic development. Nevertheless, due to the demand for translation services in industries including the government, commerce, tourism, media, and education, those who are proficient in translation might pursue attractive professions as translators, interpreters, language consultants, or translation specialists.

In addition to this study, the purpose of teaching students about translation is to demonstrate how it promotes cross-cultural communication and understanding. It makes it possible for more individuals to discover and appreciate literary works, folktales, and cultural expressions from many communities. Through translation, many cultural viewpoints can be appreciated, conserved, and understood, promoting social cohesiveness, tolerance, and respect for one another. Moreover, stressing how translation aids in the development of a peaceful, diversified community. By facilitating communication and understanding between various language communities, translation plays a crucial role in helping Malaysians of different backgrounds overcome linguistic barriers, foster empathy, and foster stronger relationships. Translation also helps to preserve Malaysia's rich linguistic heritage. By translating materials into minority languages and dialects, translators aid in the resuscitation and preservation of endangered languages. This preservation is essential for safeguarding Malaysia's overall language diversity, cultural identity, and historical knowledge.

However, translating involves converting written text from one language to another, which is a challenging procedure. Considering each language has a distinct syntax and sentence structure, this process may be difficult. Both the source and target languages must be well-versed for a translator to be successful. Additionally, cultural, and linguistic differences must be taken into consideration by translators. The intended meaning of the original text must be accurately translated into the target language, which requires a thorough understanding of both culture and language (Longinovic, 2002; Joyce, 2018; Ying et. al., 2018; Mohammad et al., 2018).

Translating is not an easy task since each language has its own unique qualities and cultural aspects (Darmayanti, 2020). As a translator, we will face various challenges throughout the translation process to ensure a high-quality translated text (Anindya & Yonatri, 2022). The writing style and language features of the original language, grammar, and vocabulary conventions as well as cultural elements of the source language, the contextual background of the original text, the target readers' expectations, language conventions and cultural norms of the target language, the context in which the translation is read, and the translator's personal attitude will influence the quality of a translation and translation process (Merç, 2019; Shadiev & Huang, 2019; Dai, 2019).

Errors are an important aspect of the language-learning process, particularly in translation. It is because errors indicate that students are actively experimenting with their language skills (Dodds, 1999). Identifying the errors made by students is important because it reveals the quality of a translation and provides insight into the translation learning process (Seguinot, 1990). Moreover, error analysis has been shown to be an effective tool for evaluating student translations, the more errors a student makes, the lower the quality of their translation (Na Pham, 2005).

These problems must be eradicated to ensure that our multicultural nation's translation skills are accurate and effective. This aligns the study with the research's objectives.

Research Objectives
The following are the objectives of this study
1. to analyse translation errors using the proposed framework for translation error analysis.
2. to qualitatively identify the translation errors made by the students based on the proposed framework for translation errors.
3. to provide pedagogical implications based on the finding of translation issues.

Literature Review
Translation Errors Framework
This study adopts the typology of Translation Errors Framework proposed by Liao (2010). The framework emphasised three distinct domains
Construction Errors: Mistakes or inaccuracies that occur during the translation of the source text into the target language are referred to as rendering errors. These mistakes may involve grammar, syntax, vocabulary, style, or register. Translation errors are unique to the act of translation and can be caused by a variety of factors, including insufficient language proficiency, absence of subject matter knowledge, or inadequate translation strategies.
Language Errors in language are errors that have nothing to do with the act of translation but derive from insufficient knowledge or command of the target language. These errors may involve grammar, vocabulary, syntax, or other aspects of language. When a translator lacks proficiency or comprehension of the target language or is unfamiliar with the linguistic conventions and norms of the target language, language errors may occur.
Miscellaneous Errors: Errors that do not specifically fit under the categories of rendition errors or language errors. Errors may include formatting errors, punctuation errors, typographical errors, terminology inconsistencies, and content omissions/additions. Miscellaneous translation errors may be unintentional or the result of oversight or carelessness.

Classification of Error Types by Liao (2010)

Rendition Errors	R1: Misinterpreting the source text.
	R2: Insufficient rendering, which differentiates the translation from the original text.
	R3: Excessive rendering, which differentiates the translation from the original text.
	R4: Subtle difference of meaning between the source and target texts; insufficient accuracy.
	R5: Misinterpretation due to unawareness of terms.
Language Errors	L1: Grammatical mistake or ungrammatical syntax of target language
	L2: Awkward expression, including ambiguous meaning, mismatch, redundant words and unnecessary repetition, etc.
	L3: Inappropriate register.
	L4: Excessive literal translation, which leads to ambiguous translation.
	L5: Excessive free translation, which differentiate the translation from the original text.
	L6: Incorrect character, improper punctuation marks or inconsistency in term translation.
Miscellaneous Errors	M1: Missing parts in the target text; omission.

Overall, Liao's proposed taxonomy provides a clear and organised method for identifying and classifying errors in translations, which can be useful for identifying development possibilities and educating future translators. Translators can improve their skills and provide translations that are accurate and idiomatic in the target language by gaining a comprehension of the specific types of errors that occur in translations.

Elahi et al (2020) conducted a study to investigate the errors in the English translations of Persian public signs. Liao's (2010) classification framework identifies three major categories of errors: rendition errors, language errors, and miscellaneous errors. The study revealed that Language Errors were the most commonly observed form of error. These results suggest that the translators responsible for the translation of Persian public signs may not have had adequate knowledge of the target culture. This lack of cultural knowledge likely contributed to a higher rate of Language Errors, which typically occur when the translator is unfamiliar with idiomatic expressions, colloquialisms, and cultural references in the target language. These findings can be used to develop policies and guidelines for the translation of public signs, ensuring their veracity and cultural sensitivity. Moreover, the study has implications for the tourism industry, particularly in Iran as a tourist destination. Tourists who do not speak Persian frequently rely on public signs for information and direction, highlighting the significance of accurate and culturally sensitive translations.

Translation Errors & Translation Error Analysis
Extensive translation errors can be challenging to define and identify (Neubert & Shreve, 1995). They can be interpreted as either a weakness in the target text or a lack of equivalency between the source and target texts. When seen from the perspective of equivalence, translation errors can be viewed as inadequacy in the target text or an absence of equivalent

between the source and target texts (Dewi, 2015). While some academics believe that translation errors are the consequence of weaknesses in the translator's abilities, others believe that they are the result of severe denotational inconsistencies between the source and target texts or of inconsistencies with the target language system.

Whereas the process of locating, examining, and categorising translation errors is known as translation error analysis which is to find areas for improvement in the translation process and to create plans for lowering the frequency and severity of errors in future translations, it is often carried out by competent linguists or translation experts. Translations of written documents, spoken language, or both can benefit from translation error analysis. It includes carefully inspecting the source text, the target text, and the translation procedure to identify any potential flaws or issues. Once errors have been found, they are often categorised based on a number of factors, including their nature (for example, lexical, grammatical, or semantic), their severity, and their possible effect on the translation's overall efficacy. An important tool for enhancing the quality of translations and making sure that they accurately and successfully express the intended meaning to the target audience is translation error analysis. Hence, American Translation Association (ATA) (2010) proposed one of the main error taxonomies for translation. The American Translators Association has devised a comprehensive taxonomy for identifying and evaluating errors in professional translations. This taxonomy of 22 distinct error categories is a useful tool for translators and translation evaluators in their endeavours to produce high-quality translations. The ATA error translation taxonomies provide a standardised framework for identifying and classifying errors in translations and have been extensively adopted as a benchmark for evaluating the performance of translators and the quality of their work.

There have been numerous studies employing various frameworks for the analysis of translation errors. Due to the diversity of these studies, the field of research pertaining to the comprehension of specific categories of translation errors remains unexplored. This is important in enhancing efforts to produce high-quality translations. Despite the immense quantity of research that has been conducted, the diversity of these studies makes it challenging to consolidate the findings and identify similarities between studies. This study will therefore further explain the results and findings to provide clarification on the significant reasons for identifying and analysing the translation errors made by students and to examine the pedagogical implications of teaching translation skills.

Methodology
This study's data includes the results of translations produced by students registered in a translation course. The text data employed includes translations of the broad text from English to Malay. Approximately 300 words of the source text were translated by 15 students during the lecture period. This study investigated the categories of errors that students make when translating from English to Malay utilising a qualitative descriptive methodology and the content analysis technique. The subjects of the investigation were texts translated by 15 students registered in a translation course. The study was based on the primary text, which was approximately 384 words long and selected from the general text. The method of data collection involved a comparative analysis of the source text (ST) and the translated text (TT) in order to identify and analyse translation errors. Then, these errors were classified according to Liao's (2010) Classification of Error Types, which provided a systematic framework for identifying and categorising students' errors. After categorising the data, a further analysis was conducted to identify specific translation errors and calculate the frequency of each error

type. This was done to acquire a deeper understanding of the most frequent translation errors made by students and to identify any patterns or trends in the errors. This study's findings have the potential to inform the teaching of translation courses, as they can be used to identify areas in which students may require extra guidance and to develop more effective pedagogical strategies.

Results and Findings

As mentioned previously, the errors made by the students in their translated texts were compiled and categorised according to Liao's (2010) taxonomy. This taxonomy is divided into three primary categories: rendition errors, language errors, and miscellaneous errors. In order to precisely distinguish the errors made in the Malay translations of the analysed texts, the subcategories of this error classification were also used. To ascertain the frequency of each error category and subcategory, comprehensive data analysis was conducted. To achieve this, the total frequency of each category was taken into account and then summarised in Table 3.

Table 3
Total Frequency of Translation Errors

Translation Errors	Number
Rendition Errors	69 (27%)
Language Errors	176 (69.3%)
Miscellaneous Errors	9 (3.7%)
TOTAL	254 (100%)

According to the data presented in Table 3, an analysis of the errors shown in the study reveals that the category of errors that occurred most frequently was language errors. Specifically, 176 errors (69.3%) out of a total of 254 errors were classified as language errors. In terms of the second most prevalent category of errors, the data reveals that 69 (27%) of the total 254 errors recorded were rendition errors. The data also indicates that miscellaneous errors ranked third in terms of incidence, with 9 errors (3.7%) out of a total of 254 errors recorded. The analysis of the study's errors reveals that language errors were the most prevalent category. In order to reduce the occurrence of these types of errors, it is necessary to place a greater emphasis on language proficiency and translation skills, according to these earlier findings. The objective of this analysis is to identify the most common categories of translation errors and provide a general overview of the translations' quality. This data can be used to make inferences and draw conclusions regarding the overall performance of the translators and the translated texts, as well as to identify areas for improvement.

The majority of the subcategories displayed in Tables 4, 5, and 6 are forms of translation errors made by students. For each table, a detailed discussion of sub-categories of translation errors will be presented. However, R4 and L5 are the only subcategories in which students do not make any translation errors.

Table 4

Frequency of the Sub-Categories of Rendition Errors

Rendition Errors	Number	Percentage
R1: Misinterpreting the source text.	18	26
R2: Insufficient rendering, which differentiates the translation from the original text.	5	7.3
R3: Excessive rendering, which differentiates the translation from the original text.	6	8.7
R4: Subtle difference of meaning between the source and target texts; insufficient accuracy.	0	0
R5: Misinterpretation due to unawareness of terms.	40	58
TOTAL	69	100

Rendition errors refer to inaccuracies in the translation of the source text's meaning to the target text (Jahanshahi & Kafopour, 2015). These subcategories include misinterpretation of the source text, insufficient rendering, excessive rendering, subtle meaning differences between the source and target texts, and misinterpretation due to unfamiliarity with the term. As mentioned previously, the frequency of rendering errors for the subcategories is shown in Table 4.

R1: Misinterpreting the source text
Inaccurate translations can be caused by a variety of factors, including the selection of inappropriate equivalents. This can result in misunderstanding and imprecision in the final translation. The selection of insufficient equivalents can also lead to cultural and idiomatic misunderstandings, which may impede the comprehension of the translated text. These types of errors can range from simple typographical and grammatical errors to more complex issues, such as the incorrect translation of technical and specialised terms.

The following is an example of a translation based on the R1 translation error that has been found in the translation text

Source Text:	Winning the battle against this lifestyle disease.
Target Text:	Memenangi pertempuran terhadap gaya hidup penyakit.
Suggestion:	Berjuang menentang penyakit yang diakibatkan oleh gaya hidup.

Based on the example provided, it is evident that the translation contains errors related to equivalent made by the student regarding the word 'battle' and the phrase 'lifestyle disease'. These mistakes occur because the contextual meaning within the sentence was not considered, resulting in a misinterpretation of the intended meaning. For instance, translating the word 'battle' literally as 'pertempuran' without considering the context in

which it is used, results in a misinterpretation of the sentence. Similarly, the phrase 'lifestyle disease' which refers to a condition caused by one's lifestyle, is not accurately translated as "gaya hidup penyakit' but rather it has a specific meaning. It emphasises the importance of context and cultural background in translation and how they can significantly affect the precision and effectiveness of the translated text. In order to ensure accuracy and efficiency, this study suggests improvements for the translation as explained in the "suggestions" section.

R2: Insufficient rendering

Insufficient rendering errors occur when the translation fails to convey the source text's complete meaning. The translation's meaning differs from the original's. This type of inaccuracy can be caused by unfamiliarity with the original text, cultural or idiomatic variances, or a difficulty to find the right words or phrases to represent the meaning. Translators must be aware of this type of inaccuracy and take steps to ensure that the translation accurately corresponds to the original content in order to avoid confusion or misinterpretation.

The following is an example of a translation based on the R2 translation error that has been found in the translation text

Source Text:	We have the highest incidence of diabetes in the whole of South-East Asia
Target Text:	Kita mempunyai insiden diabetes tertinggi di seluruh Asia Tenggara.
Suggestion:	Malaysia merupakan negara yang mempunyai kadar diabetes tertinggi di seluruh Asia Tenggara

It can be seen that the clause in question has two words that make the translation appear unusual, both in terms of meaning and sentence structure. Specifically, the term "we" cannot be accurately translated as "kami" since it refers to the country of Malaysia and using it as a pronoun for a country is considered improper in Malay. Moreover, the term "incidence" is not suitable when simply borrowing the word without proper context. It refers to the "rate" or "frequency" of an occurrence. By making the suggested changes to the translation, we can greatly improve the English translation by taking context into account.

R3: Excessive renderin

Excessive rendering happens when a translator provides more information in the target language than is necessary or already present in the source language. When translating a source language's implicit meaning, this can happen. The translation may be wordy or repetitious, making it hard for readers to understand.
According to Liao (2010), excessive rendering is a common issue in translation and can be difficult to avoid, especially for inexperienced translators who may lack the skills and expertise to make nuanced decisions about what to include or remove in the target language.

The following is an example of a translation based on the R3 translation error that has been found in the translation text

Source Text:	There are many reasons for this but it's mainly dietary choices which include highly refined carbohydrates and lack of exercise.
Target Text:	Terdapat pelbagai asbab, namun pengambilan karbohirat halus dan tabiat kurang bersenam menjadi punca insiden sedemikian berlaku.
Suggestion:	Sebab utama peningkatan kadar pesakit diabetes adalah berpunca daripada kurangnya bersenam dan diet yang mengandungi karbohidrat bertapis yang tinggi.

In the given example, the word "incidence" translated as "insiden" in the target text is unnecessary and does not contribute to the sentence's meaning. It distorts the message and is unnecessary in the translation. We can improve the translation by considering all contextual factors and ensuring clarity by implementing the suggested changes.

R4: Subtle difference of meaning between the source and target texts.

No translation errors in this section.

R5: Misinterpretation due to unawareness of terms
This form of translation error occurs when current or unfamiliar sentences from the source text are mistranslated. If these expressions are ignored, the translation may be vague and confusing.

This is an example of a translation error found in the text, based on the R5 translation error:

Source Text:	There are many reasons for this but it's mainly dietary choices which include highly refined carbohydrates and lack of exercise.
Target Text:	Terdapat pelbagai asbab, namun pengambilan karbohirat halus dan tabiat kurang bersenam menjadi punca insiden sedemikian berlaku.
Suggestion:	Sebab utama peningkatan kadar pesakit diabetes adalah berpunca daripada kurangnya bersenam dan diet yang mengandungi karbohidrat bertapis yang tinggi.

The example provided above demonstrates the occurrence of translation errors when dealing with specific technical terms such as "refined carbohydrates." In this case, the term has been translated literally as "karbohidrat halus," which is inaccurate and fails to convey the correct meaning. A more accurate translation would be to adopt the term "carbohydrates" and translate it to "karbohidrat" since it has been assimilated into the Malay language as a borrowed word. However, the error arises with the word "refined," which has been translated as "halus," resulting in the incorrect term "karbohidrat halus."
Scientific dictionaries show no equivalent term for "karbohidrat halus," but rather the correct term for "refined carbohydrates" is "karbohidrat bertapis." This term refers to carbohydrates that have had nearly all of their fibre, vitamins, and minerals removed.

This example shows the need of researching terminology and choosing the right phrases to avoid inaccuracies and preserve translation integrity. Translators must investigate and learn the original language's technical terms or jargon to produce accurate translations.

Table 5
Frequency of the Sub-Categories of Language Errors

Language Errors	Number	Percentage
L1: Grammatical mistake	33	18.7
L2: Awkward expression	22	12.5
L3: Inappropriate register	16	9
L4: Excessive literal translation	14	8
L5: Excessive free translation	0	0
L6: Incorrect character, improper punctuation marks or inconsistency in term translation.	91	51.8
TOTAL	176	100

Language errors constitute Liao's model's second category of translation errors. The target text's difficult expressions cause these issues. Grammatical errors, awkward expression, inappropriate register, excessive literal translation, excessive free translation, and inaccurate character use are linguistic errors. Translators must be knowledgeable about these language faults and minimise them to provide accurate and effective translations. Table 5 shows language error frequency and percentage, as indicated by Kafipour and Jahanshahi (2015).

L1: Grammatical Mistak
Both human and computer translations can have grammatical inefficiencies. Translators may make errors in verb tense, subject-verb agreement, word order, pronouns, articles, prepositions, conjunctions, etc. Not knowing the target language's grammar, time constraint, or not paying attention might cause these errors. Translators can increase the accuracy and fluency of their translations by recognising and correcting these errors.

This is an example of a translation error found in the text, based on the L1 grammar mistake:

Source Text:	The one most at-risk would be those with a strong family history in their first-degree relatives such as their siblings or parents.
Target Text:	Golongan yang paling berisiko adalah mereka yang memiliki sejarah keluarga diabetes yang kuat di kalangan saudara terdekat seperti adik-beradik atau ibu bapa mereka.
Suggestion:	Golongan yang paling berisiko adalah mereka yang memiliki sejarah keluarga diabetes yang kuat dalam kalangan saudara terdekat seperti adik-beradik atau ibu bapa mereka.

Based on the example above, it is clear to see that the preposition "di" in the Malay language is a grammatical element that is specifically used in front of nouns or noun phrases to indicate location or place. However, the use of preposition "di" before the noun "kalangan" in this context is deemed to be grammatically incorrect, as the noun in question does not pertain to a physical location, but rather, it pertains to an environment or a group of people, which does not possess any physical space or distance. Therefore, it is imperative to understand the usage

of "di" as a preposition in the Malay language, as it should only be employed when referring to a physical location. Considering this, it can be inferred that the appropriate lexical replacement for the preposition would be "dalam", as demonstrated in the suggested sentence. This is because "dalam" indicates that the noun "kalangan" is within a certain group, and it refers to an environment that does not have space or distance, rather than indicating a physical location. Hence, translators must comprehend prepositional differences to translate well.

L2: Awkward Expression

The second category of linguistic errors includes awkward expressions with ambiguous meanings, mismatches, redundant phrases, and repetition. These target text errors may interfere with comprehension. Inconsistencies between the source and target texts, especially when repeated, may cause the translation incomprehensible.

This is an example of a translation error found in the text, based on the L2 awkward expression

Source Text:	If you have a diabetes, most of time, you will only know when you have a medical check-up.
Target Text:	Jika anda menghidapi diabetes, anda hanya akan mengetahui penyakit diabetes yang dihidapi apabila anda menjalankan pemeriksaan diabetes.
Suggestion:	Kebiasaannya penyakit diabetes yang dihidapi hanya akan diketahui apabila pemeriksaan kesihatan dijalankan.

The term "diabetes" appears three times in the translated text, as seen in the example above. This form of repetition is often considered as unnecessary in translation because it can result in unfamiliar language in the final translation. When a single word is repeated several times, it might have a negative impact on the clarity of the intended message. Given this translation error, it is recommended that a more appropriate translation be used, as noted in the "suggestion" section. This translation would be clearer and more effectively communicate the intended message to the reader.

L3: Inappropriate Register

In linguistics, register describes how formally, informally, or technically a language is employed depending on the audience or purpose (Liao, 2010). A translator must be knowledgeable in the correct register for the content they are working on. In a legal document, for instance, a formal register would be more acceptable, whereas in a chat, an informal register would be more natural. However, translators frequently fail to account for register, which results in inaccurate translations. Such mistakes could negatively impact the readability and comprehension of the translated text for both the original and target audiences. To achieve an accurate translation, translators need to pay attention to the text's register and ensure the register in the target language is consistent with the register in the source language.

This is an example of a translation error found in the text, based on the L3 translation errors:

Source Text:	The commonest type of diabetes is type 2 diabetes, and most patients are asymptomatic.
Target Text:	Jenis diabetes yang biasa dijangkiti merupakan diabetes jenis 2 dan kebanyakan pesakit tidak bergejala.
Suggestion:	Jenis diabetes yang biasa dihidapi merupakan diabetes jenis 2 dan kebanyakan pesakit tidak bergejala.

As observed in the above example, the use of the word "dijangkiti" to refer to diabetes is an error in translation in terms of accuracy and context of use. This is because the word "dijangkiti" carries the connotation of something that spreads or moves. Diabetes does not possess such characteristics. The crucial factor in translation is the appropriateness of equivalence, which ensures that the intended meaning of the source text is accurately conveyed in the translated text. The process of revising the translation necessitates proposing alternative word choices for "dihidapi".

L4: Excessive Literal Translation
An excessively literal translation fails to communicate the original text's meaning. When a translator focuses on retaining the source text's terminology and structure rather than conveying the meaning in an idiomatic and natural way in the target language, this could result. This might cause awkward, confusing, or inaccurate translations.

This is an example of a translation error found in the text, based on the L3 translation errors:

Source Text:	Winning the battle against this lifestyle disease
Target Text:	Memenangi pertempuran terhadap penyakit gaya hidup.
Suggestion:	Berjuang menentang penyakit yang diakibatkan oleh gaya hidup.

Based on the example, it is evident that the mistake made by the student in their translation is a result of a literal translation of the entire sentence, leading to a lack of clarity in the conveyed meaning within the source text. This error is not only present at the level of meaning, but also in terms of sentence structure within the target language. For instance, the translation of the noun phrase "lifestyle disease" to "penyakit gaya hidup" demonstrates the incorrect interpretation of the meaning. The noun phrase "lifestyle disease" refers to a disease caused by one's lifestyle, not to the notion that the lifestyle itself is a disease. An inaccurately constructed phrase can result in vague and ambiguous meaning. Through this translation suggestion, it is apparent that the sentence's meaning can be effectively translated when a meaning-focused approach is utilized during the translation process.

Liao (2010) argues that excessive literal translation is typical in translation based on the faults above. Translators must be aware of this issue and attempt to produce natural translations in the target language.

L5: Excessive Free Translation

No translation errors in this section.

L6: Incorrect Character, Improper Punctuation Marks, or Inconsistency in term translation.
Translation spelling and punctuation problems are the sixth category of linguistic error. Mistakes in translation cause inconsistency errors.

This is an example of a translation error found in the text, based on the L6 translation errors:

Source Text:	Diabetes is expected to hit 7 million Malaysians by 2025.
Target Text:	7 juta rakyat Malaysia dijangka menghidapi Diabetes menjelang 2025.
Suggestion:	7 juta rakyat Malaysia dijangka menghidapi diabetes menjelang 2025.

As a common noun, "diabetes" should be capitalised at the start of a sentence. It's lowercase when it's in the middle of a sentence. This error emphasises the importance of spelling, especially for proper and common nouns.

Table 6
Frequency of the Sub-Categories of miscellaneous errors

Miscellaneous Errors	Number	Percentage
M1: Missing parts in the target text; omission.	9	100
TOTAL	9	100

The translated version omits parts of the source content. According to Jahanshahi & Kafipour (2015), miscellaneous errors occur when parts of the original text are not translated.

M1: Missing parts in the target text; omission

This is an example of a translation error found in the text, based on the M1 omission:

Source Text:	It's mainly driven by an **obesogenic** environment that encourages underactivity and snacking and eating large portions of refined carbohydrates such as cereals, chocolates, white rice and white breads.
Target Text:	Diabetes didorong oleh persekitaran yang sentiasa mendorong kepada kurangnya aktiviti dan pengambilan snek dan makanan jenis karborhidrat yang banyak seperti bijirin, coklat, nasi dan roti putih.
Suggestion:	Diabetes didorong oleh persekitaran **obesogenik** yang menggalakkan kurangnya aktiviti fizikal serta pengambilan snek dan makanan karbohidrat bertapis dalam jumlah yang besar seperti bijirin, coklat, nasi dan roti putih.

This example has untranslated source text. The target text has no 'obesogenic' information, while the source text has. "Environment" additionally seems too general for it to convey the source text's meaning.

Implications on Pedagogical
Error analysis researchers emphasise the importance of fixing errors. Errors weigh three ways, according to (Corder, 1967). As a translation instructor, careful analysis of student errors reveals their progress towards the aim. Errors also allow instructors to assess their teaching techniques and materials and make adjustments. Errors help instructors identify student weaknesses and provide intent guidance and clarification. However, it is essential to

focus on three key aspects when providing guidance and clarification in order to enhance the quality of students' translation skills; these include pedagogical translation and the teaching of translation, the development of a comprehensive translation curriculum, and the selection of appropriate content and methodologies for translation teaching.

Secondly, errors are important indicators in language teaching through translation research. Researchers can learn how translators learn a new language by analysing errors. This material can help students grasp language proficiency and its many approaches. Error analysis may improve language learning and policy. Thus, translation error analysis can enrich language learning and teaching.

Thirdly, errors play an essential role in the personal development of translators, functioning as a learning tool (Corder, 1967:51). Errors indicate a student's lack of fluency in the target language, according to Bell (1981:12). Errors identify areas where translation learners require more practise and emphasis. These errors show the instructor that the student needs more practise in order to become a proficient translator.

Thus, translating errors must be addressed to gain insights into students' progress, teaching methods, language proficiency, and personal development. Translation errors can improve language learning and research. The above translation error analysis additionally alerts instructors of student translation failures that can be corrected and improved. Frequency analyses can help translation instructors identify prevalent errors and prioritise their teaching efforts. Language-related translation errors predominate. To improve translations, students' language proficiency must be strengthened. Language skills are needed for translation; thus school and university language courses should strengthen them. High-quality translations require language proficiency.

Conclusions

Liao's typology has the potential to facilitate the categorisation of translation errors. Translators, researchers, and instructors can better understand translation errors. Typology also organises translation error analysis. Error categorisation reveals patterns and translation problems. This analysis helps professional advancement in the area of translation. Results showed that errors provide instructors with the opportunity to evaluate their teaching methods and instructional materials, enabling them to make improvements as needed. Besides that, errors play a crucial role in enabling instructors to discover areas of weakness in students and offer specific guidance and clarification. Furthermore, errors play an important part in language instruction within the context of translation research, as they enable students in acquiring language proficiency and understanding various strategies for enhancing language learning and policy. Errors are also deemed as a crucial component in the process of personal growth for translators, serving as a valuable educational tool that helps highlight specific areas where translation students need additional practise and focus. These indicate that Liao's typology helps translators avoid common errors and understanding them helps translators to have better translations. Thus, Translation courses can use Liao's typology as indicated in the results from the abovementioned findings. By demonstrating various translation errors, instructors can help students avoid or correct them and prepare students for employment and offer valuable and insightful information. Translating documents, websites, and other content from Bahasa Melayu to English or vice versa assures that people of many linguistic backgrounds can understand and use the information. Nevertheless, promoting translation requires a well-designed curriculum, experienced instructors, and adequate resources. Proficiency in both the original and target languages is a prerequisite for

diploma students to undertake translation tasks. Nonetheless, the present investigation did not place emphasis on translation errors related to legal, hospitality, and government domains. Mastery of specialised knowledge and terminology is necessary in these domains, and precise translation is of utmost importance to guarantee efficient communication and adherence to regulatory requirements. By placing emphasis on these particular domains and the potential ramifications of translation errors within them, students can cultivate an enhanced comprehension of the significance of precision, cultural awareness, and domain-specific expertise in their translation endeavours.

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