



INDONESIAN EFL LEARNERS' ERRORS IN IDIOMATIC EXPRESSIONS: TEACHERS' & STUDENTS' PERSPECTIVES

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Abstract:

In an Indonesian setting, writing proper idiomatic expressions poses significant challenges for the majority of EFL students. Oftentimes, the idiomatic meanings deviate from the literal meanings and students are affected by their own first language and cultural contexts in usage. Therefore, this study explores the erroneous mistakes made by Indonesian EFL students and offers insights into teachers' and students' perspectives. This research will primarily examine the factors that influence university-level Academic Writing class students in incorrectly translating idiomatic expressions from the source language to the target language. The data for analysis was retrieved from students of Academic Writing classes from two different universities in West Java and Central Java to provide a comparative context in analyzing their mistakes. A comparative descriptive approach was applied, as this was deemed more appropriate for a study on semantic and translation strategies. The research results revealed that the study participants primarily experienced L1 interference, insufficient linguistic and grammatical knowledge, and a lack of lexical knowledge. Another obstacle was the students' tendency to not heed cultural aspects in their writing and translating. Consequently, it is essential for EFL learners to be able to properly understand and translate idiomatic expressions in their writing to improve their target-language proficiency. Thus, instructors and students play crucial roles in successfully traversing this linguistic endeavor. Through proper instruction and active engagement, EFL learners can improve their linguistic mastery and cultural fluency, facilitating them to write more naturally in English.

Keywords: idiomatic expressions, EFL university students, academic writing, translation errors, comparative descriptive approach

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1. Introduction

In Indonesia, English has a status as a foreign language. It is commonly known as EFL. Related to the theory of World Englishes (WE), the position of English is in the Expanding Circle. As stated by Kilickaya (2009), there are three circles proposed by Kachru (1997). The three circles divide the English-using world. They are the Inner Circle, which includes the native English-speaking countries like England, the USA, and Canada. The next circle is called the Outer Circle, consisting of former colonies such as India, South Africa, and Nigeria. Finally, there is the Expanding Circle. It is comprised of countries such as China, Japan, and Turkey, which are affected by the Western world. In this circle, English is becoming an important language in business, science, technology, and education.

Related to the position of English in Indonesia, it can be predicted that there are some, if not many, problems faced by English language learners. One of the problems is a lack of exposure to English. Interactions in this international language may not be as adequate as various Indonesian counterparts living in the inner or outer circles. This lack of exposure unavoidably influences the way Indonesian language learners learn this international language. Many aspects are affected by this lack of exposure. One of the influences can be seen in sentence-making, for instance. English language learners may face interference with Indonesian grammar rules. A study by Rohmatunisa (2014) on four undergraduate university students majoring in English found that these students had problems dealing with cognitive, psychological, and linguistic problems. These students were taking an Argumentative Writing course. Another influence can be seen in the aspect of pronunciation.

A study by Monfared et al. (2018) also discovered a similar finding. They investigated the attitudes of 260 English teachers from India and Iran as members of the Outer Circle and Expanding Circle, respectively. Using a questionnaire, this study measured the cognitive, affective, and behavioral attitudes of teachers towards their own English accents in two circles, which included the most users of English in the globalized world. The results showed that teachers in the Expanding Circle (Kachru, 1992), compared to those in the Outer Circle, had an exonormative orientation, favoring native-speaker and mostly American English pronunciation. Exonormative itself means tending to look outward and rely on foreign forms and customs.

Sharahil et al. (2022) mentioned that worries dealing with the methods, procedures, or strategies of translating idiomatic expressions are crucial in the field of translation. The underlying reason is the fact that they are mostly culture-specific. Therefore, they may trigger difficulties in their rendition, especially when the languages involved are very distinct, such as English and Arabic, for example.

Looking at the essence of the difficulties in translating idiomatic expressions in writing, the researchers then decided to conduct this study. The primary focus of this research is on the use of idiomatic expressions found in university students' writing. Therefore, this study is guided by one research question:

- What factors influence Academic Writing students to make mistakes in translating idiomatic expressions?

Data was mainly derived from students' writing from two private universities in Indonesia. This study hopefully can be useful for students of Academic Writing or Argumentative Writing classes, so that they can learn valuable aspects related to idiomatic expressions. This study is also expected to be useful for lecturers of advanced writing classes. Hopefully, they will be better able to understand students' errors in translating idiomatic expressions and help them to solve this problem.

2. Literature Review

2.1 Problems in Translation

Tanipu (2010), in citing from Newmark (1981), mentioned that there are two kinds of translation errors. The first is referential, and the other is linguistic. Referential errors refer to facts and proposition content, or a lack of the translator's knowledge of various facets related to the source language. The second type of error, linguistic errors, are related to words, phrases, clauses, sentences, idioms, collocations, as well as pronouns.

2.2 What are Idiomatic Expressions?

According to Ball (2023), idiomatic expressions are groups of words with an established meaning that is unrelated to the meanings of the individual words. Idiomatic expressions are sometimes called idioms. An idiom can be very 'colorful' in meaning, in that it may have several meanings in various contexts and can create a 'picture' in our minds.

Idiom-processing studies pay great attention to the relationship between idiomatic expressions as a whole and their fundamental or basic words. Most research has focused on the semantic properties of the constituent words. However, the orthographic form can also play a role in processing (Ferdy et al., 2022). Sharahil et al. (2022) stated that idioms constitute an essential part of language and are common in our daily communication. They are considered to possess uncommon linguistic characteristics and high degrees of linguistic and cultural specificities. Due to this, they pose various obstacles for native and non-native speakers of a language, as well as translators. A sample of 80 idiomatic expressions was analyzed based on Baker's (2018) taxonomy and a model by Nababan et al. (2012). A comparative-descriptive approach was applied. First, the SL (source language) idiom was compared with its TL (target language) counterpart to identify the strategy used and to assess if there was any loss of meaning. Then the frequencies of the strategies adopted were calculated. The findings reveal that four primary strategies were employed: paraphrasing, total equivalence, literal translation, and partial equivalence. Mesian et al. (2021) reaffirmed this idea. They stated that literally plausible idiomatic expressions can activate both figurative and literal interpretations which convey different meanings.

There are some theories of idiomatic expressions. First, there is the Syntactic Theory. According to Jackendoff (1987), the Syntactic Theory suggests that idioms are

expressions which are syntactically complex. These expressions cannot be understood by analyzing the individual words. The meaning of an idiom is derived from the combination of words, as well as the context in which it is used. This theory was proposed by a linguist, Ray Jackendoff, in 1972. Another theory is called the Semantic Theory of Idioms, as proposed by a linguist, Paul Grice, in 1975 (Wharton, 2002). This theory suggests that idioms are composed of two parts: a literal meaning and a figurative meaning. The literal meaning is the literal interpretation of the words. The figurative meaning is the implied meaning. When someone says, "I see you've spoken to my secretary" but the person is referring to his six-year-old daughter, he is using a figurative meaning. He is saying that the daughter has done a secretary-like duty, like answering the telephone. Another example is when someone says, "The head-teacher is a fascist". It does not mean that the head-teacher is someone with particular right-wing political views. It can mean that the head-teacher is someone with fascist-like tendencies. For example, the individual may be considered to be dogmatic, unreasonable, or inflexible.

Searle (1999) proposed The Pragmatic Theory of Idioms. This theory suggests that the meaning of an idiom is derived from the context in which it is used. This theory was put forward by a linguist, John Searle, in 1979. Searle suggested that "can you", "could you", "I want you to", and many other forms are conventional ways of making requests. Searle also stated that it is okay to say that they are idioms. At the same time, they do not have an imperative meaning. Politeness is the most prominent motivation for indirectness in requests, and certain forms naturally tend to become conventional polite ways of making indirect requests.

The next theory is called the Cognitive Theory of Idioms. This theory suggests that the meaning of an idiom is derived from the speaker's mental processes. This theory was proposed by a linguist, George Lakoff, in 1980. ICLA (n. d.) revealed that Cognitive Linguistics grew out of the work of a number of researchers in the 1970s who were interested in the relationship between language and the mind. The "cognitive-linguistic" theory suggests that idiomatic expressions are formed from the combination of two or more words that have a figurative meaning and that the figurative meaning is based on the cognitive context in which the expression is used.

Sipayung (2017) claimed that idiomatic expressions are phrases or expressions that have a figurative meaning that is different from the literal meaning of the words. They are often used to convey a particular sentiment or emotion, and they are often used in everyday language. Theories of idiomatic expression have been developed to explain the origin and use of these expressions. One theory is the "lexical-semantic" theory, which suggests that idiomatic expressions are formed from the combination of two or more words that have a literal meaning, but when combined, they create a figurative meaning. This theory advocates that the figurative meaning of an idiomatic expression is based on the literal meaning of the words, and that the figurative meaning is derived from the context in which the expression is used.

Another theory similar to the lexical-semantic theory is the "cultural-linguistic" theory, which puts forward that idiomatic expressions are formed from the combination

of two or more words that have a figurative meaning, and that the figurative meaning is based on the cultural context in which the expression is used. This theory suggests that the figurative meaning of an idiomatic expression is based on the cultural context in which it is used, and that the figurative meaning is derived from the cultural context in which the expression is used. Sharifian (2017) stated that Cultural Linguistics is a multidisciplinary area of research that explores the relationship between language, culture, and conceptualization. For Cultural Linguistics, many features of human languages are entrenched in cultural conceptualizations, including cultural models.

Overall, the theories of idiomatic expressions suggest that the figurative meaning of an expression is based on the context in which it is used and that the figurative meaning is derived from the context in which the expression is used. These theories provide insights into the origin and use of idiomatic expressions. This can help to explain why certain expressions are used in certain contexts.

2.3 Previous Studies

In 2010, Tanipu conducted research on the factors that cause translation errors. His respondents were translators at the Center for Language Training and Preparation for Study Abroad, Universitas Negeri Gorontalo. He found that there were referential and linguistic errors. Besides that, he also discovered some factors related to the translator, like a lack of the translator's understanding of the source language culture, insufficient knowledge and experience in translation, and a deficient amount of preparation. The next aspects were errors in translating messages from the source language to the target language and a lack of synchronization of meaning of the resulting texts.

3. Material and Method

3.1 Design

This study employed a comparative descriptive approach, which is relevant to semantics and translation research. The methodology of this study followed a study done by Sharahil et al. (2022). The researchers tried to analyze the differences in the English sentences and the intended meanings as written by the students, as shown in the table in the Appendix. This research also employed a narrative and qualitative design. The data was also derived from the respondents' opinions. In narrative research, the researcher gives the participants an opportunity to express their opinions. In a narrative analysis, the researcher analyzes the data collected from surveys, observations, interviews, or other similar methods (Harappa, 2021).

3.2 Data Collection & Analysis

Saldanha and O'Brien (2013), as cited in Sharahil et al. (2022), explained that data at the level of the individual, word, or text is micro, in contrast to that collected from institutions, societies, or organizations. The former is data types that can be utilized for

language-related research, such as the study of translation strategies. For the present study, the data gathered was micro-level data.

Data was collected from documents. From the researchers, there were 31 and 62 student essays (from Researcher A & B respectively) randomly selected and arranged systematically in a table. Altogether, there were 93 statements from 36 students from two private universities in Indonesia. The idiomatic expressions were then analyzed and discussed by the researchers, a native Indonesian and an American.

Besides the documents, data was also derived from two translation lecturers' opinions, Lecturer A and Lecturer B as well as seven students' perspectives on the common causes of mistranslations. Lecturer A (F, 44) had been teaching English at the university since 2010, majoring in linguistics, more specifically, translanguaging. Lecturer B (F, 49) had been teaching English literature at the university for twenty-five years. They were both pursuing their doctorate degree when the study was conducted.

4. Results and Discussion

4.1 Findings

The results of the study can be seen in Appendix A and Appendix B.

4.2 Discussion

From the data derived and from interviews with nine respondents, including Teacher A, Teacher B, and seven research students (Student 1 – Student 7), it can be concluded that there are four major causes of errors in idiomatic expressions written by the participants. They are L1 interference, a lack of linguistic/ grammatical knowledge, and a deficiency of lexical knowledge. Another cause is the students' tendency to not pay attention to cultural aspects in their writing and translating. They tend to write and translate expressions or sentences word by word. Interviews with lecturers were done in the second week of April 2023, while interviews with the seven students were done in the first week of May 2023. All seven students interviewed were from University B, in Central Java.

There was only one question asked to the interviewees: *What factors do you think cause students to make mistakes in translating idiomatic expressions?* For example, Table 1 shows a student-made sentence in column A, while the intended meaning is in column B.

Table 1: Sample Sentence

Student-Made Sentence	Intended Meaning
How this case usually happens is from the differences of economic between students.	School incidents usually occur due to economic differences between students.

4.3 Translation Lecturers' Opinions

In Teacher A's opinion, the sentence in column A is not grammatically problematic but is less acceptable or less common in English (L2). Sentence constructions like this occur due to cultural influences (way of thinking) and L1 interference. Indonesian speakers are used to expressing their ideas by using long and even complex sentences that are not to the point. This can be seen in everyday speech and even in the writings of Indonesian speakers. The way of speaking in Indonesian (L1) also influences the way of speaking in English (L2), especially in expressing ideas in writing. One example is the active sentence structure that is common in English (L2) changes to a passive sentence as is usual in Indonesian (L1).

Having a similar idea as Teacher A, Teacher B mentioned that there are many factors that can cause students to make mistakes in translating idiomatic expressions. In her point of view, the lack of understanding of the cultural context in which an expression is used, however, is the most significant cause of a mistake. While it is true that students may misunderstand the meanings of expressions because of their insufficient vocabulary or lack of grammatical knowledge, Teacher B sometimes found it difficult to understand certain American/ British idiomatic expressions. She also thought that idiomatic expressions are culturally embedded language use that should be learned alongside with the culture. Mastery of the language is of course a great help but when dealing with idiomatic expressions, it is not just the language, but also the language use in its socio-cultural context.

Both teachers' opinions, which emphasize the cultural aspects of language, are in line with Shojaei's (2012) research results. He investigated and identified some existing obstacles in the process of translating inter-lingual idiomatic pairs. The study analyzed such classifications. It also practically applied those qualifications for some English and the equivalent Turkish (Azeri) as well as Persian pairs. The findings showed that there are a number of factors that should be considered in order to translate idiomatic expressions correctly. The most essential factors include socio-linguistic elements, cultural aspects, linguistic and stylistic considerations, and certain meta-lingual factors.

4.4 Research Students' Opinions

There were seven research subjects who also became the respondents of this study. They were selected as respondents because they were considered senior students who were doing their research projects and were approaching graduation. They were all 2019 class-year students, around 22-23 years old. They were from University B, a private university in Central Java, Indonesia. Thus, their opinions were supposed to be representative, thorough, and adequate.

All seven student respondents who were interviewed mentioned different causes of errors in translating idiomatic expressions. Six students (Students 1, 3, 4, 5, 6, and 7) mentioned that a lack of grammatical or linguistic knowledge was the cause of translation errors. Another problem mentioned by Student 5 was insufficient lexical knowledge. Students may not have adequate vocabulary when translating some expressions or

sentences. L1 interference, or problems due to the first language structure, was also mentioned by the respondents. Students 2, 6, and 7 were certain that L1 also interfered with the students' translations. This is what Student 6 stated:

Excerpt 1:

"I also think that it is caused by L1 interference (Bahasa Indonesia), students' habit of writing in Indonesian, and their use of Indonesian structures when writing in English."
 (Student 6, interview, May 2, 2023).

The next two problems mentioned were deficient knowledge of how to translate idiomatic expressions and the habit of doing word-by-word translations. This is what Student 7 stated, *"Students usually understand English sentences by translating them literally. As a result, Indonesian students make mistakes in translating idiomatic expressions"* (Student 7, interview, May 2, 2023). One last reason was because of the differences between the two languages, both the source language (L1) and the target language (L2). This was mentioned by Student 3.

These viewpoints are in line with a study by Halim and Bustamin (2016). They conducted research on 20 students of the Civil Construction Services Study Program. The study revealed that the students' way of translating the sentences resulted in a number of problems. The problems were mistakes or deviations in the selection of parable words in Bahasa Indonesia and the arrangement of phrases and clauses. All these aspects affected the grammatical structures of the translation. Besides that, the ways the students translated the sentences were very literal or word-by-word. They lacked vocabulary, had insufficient translating experiences, and did not have adequate translating theories as well as application abilities. Table 2 displays a summary of the student respondents' opinions on their mistakes in translating idiomatic expressions.

Table 2: Research Students' Opinions

Students' Initials	Opinions
Student 1	Deficient grammatical knowledge Inadequate linguistic knowledge
Student 2	Insufficient knowledge of how to translate idiomatic expressions L1 interference
Student 3	The differences between L1 (source language) & L2 (target language)
Student 4	A lack of grammatical knowledge Deficient grammatical exploration Inadequate linguistic knowledge The habit of doing word-by-word translation
Student 5	Insufficient grammatical knowledge A lack of linguistic knowledge Limited vocabulary
Student 6	The habit of writing in Bahasa Indonesia and using Indonesian grammar (L1 habit) Deficient linguistic knowledge L1 interference

Student 7	Inadequate grammatical knowledge L1 interference

5. Recommendations

Future research can include more student respondents from various education and skill levels. Future research can also expand the selection of samples to other classes as well. Both quantitative and qualitative designs can be used for deeper analysis of the emergence of idiomatic expressions in students' writing.

6. Conclusion

From the discussion above, it can be concluded that there are several causes of translation errors done by students in translating idiomatic expressions. The teacher and student respondents all had different ideas about the causes of translation errors. First, the cause may be culture-related. There are cultural differences between the two languages, which are related to the cultures. Differences between L1 and L2 structures are the next cause. It is followed by deficient grammatical or linguistic knowledge and lexical knowledge. The fourth one is L1 interference.

This study is still far from perfect. There are several weaknesses, such as the limited number of respondents. The second weakness is that this study only used 93 sample expressions or sentences from two classes of Academic Writing. Due to the limited time availability, the analysis used qualitative perspectives. All the data were qualitatively analyzed.

From a pedagogical viewpoint, it is expected that translation lecturers should be aware of the potential problems that their students may encounter. Hopefully, this paper provides some enlightenment for translation teachers about difficulties to anticipate that may happen or be experienced by their students.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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Appendices

Appendix A: University A's Student Errors in Translating Idiomatic Expressions (University A is a Private University in the Capital of Indonesia)

Students' Initials	No	Idiomatic/Meaning Errors	Corrections
A	1	Choosing the most suitable school can help improve the kids effectively.	Choosing the most suitable school can help improve the kids' academic performance to be more effective/optimal.
	2	It causes the student to wake up early in the morning, preparing for school.	It forces the students to wake up early in the morning to get prepared for school.
B	3	Even though the death penalty looks cruel, we need to be rational and <u>see for the fact that doing death penalty can prevent extreme cases happened.</u>	realize the fact that having the death penalty can prevent extreme cases from happening.
	4	If we are <u>already ready and have law enforcer that can state the law flawlessly, it is really nice to use this strong tool with care to create justice among the public.</u>	If we are prepared and have law enforcement that can enact the law precisely, it will be good to use this strong deterrent with care to create justice in society.
C	5	With the number of <u>harms can be done</u> by the production of paper straws, I think we can find better alternatives that are more sustainable to the environment.	harmful impacts that can be found
D	6	<u>Allowing the internet in</u> exams would also mean asking more complicated questions that require more interpretations from the students.	Allowing the Internet to be used for
	7	What's worse is that <u>even our daily life uses electricity</u> for lighting, cooking, appliances, heating, etc., which contributes to greenhouse gas emissions.	even in our daily lives we use
E	8	China's President Xi Jinping has promised to reach carbon neutrality before 2060, meaning by looking at it from a graph <u>they promised to flatten out their carbon emission and not produce curve up the graph.</u>	China's government has promised to reduce the country's carbon emissions and not contribute to the increasing trend in carbon emissions.
	9	The top 5 producers of coal are the United States, Australia, Russia, China, and India, with	in 6th place.

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		Indonesia <u>followed on the 6th.</u>	
	10	An increase in economic growth will <u>reflect on</u> the energy consumption of that nation.	also cause an increase in
	11	<u>What about Indonesia, Indonesia</u> has increased CO2 emissions up to 300% since 1990.	Related to Indonesia, it
	12	Once a fossil fuel power plant is installed it will prove difficult to be replaced as renewable power lacks the equivalent output as <u>fossil fueled one.</u>	a fossil-fueled power plant has.
	13	Ultimately, it could serve as one of the <u>electric generation</u> for the new capital city too.	electricity sources
F	14	You can learn new things by <u>experiencing in the public and testing some of your thoughts</u> that come through in your mind.	acquiring new experiences and acting on your ideas
	15	<u>But there is one common way you can get of learning new things and gain knowledge</u> is by studying at school.	One method you can use to learn new things and acquire knowledge
	16	A school provides you some facilities that you can use to learn new things and <u>asking some questions that is doubting</u> in your mind.	raise some questions that pop up/ surface
	17	You can ask <u>this question to the</u> teacher or lecturer that is an expert in their own field.	a question to a
	18	There are people who disagree with <u>wearing uniform is a mandatory.</u>	a mandatory uniform policy.
	19	<u>This will be the topic that we are going to discuss</u> whether schools should require students to wear uniforms or not.	It is pertinent to discuss
	20	<u>Let's discuss the background of wearing uniforms in schools.</u>	It is necessary to discuss
	21	It is believed that the first time <u>of a school wears uniform is</u> in 1552 at Christ's Hospital School in England.	wearing a school uniform was mandatory was
	22	The amount of class attendance <u>highly increasing.</u>	had increased significantly.
	23	<u>In the year 1996,</u> the president, Bill Clinton, officially implemented the uniform policy in public schools.	In 1996,
	24	<u>First purpose of students requires to wear uniform to school</u> is that it will improve attendance, discipline, unity, school pride, and community spirit.	The first reason why students should be required to wear uniforms in school
	25	<u>Within one year of implementation uniform policy in 1994</u> have decreased 50% in the category of fights and muggings in school.	One year after the school uniform policy was implemented in 1994, fights and muggings in school decreased by 50%.
	26	<u>This design of uniform can be used to identify students which school they are belonging to.</u>	The uniform design can be used to identify which schools students attend.
	27	<u>The students require to wear school uniform to go to school.</u>	Students should be required to wear uniforms at school.
	28	<u>How this case usually happens is from the differences of economic between students.</u>	School incidents usually occur due to economic differences between students.
	29	<u>The reason why this matter is because there are a lot of bullying happening because of different race or economic and to help them preventing from physical harassment.</u>	The reason why it is important to implement mandatory school uniforms is because bullying and physical harassment occur due to ethnic and economic differences.

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G	30	<u>To be able to train a dog and teach them various tricks are something fun to do.</u>	It is fun to be able to train a dog and teach it various tricks.
	31	<u>Teaching dogs or anything at all needs patient and perseverance for it to work.</u>	Teaching dogs tricks, obedience, or anything else needs patience
	32	Having that special bond, <u>an unconditional love a trust</u> , is the best feeling in the world.	with unconditional love and trust
H	33	There are many factors and <u>cause that may come to affect</u> , but mostly it all trickles down to the execution of these online learning methods.	causes that may come into play,
	34	<u>On the perspective of students', online learning also imposed great amounts of task and workload.</u>	become depressed
	35	Some in Indonesia have been reported to have <u>gone and had depression</u> because of the burden of tasks that online learning imposed which is very much unsustainable.	
	36	<u>On the contrary</u> , collaborative works should be done onsite, if possible, to allow for a spontaneous spark of idea which can only be gain when meeting together onsite.	In contrast,
I	37	In reality, these institutions will only get better accreditation and a better reputation as <u>the school or university who</u> accepts not just high-achieving smart people but also average students looking to grow.	a school or university which
J	38	These artificial human skin cells can be <u>the use of</u> products such as ThinCert and EpiDerm, which are made from the sheets of human skin cells.	used in
K	39	It raises the question if is it better for the parents to let their children access the Internet or should they wait until the children <u>grow to teenagers</u> or young adults.	grow up to become
	40	These websites typically do not have any <u>serious precautions</u> on filtering underage gambling.	strict restrictions
	41	Accessing the Internet may make them addicted to <u>browsing the Internet, playing games, and gambling that in a result can</u> neglect their school activities, physical activities, and homework.	browsing the Internet, playing games, and gambling that can make them
L	42	Cheating in school can be defined as a behavior that is conducted by a student who looks <u>at the other student work's and write it for the answer.</u>	another student's work and copies it for one's own answer.
	43	They do not want to <u>do the process to reach a</u> good score which is to study before the exam.	put forth the effort to achieve a
	44	Therefore, there should be a punishment <u>to the students who cheating</u> during an exam.	for students who cheat
	45	<u>If the students who cheat the other students' work</u> get a better score than the students	If students who cheat from other students' works get a better score than

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		<u>who prepare themselves properly, this is totally unfair.</u>	students who prepare themselves properly, it is totally unfair.
	46	<u>The students who cheat the other students' work do not give any effort for the exam.</u>	Students who cheat from other students' works do not put forth any honest effort of their own for the exam.
	47	<u>They cheat the other student's work to avoid their parents' anger.</u>	They cheat from other students' works to avoid making their parents angry.
	48	<u>They do not want to face the remedial class.</u>	have to take a
	49	<u>Every school must have the remedial class.</u>	Many schools have remedial classes.
	50	<u>They will try to get a score as high as possible even though they must cheat the other students' work.</u>	from other students' works.
	51	<u>They might need a high score for their education to the university.</u>	to be accepted to a prestigious university.
	52	<u>So, punishment for the cheating students is a must.</u>	Students who cheat should be punished accordingly.
M	53	<u>Now a day's technology helps faster and better development of cognitive skills in kids.</u>	Modern technology helps kids develop their cognitive skills more quickly.
	54	<u>It is true that they do not get to meet the people in real life but they can do video conference by using an app.</u>	Even though they may not get to meet certain people in real life, they can have a video conference by using an app.
	55	<u>Without interactions children will fail to improve their communication since they never meet real life people.</u>	people in real life.
N	56	<u>Not only banning books is an act of a human rights violation, but also a denial act of learning from the past.</u>	is banning books, but it is also
	57	<u>In the example of Indonesia, most books were banned because they cause of it criticizing the government or shared hatred towards a certain group.</u>	were considered as criticizing the government or promoting
O	58	<u>Nasir Djamil, a Member of Commission III of DPR7 RI, argued why should there be a need for will from the community when the death penalty for corruptors has already been regulated.</u>	about why there is
	59	<u>People on death row who have applied for clemency cannot be executed until a decision is made by the President (Number 22 the Year 2002 Clemency).</u>	Law No. 22 of 2002 regarding Clemency
P		-	
Q	60	<u>Though this also comes with several rules and regulations surrounding the ownership of firearms.</u>	Along with the ownership of firearms, there are also various rules and regulations.

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R	61	<u>We are human , social beings.</u>	As humans, we are social beings.
	62	<u>The second reason is social media can be seen as a source of information.</u>	The second reason why social media should be introduced to teenagers is that it can be used as a source of information.

Appendix B: University B's Student Errors in Translating Idiomatic Expressions (University B is a Private University in Central Java, Indonesia)

No.	Student's Initials	Idiomatic Expression Errors	Corrections
S	63	By using comic strips, facilitates students to catch abstract things.	Comic strips facilitate the student to catch abstract ideas.
	64	Nevertheless, it cannot be ascertained with certainty, because illustration from comics helps students quickly understand and comprehend the idea of the storyline	The truth is the comic illustrations help students to comprehend the idea of the story.
T	65	Students get the latest news and issues that happen in the world easily and it could be used as a research tool.	...as a valuable research source.
U	66	Question number six, the lessons become more interesting with cooperative learning showed one student (2.3%) choose strongly disagree, a total of thirty-two students (74.41%) agreed, and twelve students (27.9%) opted neutrally that cooperative learning made the lesson more attractive.	For question number 6 (The lessons become more interesting with cooperative learning); one student (2.3%) chose strongly disagree, 32 students (74.41%) chose agree, and 12 (27.9%) students chose neutral.
	67	Question eight, Cooperative learning helps me to acquire knowledge through working in a team shows that a total of thirty-nine students (90.7%) agreed and six students (13.95%) opted neutrally through cooperative learning the participants can share knowledge through teamwork.	For question number 8 (Cooperative learning helps me to acquire knowledge through working in a team), 39 students (90.7%) agreed, and six students (13.95%) opted for "neutral".
V	68	Students who learn online frequently repeat their mistakes because it is rare to receive advice or correction.	Students who learn online frequently repeat the same mistakes because they seldom receive advice or corrections.
	69	Teachers can use storytelling as a public speaking tool.	Teachers can use storytelling as a medium to teach public speaking.
	70	This essay incorporates storytelling as a public speaking strategy in English language teaching for senior high schoolers can produce excellent results	This essay analyzes storytelling as a public speaking strategy in English language teaching for senior high schoolers, and it can produce excellent results.
W	71	Especially the way they behave towards other Indonesian Netizens who actively use English in their social media platform.	Students may feel inferior to other Indonesians who actively use English in their social media.
X	72	Their reading interest is less.	Their reading interest is low.
Y	73	The details of the lessons poured into the concept map are lacking	The details of the lessons described in the concept map are not adequate.
	74	Students gave a positive response that the use of concept maps in learning English past tense made it more accessible.	Students gave a positive response that the use of concept maps in learning English past tense was easier.

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	75	They do this intending to make their concept maps look more interesting to read and more pleasing to the eye than just looking at a lot of writing.	They do this on purpose to make their concept maps more interesting to read. Furthermore, this will be more pleasant to see rather than just reading the writing.
Z	76	Without realizing it, listening to music has a significant amount of power to teach and improve students' listening skills.	People may not realize that listening to music has a significant power to improve their listening skills.
AA	77	Once upon a time, in a middle school classroom, a teacher discovered a secret to unlocking her students' communication abilities.	There was once a middle school teacher who discovered a secret to unlock students' communication abilities.
AB	78	However, the primary tool that Student 4 used was the dictionary strategy.	However, the primary strategy that Student 4 used was using the dictionary.
	79	Still, in the dictionary strategy, other students also stated that she applied the related strategy as a confirmation and checker tool.	This student also used the dictionary as a strategy for confirmation and checking.
AC	80	Students get the latest news and issues that happen in the world easily and it could be used as a research tool.	Students get the latest news and issues that happen in the world easily and it can be used as a research source.
AD	81	Students who learn online frequently repeat their mistakes because it is rare to receive advice or correction.	Students who learn in an online mode frequently repeat their mistakes because they do not receive advice or corrections directly from the lecturer.
AE	82	Student 7 also considered her lack of good paraphrasing of sentences was also the cause of her getting plagiarism feedback from the lecturer.	Student 7 also believed that her inability to paraphrase was the reason why her lecturer said she had a high plagiarism percentage.
	83	We paraphrase but are still 80% similar.	We have tried to paraphrase, but there is still an 80% similarity to the original texts.
	84	So, Academic Writing students' need to hone their paraphrasing skills to successfully avoid plagiarism.	Academic Writing students need to sharpen their paraphrasing skills to successfully avoid plagiarism.
AF	85	The purpose of feedback is to detect and fix student faults.	The purpose of feedback is to detect and fix student writing errors.
	86	Sakale (2019) demonstrates the usefulness of educators providing feedback in the classroom, particularly when encouraging students to revise their solutions	Sakale (2019) demonstrated the usefulness of educators in providing feedback in the classroom, particularly when encouraging students to edit their mistakes.
	87	some people still were contracted with this application	Some people were still unfamiliar with this application.
AG	88	It is definitely possible to hopefully increase someone's vocabulary as a result if individuals approach the challenge with an open mind and a willingness to learn.	It is highly likely that an individual's vocabulary will increase if the person approaches the challenge with an open mind and a willingness to learn.
	89	Asih (2007), as cited in Paradina (2018), mentioned that	Asih (2007), as cited in Paradina (2018), mentioned

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AH		drilling has drawbacks that often become boring or monotonous.	that memorizing language chunks has drawbacks that often become boring or monotonous.
AI	90	The nature of peer feedback affects positively.	The nature of peer feedback is to have a positive effect.
	91	As we know, if they run into trouble, people will look for solutions to solve them.	If people run into trouble, they will look for solutions to solve their problems.
	92	Like the strategy that Bengkayang students used in addressing the difficulties they faced, as a result, the students could be improving their communicative skill development	Like the strategy that Bengkayang students used in addressing the difficulties they faced, they could improve their communicative skills.
AK	93	Watching many videos per week and doing a listening journal also make bored for some students.	Watching many videos on a weekly basis and recording a listening journal also makes some students bored.

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