

CHAPTER V

CONCLUSION

This study examined lexical errors in students' translation of "The Tale of Peter Rabbit" by Beatrix Potter using the error analysis framework proposed by Carl James. The analysis focused on identifying the types of lexical errors and the factors contributing to their occurrence. Based on the data collected from seven students of the English Department at Nasional University, a total of 212 lexical errors were identified.

The findings reveal that students produced two major categories of errors: Formal Errors of Lexis and Semantic Errors in Lexis. Formal errors include misselection, misformation (coinage, borrowing, and calque), and distortion (omission, overinclusion, and misselection). Among these, distortion—particularly omission—was the most dominant. Semantic errors consist of confusion of sense relation (wrong co-hyponym, hyponym, near-synonym, superonym) and collocational errors, with confusion of sense relation appearing most frequently. These results indicate that students often struggle to maintain lexical precision, semantic nuance, and contextual appropriateness in translation.

In terms of error factors, intralingual factors were the most dominant, followed by interlingual factors, communication strategies, and induced errors. This suggests that most difficulties stem from incomplete mastery of lexical distinctions and semantic range within the target language, rather than solely from source language interference. Overall, the study highlights the importance of strengthening lexical competence, contextual sensitivity, and collocational awareness in translation pedagogy to improve students' translation quality and accuracy.

