CHAPTER IV

RESULT & DISCUSSION

This study focused on translation errors on monument inscriptions in Surabaya. There are numerous monuments in Surabaya representing its history. The history is about Surabaya on Dutch and Japanese era. These monuments are located at every district in Surabaya and most of them are completed with inscriptions which are placed near those historical buildings. Some of those monument inscriptions are bilingual, in Indonesian and English. Since English is a foreign language in Indonesia (Saxena & Omoniyi, 2010), it is assumed that there are errors in translating the inscription from Indonesian (Source Text) to English (Target Text).

In order to find out the errors, this study collected 13 monument inscriptions throughout five districts in Surabaya. The data is in a form of photo collection of bilingual monument inscription which was retyped into Microsoft word document in order to map the errors.

This study applied Kim's theory on translation error. Kim classifies types of error according to meaning-oriented assessment criteria into major and minor errors. She also classifies major errors into experiential, logical, interpersonal, and textual while minor errors are simply errors which do not impact the meaning of the target text.

This chapter focused on the result and discussion of the study. There were tables and explanation of the result. In addition, there was also the interpretation

of the result so that the reader apprehended the result of this study easily.

4.1 Result

From 13 monument inscriptions collected, the writer identified 65 translation errors. The data presentation was shown on table 4.1, 4.2 and 4.3 based on Kim's theory on meaning-oriented assessment criteria. She classifies types of error into major and minor errors.

The writer divided the discussion into two parts. First, she showed the result of major errors found and then on the discussion part, she explained on each type of major error. According to Kim, major errors are divided into experiential, logical, interpersonal, and textual which the writer explained further. Second, the writer showed the result of minor errors, and then also explained them on the discussion part. Kim describes that minor errors provide small influence to the target text. Here is the result table of major and minor errors:

Table 4.1 Result of Major Errors

No.	Types of error (Major)	Number of Cases	Percentage
1	Experiential	16	24,6%
2	Logical	7	10,8%
3	Interpersonal	5	7,7%
4	Textual	3	4,6%
Total		**31**	**47,7%**

Table 4.2 Result of Minor Errors

No.	Types of error (Minor)	Number of Cases	Percentage
1	Punctuation	32	49,2%
2	Spelling	2	3,1%
Total		**34**	**52,3%**

Table 4.3 Result of Major and Minor Errors

No.	Types of error	Total number of cases	Total percentage
1	Major errors	31	47,7%
2	Minor errors	34	52,3%
Total		**65**	**100%**

As we can see from table 4.1 and 4.2 above, the most error found on major part is experiential and on minor part is punctuation. Then, the most frequent error identified is minor error on punctuation which is 32 (49,2%) errors in this study. Below is the example of punctuation error, especially in comma.

> **ST:** …DARI BULAN SEPTEMBER—NOVEMBER 1945 DI JADIKAN MARKAS BESAR PRI (PEMUDA REPUBLIK INDONESIA), PUSAT PERLAWANAN PEMUDA INDONESIA…
>
> **TT:** …FROM SEPTEMBER-NOVEMBER 1945 **(a. no comma)** THE PRI (PEMUDA REPUBLIK INDONESIA) USED IT AS THEIR MAIN HEADQUARTER…

From example above, it could be seen that there is no comma between the mention of period "1945" and the subject "PRI". In English, sentence adverb is adverb which modifies a full sentence. This adverb is usually placed at the beginning of a sentence and used a punctuation (comma) to separate it (Beason & Lester, 2012). Thus, the translation or the TL does not pay attention to the structure of English. Yet, since the writing is using all capital letters, the error can be counted as minor because the readers can still understand the meaning of the sentence and no meaning deviation occurs. The mention of period is clear and the position of the subject, in this case the PRI is also obvious.

Next, there was another example of a minor error because of punctuation but the error is on the use of period. Below was the example of minor error in punctuation.

> **ST:** DI GEDUNG INI PRESIDEN SOEKARNO BERUNDING DENGAN JENDRAL HAWTHORN UNTUK MENDAMAIKAN PERTEMPURAN OKTOBER 1945…
>
> **TT:** IN THIS BUILDING PRESIDENT SOEKARNO AND GENERAL

HAWTHORN OF THE ALLIED FORCES MET TO STOP THE CLASH OF OCTOBER 1945 **(a. no period)** THE DECISION OF GOVERNOR SOERJO TO REJECT GENERAL MANSERGH'S ULTIMATUM…

From above example, it could be seen that the error was a minor one. The error was on the sentence which had no period before starting a new sentence. Nevertheless, the use of all capital letters in the TL makes the readers dismiss the error since the meaning of the sentence is still intact. This error could make a run-on sentence. A run-on sentence occurs when two independent clauses incorrectly combined (Beason & Lester, 2012). Run-on sentences fail in sending the message to the reader whether when one idea ends and the next idea begins (Beason & Lester, 2012). From the table above, it can be seen that between "1945" and "THE", it must be added by period in order to avoid any run-on sentences. From this explanation, it can be said that that the target text does not follow the appropriate rule of formal English structure, yet the meaning is not deviated from the source text.

Further, the second most common error found was on the spelling. The writer found 2 (two) misspellings. According to Kim (2009), this was also categorized in minor error since it does not affect the meaning. Below was the example of error in the spelling of verb and adverb.

ST: MESKIPUN **DISENSOR** OLEH JEPANG BERITA ITU DENGAN **CEPAT** MENYEBAR KE SELURUH JAWA TIMUR

TT: …THOUGH THE JAPANESE TRIED TO **(a) SENSOR** IT THE NEWS BROKE **(b) QUIKLY** INTO THE WHOLE OF EAST JAVA.

From the example, there were two minor errors found. First, on data a, the word "SENSOR" on the target text should have been "CENSOR" since the target text is in English. In Indonesian, *sensor* is the loanword from Latin and naturalization of an English word "censor" (Badudu, 2003). *Sensor* means "*pengawasan dan*

pemeriksaan atas surat, surat kabar, film, dsb" (Badudu, 2003, p. 314). Thus, when it is back translated into English the correct translation should be CENSOR. Second, on data b, the word "QUIKLY" was misspelled. It missed a consonant "C" before "K" since the correct spelling is "QUICKLY" which means "at a fast speed or rapidly" (Oxford: Learner's Pocket Dictionary, 2011).

4.2 Discussion

4.2.1 Major Errors

4.2.1.1 Experiential

Kim classifies experiential error into two types, experientially inaccurate translation and experientially unnatural translation. Experientially inaccurate translation occurs when translator cannot render the full source text meaning into target text (Kim, 2009). Here is the example of experiential inaccurate translation.

ST: …PADA HARI JUMAT TANGGAL 17 AGUSTUS 1945 JAM 11.15 BERITA PROKLAMASI KEMERDEKAAN INDONESIA DITERIMA OLEH **MARKONIS** YACOB…

TT: …ON FRIDAY AUGUST 17 , 1945 AT 11.15 THE NEWS ABOUT THE INDONESIAN PROCLAMATION OF INDEPENDENCE WAS RECEIVED BY **(a) THE MARCONIST** YACOB…

From example a, the error was on the interpretation on the phrase "MARKONIS". Markonis Yacob was one of the staff at Domei News Agency (Munir, 2012). His name is properly translated, different to his position in the company which is *markonis*. According to Kamus Besar Bahasa Indonesia (KBBI), Markonis is a person who operates telecommunication on a ship (Markonis, 2012). In target text, "MARKONIS" is translated into "MARCONIST" because in English, the person who is conducting certain things is often translated with the adding of suffix –ist, such as pianist, violinist, vocalist, etc. However, "MARKONIS" does not have the proper translation in English

since "MARKONIS" itself is not a word in English. IN English, "MARKONIS" is defined into wireless operator. Therefore, the proper translation in TT should be "OPERATOR YACOB". This can be categorized as experiential inaccurate translation because the meaning of the target text cannot be fully rendered by the translator since in English; "MARCONIST" is not a valid word, so it is not appropriate to translate "MARKONIS" into "MARCONIST". Next, there is another example of experiential inaccurate translation. Here is the example.

ST: SMP **Negeri** 3 & 4 Praban (dahulu MULO) terletak di Kampung Praban. Jalan Praban Kotamadya Surabaya…
… Pada Pertempuran 10 Nopember 1945, SMPN 3 & 4 dijadikan Markas…

TT: **(a) Government** Junior High School 3 and 4 Praban (formerly MULO) is located in Praban Village, Praban Street, Surabaya Municipality…
… In the Battle of 10 November 1945, **(b) Government** Junior High School 3 and 4 was used as the Headquarters…

From example above, it could be seen that there are two errors in rendering the meaning. First, there was an error in translating "Negeri" in source text. On example 11a, the word "Negeri" was translated into "Government". The context here was mistranslated because on source text was "SMP Negeri". SMP here means junior high school or middle school, and then *negeri* means the status of the school.

In general, there are two types of school which state and private. Most of state schools follow the national curriculum which is introduced by ministry of education and culture (Government, 2014). Then, private school (also known as "independent school") is a school which does not have to follow the national curriculum (Government, 2014). Government does not fund this school, but private school must be registered with the government and inspected regularly. From this definition, it can be concluded that the adjective "Negeri" is the type of

school, not the one who funds it. Therefore, the adjective "Negeri" must be translated into "state" because "government" is the one who funds the state school. This can also be categorized as experiential inaccurate translation since the confusion among reader can arise because they can misunderstand the function of the junior high school whether it is for civilians or only for government. Next, there are also examples of experiential inaccurate translation in abbreviation.

ST:	…Markas **Tentara Keamanan Rakyat (TKR)** Pelajar, Markas **Badan Keamanan Rakyat (BKR)** Pelajar Rayon Praban, Tentara Pelajar Staf III…
	…gedung ini merupakan Markas Gaakkokutootai Dai Sun Chuttai yang pada akhirnya menjadi cikal bakal **Tentara Keamanan Rakyat (TKR)** Pelajar.
TT:	…the Headquarters of **(a) People's Security Army (TKR)** Student, Headquarters of **(b) People's Security Agency (BKR)** Praban Area Student, Students' Army Staff III…
	…this building was the Headquarters of Gaakkokutootai Dai Sun Chuttai which eventually became the forerunner of **(c) People's Security Army (TKR)** Student.

From the example a, b, and c, the error was on translating the abbreviations. In the source text, "Tentara Keamanan Rakyat" is abbreviated into "TKR", the same as "Badan Keamanan Rakyat" or "BKR". However, in the target text, the armies' names are translated while the abbreviations are not. According to Johnson (2012), translating abbreviations has to render the meaning from source text to target text, for example Irish Republican Army (IRA) is translated in Spanish as Ejército Revolucionario Irlandés (ERI). From this explanation, it is clear that the abbreviation in target text has to be translated according to the word, for example "People's Security Army" is abbreviated into "PSA". Nevertheless, there is a problem because if "People's Security Army" and "People's Security Agency" are abbreviated, they will have the same abbreviation and it will make the readers confused. To solve this problem, Bankole (2006) suggests that the word and its

abbreviation must be written next to each other, so that the readers do not get confused in reading the abbreviations. It is can be categorized as experiential inaccurate translation and the reason is that the translator deviates the meaning of target text by not translating the abbreviations.

Next, there is an experiential inaccurate translation in dealing with choice of word. Here is the example.

ST: KAWASAN DELTA PLAZA INI DULUNYA RUMAH SAKIT **UMUM** (C.B.Z)…

TT: THIS COMPOUND WAS FORMERLY THE (**a**) **MUNICIPAL HOSPITAL** OF SOURABAYA…

From example above, there is an error in translating "UMUM" in the source text. In the target text, "UMUM" is translated into "MUNICIPAL". *Umum* means affecting all people, not exact, detailed, or only for certain people (Umum, 2012). Next, according to Oxford Dictionary (2011, p. 289), municipal is "a town or city with its own local government". From this definition, translating "UMUM" into "MUNICIPAL" is not appropriate since "UMUM" here is to give an adjective to "RUMAH SAKIT" or "HOSPITAL". According to Merriam-Webster (2015), adjective is dependent, cannot stand by itself. Adjective is "a word that describes a noun" (Oxford: Learner's Pocket Dictionary, 2011).

Moreover, *rumah sakit umum* means a hospital which serves medical treatment for all patients and is equipped with doctors who specialize in certain field of medic, such as surgeon, pediatrician, and dentist (KBBI, 2012). Since the word "UMUM" has a function to describe "RUMAH SAKIT" then the translation of it should be "GENERAL" because in English, the translation of "RUMAH SAKIT UMUM" is "GENERAL HOSPITAL", not "MUNICIPAL HOSPITAL".

The definition of general hospital is "a non-specialized hospital, treating patients suffering from all types of medical condition" (General Hospital, 2015). If the readers read the target text (Municipal Hospital), they will think that the hospital only belongs for government and not for civilians. It can be seen that the meaning is changed and it is categorized as experiential inaccurate translation since the translator cannot render the full meaning of source text into target text (Kim, 2009).

Afterward, Kim also suggests experiential unnatural translation. In experiential unnatural translation, the target readers might understand the meaning but would certainly know that is an unacceptable word-for-word translation (Kim, 2009). This is the example of experiential unnatural translation.

> **ST:** …PASUKAN SEKUTU DATANG, **DIAMBILALIH** OLEH LETNAN KOLONEL RENDALL…
> **TT:** …LIEUTNANT COLONEL RENDALL AND HIS TROOPS **(14a) TOKE** IT **OVER**…

From the example, it can be seen that "DIAMBILALIH" in the source text is translated into "TOKE OVER" in the target text. *Diambil alih* means *"menggantikan (pimpinan, kemudi, dsb)"* (Ambil alih, 2012). While there is an error in target text because in English, there is no phrase "TOKE OVER", but there are phrases such as "TAKE OVER" or "TOOK OVER". Take over is "an act of taking over business, etc" (Oxford: Learner's Pocket Dictionary, 2011). In addition, the ST is in passive while in TT is in active sentence. This means that the translator lacks of TT knowledge. This error can be categorized as experiential unnatural translation since the translator chose the unacceptable phrase which was "TOKE OVER". Next, there is also one example in experiential unnatural

translation.

> **ST:** SMP Negeri 3 & 4 Praban (dahulu MULO) terletak di **Kampung** Praban. Jalan Praban **Kotamadya** Surabaya…
>
> **TT:** Government Junior High School 3 and 4 Praban (formerly MULO) is located in Praban **(a) Village**, Praban Street, Surabaya **(b) Municipality**…

From example a, it can be seen that there is an experiential unnatural translation. In translating, "Kampung" is translated into "Village". *Kampung* is "*kelompok rumah yang merupakan bagian kota (biasanya dihuni orang berpenghasilan rendah)"* (Kampung, 2012) and village is "very small town situated in a country area" (Oxford: Learner's Pocket Dictionary, 2011). From these definitions, it can be concluded that "kampung" is inadequate if it is translated into "village" because Praban is not a village or small town in Surabaya. Praban is one of districts in North Surabaya; therefore the proper translation is "district", not "village". Next, in b, "kotamadya" is translated into "municipality". Though it is an appropriate translation, it is considered as unnatural. *Kotamadya* is *"tempat kedudukan pusat pemerintahan kota madya atau Daerah Tingkat II"* (Kotamadya, 2012). Kotamadya is one level under province and at the same level as regency. Nevertheless, it is inadequate to translate *kotamadya* into "municipality" because Surabaya is the capital city of East Java. City is a place to run the government with its three elements (Executive, Legislative, and Judiciary), so it is best to place "municipality" into "city".

4.2.1.2 Logical

The second type of Kim's classification of error is logical. Kim also divides it into two, which are logically inaccurate translation and logically justifiable translation shift (Kim, 2009). Logically inaccurate translation is when

TT misinterpreted the logical link of clause from ST. Afterward; logically justifiable translation shift occurs when the sentence in source text is translated into two sentences in target text. Here is the example of logically inaccurate translation.

ST: …KEMUDIAN DIPAKAI OLEH KITAHAMA BUTAI JEPANG SEBAGAI BENGKEL UNTUK SENJATA BERAT DAN KENDARAAN PERANG…

TT: …THE JAPANESE ARMY, THE KITAHAMA BUTAI, USED IT AS A WORKSHOP **(a) TO REPAIR** CANNONS AND ARMORED CARS…

From example above, it can be seen that there is a logically inaccurate translation, in translating "TO REPAIR". In the source text, the explanation is that Kitahama Butai (from Japan) used the building as a workshop for their war vehicle. While in target text, it is explained that Kitahama Japan used the building as a workshop to repair their war vehicle. According to Kamajaya (2011), Kitahama Butai used the building to keep and repair their war vehicles, such as tanks, cannons, and armored cars until Indonesian people obtained the building in 1945. Indonesian people also used the building to repair the war vehicles which are obtained from Kitahama Butai (Kamajaya, 2011). It is considered as logically inaccurate translation because the more elaborated explanation, which is "TO REPAIR", on target text does not exist in the source text.

Second, there are examples of logically justifiable translation shift which is the second type of logical error. The first example was found on Balai Pemuda monument inscription and here are the examples.

ST: **DI JAMAN BELANDA GEDUNG INI DIPAKAI KLAB ORANG KULIT PUTIH.** *ORANG PRIBUMI DAN ANJING DILARANG MASUK...*

TT: **(a) THIS WAS AN EXCLUSIVE DUTCH CLUB,** *FORBIDDEN FOR NATIVES AND DOGS...*

From example above, the source text has two sentences. The first sentence is

about the people who were allowed to use the building in Dutch era and the second sentence is who were forbidden to enter the building and they were natives and dogs. In the target text, the sentence is reduced into one sentence. According to Kim (2009), if the TT is translated into two sentences, the meaning will be complicated.

There is also an example in logically justifiable translation shift. The example was taken from Pertahanan Kota Monument Inscription.

ST: **SERANGAN SEKUTU 10 NOVEMBER 1945 MENGGERAKKAN KEKUATAN MILITERNYA SECARA TOTAL TANK SEKUTU YANG DATANG DARI UTARA DITAHAN OLEH PEJUANG INDONESIA DI SEKITAR DAN DARI ATAS GEDUNG YANG BERNAMA WHITEAWAY LAIDLAW INI PERTEMPURAN BERLANGSUNG SERU .** *AKHIRNYA GEDUNG TERBAKAR HABIS DIBUMIHANGUSKAN OLEH PEMUDA INDONESIA.*

TT: **(a) THE ALLIED ATTACK ON NOVEMBER 10, 1945 WAS A COMBINED ACTION IN FULL BATTLE ORDER. THE INDONESIAN FIGHTERS COUNTERED THE TANKS WITH MACHINE – GUN FROM THE STREET CORNERS AND FROM THE UPPER STORIES OF THIS BUILDING, THE FORMER WHITEAWAY,** *WHICH WAS TOTALLY BURNED DOWN IN THE ACTION .*

From above example, it can be seen that there is a logically justifiable translation shift. In source text, the battle is divided into two sentences. The first sentence is about how Indonesian fighters were in this battle and on the second sentence is about how the nearby building was burned down and Indonesian fighters won the battle. In target text, the explanation of both sentences in source text is only translated into one sentence because the sentence in source text is already long, so the long sentence is divided into two sentences in order to avoid run-on sentences. According to Kim (2009), TT can be translated into two sentences but the meaning will be complicated because if TT is translated with similar procedure to ST, the text is going to be long and complicated.

Then, there is also an example of logically justifiable translation shift which TT is translated into two sentences.

ST: **…PADA 1 OKTOBER 1945 BENGKEL INI DIREBUT OLEH PEMUDA INDONESIA** *DENGAN PEROLEHAN BANYAK MERIAM RINGAN , KENDARAAN PANSER SERTA TANK .*

TT: **…(a) ON OCTOBER 1, 1945, THE INDONESIANS TOOK IT OVER .** *THEREBY ACQUIRING CANNONS AND PANZERS.*

From example above, it can be seen that the TT is translated into two sentences while in source text is only in one sentence. In source text, the sentence is about how Indonesian young people seized the Japanese workshop and they obtained many cannons and panzers. In target text, the first sentence is about when the Indonesian young people seized the Japanese workshop and the second sentence is about the result of seizing the workshop. However, in TT, there is an error in second sentence. The error is that there is no subject in second sentence between adverb "THEREBY" and verb "ACQUIRING". In word class, "THEREBY" is considered as an adverb. Then, "ACQUIRING" is an inflection of "ACQUIRE" which is considered as a verb (Oxford: Learner's Pocket Dictionary, 2011). Adverb is a word which modifies verbs, adjectives, and other adverbs (Leech, 2006) and verb is "a large class of words which indicate events and states of affairs, or which help qualify the reference of other verbs" (Leech, 2006, p. 118). When adverb and verb are in one sentence, they form a dependent clause. Dependent clause is a clause which cannot stand on its own, so it needs another clause which is independent clause to make a sentence (Leech, 2006).

In this example, it can be seen that there is no subject in dependent clause since clause itself must contain at least a subject and a verb (Beason & Lester, 2012), so the solution is that the subject must be placed between "THEREBY"

and "ACQUIRING". It is categorized as logically justifiable shift because the TT is translated into two sentences since the importance of the sentence lies on the second sentence which is the result of Indonesian youth's struggle in taking over the Japanese workshop.

4.2.1.3   Interpersonal

The third type of Kim's classification error is interpersonal. Similar to experiential and logical, interpersonal is also divided into two sub-types and those are interpersonally inaccurate translation and interpersonally inadequate translations. Interpersonally inaccurate translation is when one lexical error can be considered as more serious errors than others. Here is the example of interpersonally inaccurate translation.

> **ST:**   …MARKAS TERUS BERPINDAH KE JIMERTO 25, KALIASIN 80, KEMUDIAN **DI** PREGOLAN 2-4…
> **TT:**   THE HEADQUARTER OF MR. SUNGKONO, THE LEADER OF THE BKR SURABAYA WAS FIRSTLY LOCATED HERE THEN MOVED TO JIMERTO STREET 25, TO KALIASIN 80, AND **(a) IN** PREGOLAN 2-4...

From example above, it can be seen that there is an interpersonally inaccurate translation. The error is in selecting the preposition. According to the definition of interpersonally inaccurate translation, the error is based on one lexical mistranslation. Lexical is "relating to the lexicon (that is the dictionary or the vocabulary) of a language" (Leech, 2006, p. 59). In source text, "DI" is translated into "IN" in target text. "IN" here is categorized as a preposition and preposition is "a word which typically comes in front of a noun phrase" (Leech, 2006, p. 90) or "to place before" (Beason & Lester, 2012, p. 16). However, "IN" is not appropriate when translating the exact location. According to Underwood (2015, p. 1), the use of preposition "IN" is "located in boundaries (enclosed)", for

example, I live in California. From the example, it means that I can live anywhere in California. Nevertheless, in TT, "PREGOLAN 2-4" is a specific place. The appropriate preposition to a specific place is "AT". Seligson (2003, p. 8) gives example of the use of preposition "AT"; I live at the end of the street, at number 24. Therefore, the appropriate preposition to describe "PREGOLAN 2-4" is "AT" since Pregolan is the name of a street in Surabaya and 2 until 4 are the numbers.

Next, there is also an example of interpersonal inaccurate translation, regarding to preposition of time. Here is the example.

> **ST:** …JUGA DIGUNAKAN MEMPERSIAPKAN RAPAT SAMODRA BERSEJARAH MENENTANG LARANGAN KENPEITAI **DI** TAMBAKSARI 21 SEPTEMBER 1945.
> **TT:** …THE PREPARATION FOR THE GRANDIOSE MASS MEETING IN THE TAMBAKSARI STADIUM DEFYING THE JAPANESE AUTHORITY **(a) IN** SEPTEMBER 21, 1945. WAS ALSO MADE HERE.

From the example, there is an interpersonal inaccurate translation in translating the preposition of time. In target text, the preposition "IN" is followed by a specific date. The use of preposition "IN" is to describe the longer periods of time, such as months, years, and decades (Seligson, 2003). There is no day or date to be used by the preposition "IN" since day and dates use another type of preposition. Seligson (2003) suggests that days (whether it is special day, days of the week, or parts of the day) and exact dates use the preposition "ON". Thus, in order to describe the dates "SEPTEMBER 21, 1945", the appropriate preposition of time is "ON".

Another type of interpersonal error is interpersonal inadequate translations. Interpersonal inadequate translation occurs when back-translation cannot be done because the message will not be conveyed as expected (Kim, 2009). Here is the

example of interpersonal inadequate translation.

ST: …KEMUDIAN PADA PERTEMPURAN 10 NOVEMBER 1945 TATKALA BERUSAHA MENAHAN PASUKAN JENDRAL MANSERGH BANYAK KORBAN PEJUANG YANG JATUH DISEBABKAN TEMBAKAN GURKHA DARI ATAS POHON.

TT: **...(a) HERE ALSO BEING FAR BETTER IN ARMAMENT, TACTICS AND ORGANISATION** , GENERAL MANSERGH'S TROOPS INFLICTED NUMEROUS CASUALTIES AMONG THE INDONESIAN FIGHTERS IN THE SECOND BATTLE STARTED ON NOVEMBER 10 , 1945 .

From above example, there is an interpersonal inadequate translation. In target text, the dependent clause "HERE ALSO BEING FAR BETTER IN ARMAMENT, TACTICS AND ORGANISATION" delivers the meaning, but fails in lexical choices. If it is back-translated, it can be considered as fragment. Fragment is "a group of words that cannot stand alone as a complete sentence but is mistakenly punctuated as though it were" (Beason & Lester, 2012, p. 20). In Indonesian, arranging an effective sentence also contains many aspects, such as containing the unity of ideas and bringing a good cohesion (Widyamartaya, 1989). In the unity of idea, one of the aspects is fragment or *kalimat tak lengkap*. Similar as English, fragment or *kalimat tak lengkap* in Indonesian occurs when the sentence lacks of subject and verb. In English, a subject, verb, and complete thought are needed to produce a complete sentence (Beason & Lester, 2012). In this table example, the dependent clause cannot be back-translated since there is no subject before the verb "BEING" which is resulted as a fragment.

4.2.1.4 Textual

The fourth and last type of major error in Kim's classification error is textual. In this last type of error, Kim only categorizes it into one category which is textually inaccurate translation. Textually inaccurate translation deals the

cohesion and coherence issue. According to Kim (2009, p. 142), "the issue of cohesion and coherence is most critical in that it often leads to an inaccurate rendering of experiential meaning, as well". It means that the cohesiveness and coherencies are important in rendering the meaning of TT. To describe it more clearly, here is the example of textually inaccurate translation. It was found on Plaza Surabaya monument inscription.

ST:	**KAWASAN DELTA PLAZA INI** DULUNYA RUMAH SAKIT UMUM (C.B.Z)…
TT:	**(23a) THIS COMPOUND** WAS FORMERLY THE MUNICIPAL HOSPITAL OF SOURABAYA…

From example above, there is a textually inaccurate translation. The error in above table is related to cohesion. In source text, it is clear that Delta Plaza area was used as a general hospital. Different in target text, it is only translated into "THIS COMPOUND". If the readers read the target text, they will be confused. First, the Plaza Surabaya monument is placed between Delta Plaza and Mandiri Bank, opposite to RRI Radio Station. Second, Delta Plaza area is very large and since the monument is not placed at exact position, the readers will think "THIS COMPOUND" variously whether it is Mandiri Bank which is located next to Delta Plaza, RRI Radio Station which is located opposite to Delta Plaza, or WTC which is located behind Delta Plaza.

Then, there is also an example of textually inaccurate translation and the issue is also related to cohesion. Here is the example.

ST:	…Kalaupun ada rakyat pribumi yang disana, *sebagaian besar dari mereka adalah petinggi negara yang memiliki pengaruh dan jabatan, selebihnya hanya* **sebagai** *pelayan*…
TT:	…Even if there were natives who were there, *most of them were state officials who had influence and position, the rest were only* **(a) as** *servants*…

From example above, it can be seen that there is no cohesion in using the

preposition "as". In English, the italic sentences in TT are considered as parallelism. Parallelism is "a series of two or more grammatical elements of the same type joined by *and* (or sometimes by *or*)" (Beason & Lester, 2012, p. 267). From the definition, it can be seen that the two sentences have errors in parallelism. Errors in parallelism occur "when one of the elements breaks the pattern set by the other element(s), the resulting error is called faulty parallelism" (Beason & Lester, 2012, p. 267). The faulty parallelism occurs in the second sentence. It can be seen that "as" is added before the noun "servants". Nevertheless, in the first sentence there is no adding of preposition "as" before the noun "state officials". To put it briefly, the cohesion between sentences occurs if the preposition "as" is removed from the second sentence in TT, so the sentence will only be "the rest were only servants".

Kim's type of major errors can be connected to NAATI assessment criteria. First, experiential translation error can be connected to one of the NAATI assessment criteria. One of the criteria is mistranslation. Though NAATI gives no explanation about what type of mistranslation, the writer concluded that if translators mistranslate the TT, then the meaning of TT will be deviated similar as experiential translation error. Second, another NAATI assessment criterion is unjustifiable omissions which can be connected to textual translation error. In textual error, the translators omit the important explanation of SL to TL. This can be categorized as unjustifiable omissions which can make a deviation in meaning.

4.2.2   Minor Errors

4.2.2.1   Punctuation

Minor Error is another type of error, classified by Kim. Minor error is an error which does not affect the meaning of target text (Kim, 2009). The factor of minor error can be on graphological mistake, such as spelling and punctuation. In this section, most of the punctuation was the main minor error in this study. Here is one of examples of minor error in punctuation.

> **ST:** …KORBAN PERTEMPURAN 10 NOVEMBER 1945 MEMENUHI SELURUH POJOK GEDUNG DAN MELUBER SAMPAI DI HALAMAN RUMAH SAKIT **.** PARA DOKTER…
>
> **TT:** …THE VICTIMS OF THE BATTLE OF NOVEMBER 10, 1945, FILLED EVERY SPOT IN THE BUILDINGS OVERFLOWING INTO THE HOSPITAL GROUNDS **(a) .** THE MEDICS…

From example above, it can be seen that the error is on the punctuation, which is a period. Between the word "GROUNDS" and "THE", there is a period, but it is not written in proper way. After "GROUNDS", the punctuation must not be spaced (Burt, 1991). Nevertheless, the meaning of target text is not deviated since the error is only on the position of punctuation, so it is considered as a minor error. Here is another example of error in punctuation, specifically period at the end of sentence. This error can be found on Pertahanan Kota monument inscription.

> **ST:** …AKHIRNYA   GEDUNG   TERBAKAR   HABIS DIBUMIHANGUSKAN OLEH PEMUDA INDONESIA **.**
>
> **TT:** …WHICH WAS TOTALLY BURNED DOWN IN THE ACTION **(26a) .**

From example above, the position of punctuation period is also spaced. According to Burt (1991), the position of punctuation must not be spaced after word whether it is at the middle of sentence or at the end of sentence. Nevertheless, it does not give influence to the target text since the position is at the end of the sentence. The last example of punctuation error is in comma. Here

is the example of error in punctuation which is a comma.

> **ST:** …PADA HARI JUMAT TANGGAL 17 AGUSTUS 1945 JAM 11.15…
> **TT:** THE JAPANESE USED THIS AS THEIR NEWS AGENCY, DOMEI .
> ON FRIDAY AUGUST 17 **(a) ,** 1945 AT 11.15…

From example above, it can be seen the error of comma is similar as error of period. The position of comma also must not be spaced, similar as period (Burt, 1991). However, the target text meaning is not deviated since the error is only on the position of punctuation.

4.2.2.2   Spelling

Spelling can also be considered as one factor of minor error (Kim, 2009). In this study, there were two errors in spelling. Here is the example.

> **ST:** …MESKIPUN **DISENSOR** OLEH JEPANG BERITA ITU **DENGAN CEPAT** MENYEBAR KE SELURUH JAWA TIMUR
> **TT:** …THOUGH THE JAPANESE TRIED TO **(a)** **SENSOR** IT THE NEWS BROKE **(b)** **QUIKLY** INTO THE WHOLE OF EAST JAVA.

From example above, there were two minor errors found. First, on data a, the word "SENSOR" on the target text should have been "CENSOR" since the target text is in English. In Indonesian, *sensor* is the loanword from Latin and naturalization of an English word "censor" (Badudu, 2003). *Sensor* means "*pengawasan dan pemeriksaan atas surat, surat kabar, film, dsb*" (Badudu, 2003, p. 314). Thus, when it is back translated into English the correct translation should be CENSOR. Second, on data b, the word "QUIKLY" was misspelled. It missed a consonant "C" before "K" since the correct spelling is "QUICKLY" which means "at a fast speed or rapidly" (Oxford: Learner's Pocket Dictionary, 2011). Actually, in a, the meaning was not changed because "SENSOR" and "CENSOR" are homophones. Homophones are "homonyms that sound the same but have different spelling" (Kreidler, 1998). The way Indonesian and English speakers pronounce

"SENSOR" or "CENSOR" is almost similar. While for "QUICKLY", Indonesian speakers mostly pronounce their words orthographically or according to alphabetical spelling and English speakers pronounce it in phonetic alphabet (Fromkin, Rodman, & Hyams, 2010). Therefore, in translating "QUICKLY", the translator omitted the consonant "C" since it has no sound or silent word (Fromkin, Rodman, & Hyams, 2010). In conclusion, the meaning of target text was not deviated since the error was minor and gave small influence to the meaning.

Kim's type of minor errors can also be connected to NAATI assessment criteria. The first and most minor error found in this study is punctuation. The writer found many punctuation errors in this study. NAATI has punctuation as one of the criteria and it is connected to the writer's finding. The second minor error found is spelling which is also one of the NAATI's criteria.

4.3   Interpretation of the Data

From the data presentation and discussion, the errors were mostly found on minor error. It can be seen from the table 4.2 above, there are 34 (52,3%) minor errors and the most part is in punctuation which has 32 (49,2%) errors in it. The writer suggested that error in punctuation gives small influence in the meaning of target text, but it gives big influence to how the translator write or type the text.

The difference between total number between major and minor error is not big since most of the major error does not deviate full meaning. The level of major error in this study was still understandable to the reader since the deviation of meaning is still in the low level. Kim deducts one point of major error if the

meaning is still understandable (Kim, 2009). For meaning deviation, Kim deducts the error into three points. Similar as Kim, this study also mostly had major error which deducted into one point. Minor error is also deducted into one point since the meaning is still intact. Then, there are factors which influence the errors of bilingual monument inscriptions.

First, the omission of punctuation, such as period and comma can make a sentence either into a fragment or a run-on sentence (Beason & Lester, 2012). Fragment and run-on sentence are not a full complete sentence which can make errors in sentence. Next, the position of punctuation also determines the quality of a translator. From the discussion, it can be seen that the position of punctuation also offers a big role in the text. According to Burt (1991), punctuation is not spaced after each word in a sentence. The type of punctuation is considered for all, such as period, comma, colon, semicolon, etc. Whether the position of punctuation is in the middle or at the end of sentence, the spacing of punctuation is not allowed (Burt, 1991).

Second, most of the monument inscriptions are carved with capital letters. This can also be one of the factors on error in punctuation. The readers may think that when they read a text in capital letters, they may conclude that the structure of each sentence is correct. Moreover, most of the monument inscriptions were missing comma. According to Burt (1991), we should use comma in nine different circumstances which are separating lists, marking off asides, addressing people, using in phrases in apposition, marking off participles, marking off adverbial clauses, using in adjectival clauses, using direct speech, using to pause a long

sentence. In this study, most of the commas are not used to mark off adverbial clauses and to break a long sentence. Because lacking of commas, fragment and run-on sentence occurred in the target text.

Third, the major errors which were found in this study were mostly on experiential. Experiential error occurred when the translator cannot render the full meaning of ST to TT (Kim, 2009). Experiential error is divided into two types and those are experientially inaccurate translation and experientially unnatural translation. This error may happen because of many factors. The first possible factor is that the choice of vocabulary. Indonesians tend to use literal as the method in translating. Literal translation occurred when translators used the mostly found or used vocabularies in dictionary to translate the text (Newmark, 1988). Because of using many literal translations in the text, the sentence context is not conveyed fully. One of the examples is the use of word "tenacity". It is not wrong to use "tenacity" to describe the strength of Indonesian people when they had a war with Dutch. However, it will be more appropriate to use "endurance" in order to describe the stamina of human being because "tenacity" is usually used to describe inanimate objects.

The fourth factor is that the size or space of monuments. Most of the monument inscriptions miss important information when it is translated into TT, such as deletion of important dates and times in TT. Some source texts provide information about when the event happened completed with dates, months, years, even exact time. It is important because it provides more knowledge to the readers about Surabaya's history. Unfortunately, the important details are not translated

into TT. The reason may lie on the size of monument inscriptions which are limited. In addition, carving or translating the setting of each event is considered as redundancy since the TT readers can read the important settings on the ST.

Last, this study also connected to Nord and Sager types of error. In this study, there were many errors in the text whether it is on the grammar or vocabulary. These errors can be categorized as Nord's linguistic translation error because this error focuses on language structures (Nord, 1997). The deviated meaning of TT and translator's error can be categorized as Nord's pragmatic translation error since they lack of receiver orientation.

Moreover, there were many deletion and omission of specific date and time (Sager, 1994). These can also be considered as one of the similarities between Kim, Nord, and Sager. In addition, by developing the assessment criteria from NAATI, Kim's meaning-oriented assessment criteria can specify the general type of NAATI, such as "too literal" and "too free in translating".