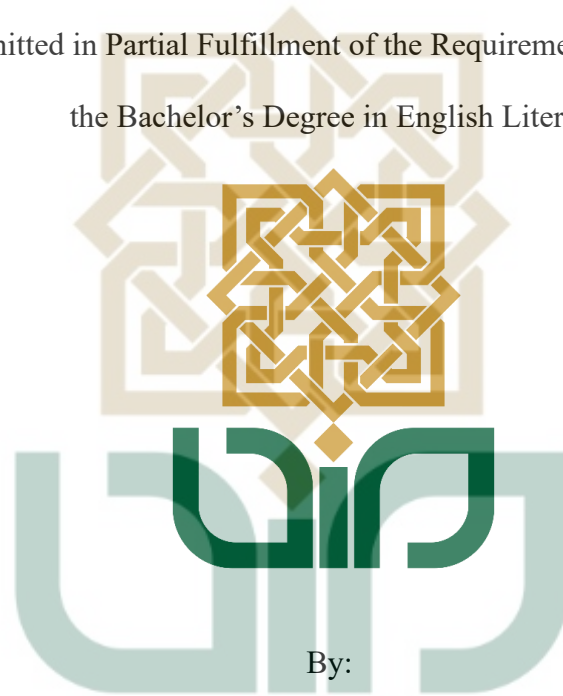**TRANSLATION ERRORS FOUND IN THE SPEECH SUBTITLE**

"THE BEST OF YOU" BY MUNIBA MAZARI

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining

the Bachelor's Degree in English Literature

By:

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YOGYAKARTA

2024

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Atas perhatiannya, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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FINAL PROJECT STATEMENT

I hereby submit my graduating paper entitled "Translation Errors Found in the Speech Subtitle *The Best of You*" by Muniba Mazari". I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researcher's opinion or finding included in this research is quoted or cited in accordance with ethical standards.

Yogyakarta, 19/6/2024

The signature,

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MOTTO

"Everything's going to be fine."

—

Joey Tribbiani

DEDICATION

I would like to thank Allah SWT for guidance me day by day and letting me through all the difficulties. This final paper would not finish without Allah's will.

I would like to dedicate my final paper for my own self who have survived in these difficult phases.

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LIST OF ABBREVIATIONS

SL: Source Language	AMB: Ambiguity
TL: Target Language	COH: Cohesion
ST: Source Text	F: Faithfulness
TT: Target Text	L: Literalness
G: Grammar	MU: Misunderstanding
SYN: Syntax	IND: Indecision
SP: Spelling	UNF: Unfinished
CH: Character	U: Usage
C: Capitalization	TT: Text Type
D: Diacritical Marks	R: Register
P: Punctuation	ST: Style
A: Addition	ILL: Illegibility
O: Omission	OTH: Other
T: Terminology	OTH-MT: Other Meaning Transfer Error
FA: Faux Ami	ATA: American Translator Association
E: Equivalent	H-E: Half-Equivalent
I: Inequivalent	

TRANSLATION ERRORS FOUND IN THE SPEECH SUBTITLE

"THE BEST OF YOU" BY MUNIBA MAZARI

By: Nafisa Bunga Salsabila

ABSTRACT

Translation is a process of rendering the equivalent meaning of source language to the target language. Meaning is the essential aspect that the translator should aware of. In translating a text, a translator might face several obstacles, such as error. The phenomenon of translation errors occurs in the English – Indonesian speech subtitle that uploaded by English Speeches on YouTube entitled "The Best of You" by Muniba Mazari. This study aims to analyze the category of the errors and the effect of the errors to the meaning of source language and target language. The researcher uses descriptive-explanatory qualitative methods. By using descriptive-explanatory, this study provides a picture of translation errors that occur in the speech subtitle and emphasis the causal relationship between the errors found and its effect on the meaning of source text and target text. The ATA Standardization Framework 2022 Version is used to categorize the errors. The researcher found 39 cases of errors in the Target Language Mechanics, 60 cases in Meaning Transfer, and 10 cases in Writing Quality. Furthermore, the researcher uses table of Componential Analysis by Nida and Taber to analyze the effects of the errors. The result of Componential Analysis divided into three classifications, such as equivalent in a total 12 cases, half-equivalent in a total 56 cases, and inequivalent in a total 43 cases. In conclusion, the translator's lack of knowledge, culture, vocabularies, grammar, linguistic norms, etc of source text and target text might the causes the error in translating the speech subtitle.

Keywords: speech, subtitle, translation error, componential analysis, ATA

TRANSLATION ERRORS FOUND IN THE SPEECH SUBTITLE

"THE BEST OF YOU" BY MUNIBA MAZARI

Oleh: Nafisa Bunga Salsabila

ABSTRAK

Penerjemahan adalah suatu proses mengartikan makna dari suatu bahasa sumber ke dalam bahasa target secara ekuivalen. Makna merupakan hal krusial yang harus diperhatikan oleh penerjemah. Seorang penerjemah mungkin menghadapi beberapa kesulitan yang kemudian mengarah kepada eror saat menerjemahkan sebuah teks. Salah satu fenomena eror dalam menerjemah tersebut terjadi di dalam teks takarir Indonesia sebuah pidato berjudul "The Best of You" oleh Muniba Mazari. English Speeches adalah sebuah kanal YouTube yang mengunggah pidato-pidato yang disampaikan oleh berbagai figur publik. Penelitian ini bertujuan untuk menganalisis kategori eror yang terjadi dan pengaruh eror tersebut terhadap makna teks bahasa sumber dan bahasa target. Jenis penelitian ini adalah kualitatif dengan metode descriptive-explanatory dengan rincian akan mengkategorikan eror dan mengkaji hubungan antara eror terhadap perubahan makna bahasa sumber dan bahasa target. Pengkategorian eror menggunakan ATA Framework 2022. Peneliti menemukan 39 eror dalam kategori Target Language Mechanics, 60 eror dalam kategori Meaning Transfer, dan 10 eror dalam kategori Writing Quality. Sedangkan untuk mengkaji pengaruh eror terhadap makna bahasa sumber dan bahasa target, peneliti menggunakan tabel Componential Analysis oleh Nida dan Taber. Hasil dari analisis tersebut kemudian dibagi menjadi tiga: 12 eror equivalent, 56 eror half-equivalent, dan 43 eror inequivalent. Kesimpulannya, sebagian besar eror yang terjadi dikarenakan kurangnya pengetahuan penerjemah terhadap kultur, kosa kata, tata bahasa dan linguistik bahasa sumber dan bahasa target.

Kata kunci: pidato, takarir, translation error, componential analysis, ATA

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a global system of communication. Humans use language to interact with others. People around the world have different languages based on their countries, tribes, and cultures. There are wide varieties of languages around the world. The variety of countries, tribes, and cultures makes the diversity of languages. These language differences may affect the communication between people who has different language. When people communicate using different languages, it may arise a problem. The problem is that the speaker's intention in SL would not deliver properly to the receiver in TL. In order to help solving the problem, there is translation. The translation is rendering the meaning of a text from source language into target language in the way the author intended meaning (Niu ma ke. et al., 2001, p. 5). In translation, there are terms for the source language (SL) as the original language and the target language (TL) as the intended language to which it is translated. Hence, the target language's people understand the source language's intended meaning. Translation is not only used to render a language into another language, but translation also transfer the meaning equivalently. In everyday life, translation may appear everywhere including at public places. The form of translation at public places is such as texts in instructions and warnings that written two languages on it. The using of two languages version is to help the

foreigners know and understand the meaning of the instruction or the warnings. Translation is also essential in the distribution of textbooks, novels, speeches, news, magazines, etc.

Speech is a formal talk given usually to a large number of people on a special occasion (Cambridge Dictionary, 2024). As the technology advances, many speeches of public figures are uploaded on YouTube. One of the public figures is Muniba Mazari. Muniba Mazari is a National Goodwill Ambassador of United Nations Women in Pakistan. She is also known as a motivational speaker due to her inspirational life story. In delivering the speech, Muniba chooses to use daily language instead of formal language. "The Best of You" is one of her best speeches that uploaded by English Speeches channel on YouTube. English Speeches is an educational channel that helps people to learn and improve their English skills in reading, listening, and translating through the English speech videos. Moreover, English Speeches also provides the subtitle of the speeches in various target languages such as Indonesian, French, Portuguese, Thai, etc. The English Speeches is allowed whoever want to submit the subtitles and it is not limited for people at certain skill levels. For anyone who still at beginner, intermediate, or even advanced level is still allowed to translate the subtitle. Nonetheless, the English Speeches does not write the credit or the name of the translator who translate the speech on the YouTube descriptions.

From the explanation above, the researcher found there are two aspects that arises a gap of problem. The first aspect, a speech defines as a formal talk. In contrast, Muniba Mazari delivers her speech in an informal daily language. The second aspect, the correlation between the various levels of the learners and the daily language used in the speech. Based on the facts, the translator is supposedly did not face any obstacles that mainly lead to error because the speaker uses daily language and not formal language. The understanding towards the using of daily language is expected to be easier to the learners rather than formal language. In the fact, the researcher found in the speech subtitle entitled "The Best of You" occurs several errors that makes the rendition less precise at some aspects. According to Cambridge Dictionary, subtitle defines as the words shown at the bottom of a film or television picture to explain what is being said in another language (2024).

The errors in translation might cause by the translator's lack of knowledge, culture, vocabularies, grammar, linguistic norms, etc of source text and target text. In addition, other aspects beyond the knowledges might also be the cause. Error in translation makes the meaning of source text and target text are possibly led to inequivalence. Inequivalent is when the meaning of SL and TL are inequal and have contrast meaning. According to Nababan, inequivalent is when the target language does not have the direct equivalent for a word found in the source language (2003). Baker stated that inequivalent meaning can occurs at word level, above word level, grammar level, or even text level (as cited by Darmanto, 2016).

Based the explanation above, it can be said that a translation that supposed to result in equivalent, but translation also can be result in inequivalent or half-equivalent due to the error happened in the translation.

Error in translating represents a lack of competence. The error can be observed, analyzed and classified to reveal something (Hutauruk et al., 2022). In translation, error and mistake are two different things. A mistake in translation is not the result of a deficiency competence but the result of some breakdown or imperfection in producing something (Hutauruk, n.d.). It can be said that error in translation defines as the deviation made by the translator whom in this study case is a learner. The error can appear because the translator might not understand the language rules of the target language. Besides that, the errors might occur because translator's word choice or vocabulary knowledge is narrow, hence the translation feels uncanny at some points. In addition, error in translation also possibly affected the meaning of source language and target language. If there is error in translating SL into TL, the intended meaning would not deliver properly.

In this research, the researcher analyzes the error that happened on sentences level in translation. The researcher uses ATA Framework 2022 version as a guidance tool to categorize the errors in the speech subtitle. ATA is established to advance the translation and interpreting professions and maintain the professional development of its members (ATA, 2022). ATA is also recognized worldwide as a leading translation and interpretation authority. To distinguish and

make this research become more interesting from the other translation error researches, the researcher also determines the effect of the errors found on the source text and target text meaning. The analysis of the errors' effects is using table of Componential Analysis by Nida and Taber. The diagnostic components in componential analysis are used to analyze the distinctive components of ST and TT's units. Afterward, based on the Nababan's Theory of Translation (2003), the researcher will classify the result of Componential into category of equivalent, half-equivalent, or inequivalent.

1.2 Research Questions

According to the background of the study, the researcher formulates research questions as listed below:

1. What are the category of errors found in the Indonesian speech subtitle according to ATA Standardization Framework 2022 Version?

2. How do the errors affect the meaning of the source text and the target language?

1.3 Objectives of Study

Based on the research questions, the researcher formulates the objective of the research as follows:

1. To describe the category of errors found in the speech subtitle.

2. To analyze the effect of the errors on the meaning of source text and target text.

1.4 Scope of Study

This study focuses on the speech subtitle "The Best of You". In identifying the errors in the speech subtitle, the researcher will use the ATA Framework 2022 version. Furthermore, in order to analyze the effect of the error on the source text and target text's meaning, the researcher will use Nida and Taber's theory of Componential Analysis as the analyze tool.

1.5 Significances of Study

This study aims to contribute two aspects in linguistics, especially regarding translation study. Firstly, theoretically, this study enhances the research in applied linguistics, namely in the field of translation study. This study also expected to give knowledge about translation error and its effect. Secondly, practically, the researcher expects this research can provide information towards translation errors on the various aspects. Hence the readers who want to learn about translation can be more aware in translating something and hopefully can avoid any errors in translating.

1.6 Literature Review

The first previous study written by (Darmanto, 2016). The previous study examines the inequivalent meaning that happened in translation error of the movie 'Frozen'. The study reveals directly to the specific category of the inequivalent according to the error occured. The study divided the inequivalent to several

aspects such as nouns, verbs, omissions, verbs and adjectives, etc. The contrast part of the third previous study and this study is this study classifies the errors found and then analyzing the meaning of the errors found on the semantic level. While the previous study did not categorize the errors found and directly examine the inequivalency.

The second previous research written by (Dewiyanti & Suryani, 2017). The object of the previous study is the translation of the Indonesian dish names on the food packaging. The study reveals 5 translation version of Indonesian dishes. The author analyzes the translation of the Indonesian dishes using componential analysis. The weakness of this previous study is the researcher did not limit the number of diagnostic components. Hence each dishes have different number of diagnostics components, and it will affect the scoring result. The similarity to this research is both researches using componential analysis to analyze the distinctive components of the SL and TL. The differences to this research are the previous study scoring the result of componential analysis, while this research does not. In addition, this research classifies the translation types into three classes such as equivalent, half-equivalent, and inequivalent, while the previous study did not classify the translation of Indonesian dishes.

The third previous research written by (Putri, 2019). The research used secondary data which is collected from several journals selected. The study

described that in error in translation can be caused by two factors which are surface structure such as semantic, morphology, etc, and deep structure such as the culture of SL and TL. The study was not creating new data or discovering about translation shift, precisely the study is only 'summarizing' several journals that examine about the factor that can caused an error in translation. Hence this previous study becomes less variety due to it is only re-explained the translation error factors from other journals. The researcher of the previous study did not provide any at all new example of the factors that caused translation errors despite of the journals selected. The contrast of the previous study and this study is the previous study only summarizing the previous journals to be the data used. While this study will discover on the category of error based on the American Translator Association (ATA), and examine the effect of errors using Componential Analysis which makes this study more interesting.

The fourth previous study written by (Fahrezi, 2022). The previous study reveals 98 thesis' abstracts with translation errors from the source language (Indonesian) to the target language (English). The author examines the errors found based on the ATA Standardization Framework 2021 version. The errors found in the thesis' abstracts mostly is caused by the student's lack of knowledge towards the target language grammatical and Error of Mechanics based on the ATA. The similarity of the second research and this study is using the ATA as the guidance to categorize the errors. However, the second previous study did not

analyze further about the effects of the errors found. While this study will examine further on the errors found and its effect on the meaning of ST and TT.

The fifth previous study written by (Stephani Nathasya et al., 2022). The study analysis the meaning of Maher Zain's song translation using componential analysis. The author focuses the analysis only on the word classes such as verb, noun, adjective, adverb, pronoun, and preposition. Based on the previous study, the author examines the shifting from source language; English, to target language; Bahasa Indonesia. Hence, the author analyzes the meaning transfer happened using componential analysis by using only two diagnostics components. The similarity to this research is both researches also classified the result of componential analysis by grouping into three classifications such as equivalence, half or partial equivalence, and inequivalence. In addition, the difference to this research is the previous research focuses on the shift while this research is the error in translation.

According to the literature review above, there are some similarity and difference towards this study and the five previous studies. Although, the novelty of this study compare to the five previous study is this study will not only categorize the error but also analyze further on the effects of errors. The effect of the errors will be analyzed by using the Componential Analysis table by Nida and Taber. The researcher did not find any researches that using ATA and Componential Analysis in one study.

1.7 Theoretical Approach

This research aims to analyze the translation errors in the speech subtitle "The Best of You" delivered by Muniba Mazari. The speech transcript and subtitle are uploaded and translated by English Speeches channel. The researcher uses ATA Framework 2022 version to categorize the errors found. There are three categories of explanation for the error: 1) Target Language Mechanics, 2) Meaning Transfer, and 3) Writing Ability. Firstly, Target Language Mechanics explains the errors that violate one or more rules that prescribe the "proper" written forms of the Target Language, i.e., Spelling, Punctuation, Capitalization, etc. Secondly, errors that lead the readers to misunderstand the ideas of the source text can be categorized as Meaning Transfer, i.e., Ambiguity, Cohesion, Literalness, Misunderstanding, etc. Thirdly, errors that do not break the rules yet "sounds wrong" categorized as Writing Quality. Furthermore, the categorized errors will be analyzed using diagnostic components by Nida and Taber to examine how the errors affect the meaning of ST and TT.

1.8 Methods of Research

1.8.1 Types of Research

The type of this research is qualitative research. According to Creswell, qualitative is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem (2014, p. 32).

Exploring and understanding the meaning of individuals ascribing refers to the event that becomes the main aim of the study, which is errors in translation. Later, the errors will be explained of its effect to the meaning of source text and target text. According to Hedrick et al. (1993), the purpose of a descriptive study is to provide a picture of a phenomenon as it naturally occurs.

The research design is a descriptive and explanatory design study. Descriptive qualitative is to make clear what caused a trend or attitude that has been described. In contrast, explanatory qualitative design is a study that emphasizes discovering causal relationships between variables and determining the relationship between one and another variable (Gray, 2004, p. 102). The study uses descriptive explanatory because the study provides a picture of a phenomenon of translation errors that occur when translating the speech and emphasis the causal relationship between the errors found and its effect on the meaning of source text and target text.

1.8.2 Data Source

This research uses primary data sources. Primary data is a primary source that provides direct evidence and original materials about an event, object, person, etc. Primary data sources can be written or non-written such as text, subtitle, sound, pictures, artifacts, etc. The researcher uses three data

sources such as the English transcript, English subtitle, and the Indonesian translation. Cambridge Dictionary defines transcript as a written copy of the exact words that someone said (2024). In this case, the English transcript is the words of the speaker said on the speech video https://www.youtube.com/watch?v=fBnAMUkNM2k&t=131s . The definition of subtitle is the words on the bottom of a film or television picture to show what is being said or translate it into a different language. The English subtitle in this case obtains from the English Speeches website https://www.englishspeecheschannel.com/. While for the Indonesian translation obtains from the speech video on English Speeches channel on YouTube https://www.youtube.com/watch?v=fBnAMUkNM2k&t=131s.

1.8.3 Data Collection Technique

The researcher collects the data using documentation method. According to (Creswell), qualitative documents may be public documents for instance newspapers, official reports or private documents; personal journals and diaries, letters, e-mails. Qualitative documents can also take from audio-visual materials in the form of photographs, art objects, videotapes, main website pages, e-mails, text messages, social media text, or any form of sound.

The represented data took from the speech's transcript text and subtitle text from English Speeches channel on YouTube. The Indonesian subtitle is taken from English Speech channel on YouTube https://youtu.be/fBnAMUkNM2k. While the English version or the transcript text is taken from English Speech's website on https://www.englishspeecheschannel.com/ .

The researcher examines the Indonesian subtitle text through crosschecking the subtitle and the English transcript text. Afterward, the researcher examines both, the Indonesian subtitle and English transcript text, and marking the possibly errors.

1.8.4 Data Analysis Technique

In analyzing data, the researcher divided the techniques into two parts:

a. ATA Standardization Framework 2022 Version

The first technique categorizing the errors found. In this part, the researcher finds the errors occur on the Indonesian subtitle, by comparing to the ST which is the English transcript. After finding the errors in general, the researcher will classify the errors found and the explanation based on the ATA Standardization Framework 2022 Version. The categories are divided into three classifications: 1) Target Language Mechanics, 2) Meaning Transfer, and 3) Writing Quality.

b. Componential Analysis

Afterward, the researcher will examine the effect of the errors using table of diagnostic components to point out the distinctive components of ST and TT. In this step, the error classifications will be examined on the meaning level using Nida and Taber's Theory of Componential Analysis. The author makes the table of componential analysis consisting of ST, diagnostics components, and TT. The author provides three to five diagnostic components to narrow and specify the differences. Thereafter, the author explains and analyze whether the ST and TT are interchangeable or not. Furthermore, the researcher categorized the result of Componential Analysis into equivalence, half-equivalence, or inequivalence categories. The data considered as equivalence if the TT and ST's diagnostic components are all equal or most of the components are equal, have related meaning, and not change the intended meaning of the source text. Half-equivalence translation if the result of the diagnostic components is half similar and the other half is different. In addition, it can be categorized as half-equivalence if the TT and ST are not equivalent yet not inequivalence, but the intended meaning of ST are not change in TT. The inequivalence translation is when the result of ST's and TT's are contrast, and almost there is no similar components.

1.9 Paper Organization

This paper consists of four chapters. The first chapter discusses the introduction of the research covers background of study, research questions, objectives of study, scope of study, the significances of the study, literature review, theoretical approach, methods of research, and paper organization. The second chapter contains theoretical frameworks of this study. The third chapter provides the findings and discussion of the data analyzed and it will be answered the research questions. The fourth chapter contains conclusion and suggestion. On the last chapter, the researcher will present the conclusion of the whole analysis.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

From the subtitle of the speech by Muniba Mazari that uploaded and translated by English Speeches Channel on YouTube, the researcher found in total 106 cases. There are 39 cases of the Target Language Mechanics category, 58 cases of Meaning Transfer category, and 9 cases of Writing Ability category. The Target Language Mechanics divided into 9 sub-categories, the researcher found the errors on 3 sub-categories such as Syntax (SYN) 17 cases, Word Form/Part of Speech (WF/PS) 10 cases, Spelling (SP) 1 case, and Other (OTH) 11 cases. Then, from the Meaning Transfer category, there are 13 sub-categories and the researcher found the errors on 8 sub-categories such as Addition (A) found 5 cases, Omission (O) 5 cases, Terminology (T) 13 cases, Verb Form (VF) 6 cases, Ambiguity (AMB) 1 case, Literalness (L) 9 cases, Indecision (IND) 5 cases, and Other Meaning Transfer (OTH-MT) 14 cases. The Writing Ability divided into 5 sub-categories, and the researcher found the errors on the Usage (U) in total 9 cases.

After categorizing the errors using ATA, the researcher analyzes the effect of the errors on the meaning of the source text and target text. The researcher found the errors found the equivalent 6 cases, half-equivalent 52 cases, and inequivalent 48 cases. In the equivalent category, the errors did not

affect and change the meaning of source text and target text. Most of the equivalent categories are caused by the translator wrote or spell the words less precisely, but both meaning, source text and target text, are still equal and related. Based on the discussion, the half-equivalent translations are affected the meaning of source text and target text. In this case, the half-equivalents result in half similar components of ST and TT, and the other half is different. Hence it makes the half-equivalent more or less is affected on the ST and TT's meaning. Lastly, the inequivalent translation result that the error clearly affects the meaning of the ST and TT. Most of the data of errors that result in inequivalent, the diagnostic components of ST and TT did not reach the equality. In contrast, the diagnostic components of ST and TT are result in totally different meaning. Hence it can be said that the errors are affected the meaning of ST and TT. Therefore, if the errors affect the meaning of ST and TT, the intended meaning of the author will not deliver appropriately to the viewers.

In conclusion, even though English Speeches is a platform to whoever wants to learn and improve their skill uses daily language of English, it cannot be denied that there still occurs in translating the subtitle of the speech. The errors happened may due to the variety level of people who learn through English Speeches Channel on YouTube, such as beginner, intermediate or even advanced. It is possible that the translator of the speech subtitle entitled "The

Best of You" by Muniba Mazari is at beginner level hence the knowledges of source text and target text vocabularies, cultures, and linguistics is narrow.

4.2 Suggestion

After conducting this research, the researcher realizes there is still weakness and a lack of depth in analyzing the data. In this research, the researcher has not provided and analyzed specifically what factors made the error happen from the translator's side. The researcher hoped that the weakness and empty gap of the research could be the chance for the other researcher who wants to study the same topic or object of the study. By adding and analyzing the factors from the translator's side, it will strengthen the analysis of the data.

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APPENDIX

DATA	MINUTES	ENGLISH TRANSCRIPT	ENGLISH SUBTITLE	INDONESIAN TRANSLATION	ATA CATEGORY	DISCUSSION	TRANS. RESULT
1.	0.37		I always start my talk with some **disclaimer**.	Yah, saya selalu memulai pembicaraan dengan beberapa **penafian**.	IND (Indecision)	The indecision error occurs when the target text gives more than one option for the translation unit which is *penafian* and *penolakan* as the result of disclaimer.	H-E
2.	0.46	Well, I always start my talk with a disclaimer, and that disclaimer is that I've never claimed to be	..and that **disclaimer** is…	…dan **penolakan** itu adalah…	IND (Indecision)	The indecision error occurs when the target text gives more than one option for the translation unit which is *penafian* and *penolakan* as	H-E

		a motivational speaker.				the result of disclaimer.	
3.	0.46		..and that disclaimer is that I never **claimed** to be a motivational speaker.	..dan penolakan itu adalah bahwa saya tidak pernah **mengklaim** untuk menjadi pembicara motivasi.	SP (Spelling)	Spelling error occurs due to the root word of '*klaim*' is correct but word form '*mengklaim*' is incorrect in target language according to KBBI. Instead of '*mengklaim*' the right verb is '*mengeklaim*'.	E
4.	2.39	I believe in the power of words, many people speak before they think, but I know the value of words.	…but I know the value of **words**.	…tapi saya tahu nilai **kata-katanya**	A (Addition)	The translator added superflous elements which is suffix -*nya* in the target text whereas the suffix is not supposed to be there.	H-E

5.	2.59	They call me disabled, I call myself differently abled.	They call me **disable.**	Mereka memanggil saya **untuk menonaktifkan.**	T (Terminology)	The TT's terminology for disable is incorrect hence results the incorrect meaning.	I
6.	2.59		I call myself **differently able**.	Saya menyebut diri saya **berbeda sanggup.**	L (Literalness)	The translation follows the source text word for word and results an incorrect rendition.	I
7.	3.18	There are some incidents that happen in your life, and those incidents are so strong that they change your DNA.	…and those incidents are so strong that they **change** your DNA.	…dan insiden-insiden itu begitu kuat sehingga mereka **ubah** DNA-mu.	PS (Part of Speech)	Part of speech error occurs due to the grammatical form is incorrect. In TT, to make 'change' become verb it supposed to be '*mengubah*' instead of '*ubah*'.	H-E

8.	3.24		Those **incidents** and **accidents are** so **strong that** they break you physically.	**Insiden** dan **kecelakaan** itu sangat kuat bahwa mereka menghancurkanmu secara fisik.	Other	The other errors occur due to the the errors do not clearly fit the category above. There is an incorrect agreement of grammatical number in TT. Plural in ST become singular in TT.	E
9.	3.24	Those incidents or accidents are so strong that they break you physically.	Those incidents and accidents are so strong **that** they break you physically.	Insiden dan kecelakaan itu sangat kuat **bahwa** mereka menghancurkanmu secara fisik.	PS (Part of Speech)	There is an incorrect conjunction that used. '*sehingga*' instead of '*bahwa*' because '*sehingga*' state a causal event.	H-E
10.	4.11	My father wanted me to get married, and all I said was "If that	…if that makes you happy, **I will say yes.**	…jika itu membuatmu bahagia, saya akan	A (Addition)	The translator added an inappropriate word of meaning that	H-E

		makes you happy, I'll say yes!"		melakukannya bilang 'iya'.		resulted in translation is odd.	
11.	4.16	And of course, it was never a happy marriage.	It **was never** a happy marriage.	Itu **tidak pernah terjadi** pernikahan yang bahagia.	S (Syntax)	There is word of similar form but dissimilar meaning in TT that paired in the translation and it results different meaning.	H-E
12.	4.22	Just about after two years of getting married, about nine years ago, I met a car accident.	…I **met** a car accident.	…Saya **bertemu** dengan kecelakaan mobil.	U (Usage)	It is uncommon to say 'bertemu' instead of 'mengalami' in TT when a person experienced something. Hence the translation sounds awkward.	H-E
13.	4.57	Radius ulna of my right arm	My right arm was fractured,	Lengan kanan saya patah, **siapa** patah.	OTH-MT	There is mistake in the transcript and	I

		were fractured.	**whist** was fractured….		(Other Meaning Transfer Errors)	the translator is also mistranslated.	
14.	5.14	I lost urinal bladder control, that's why I have to wear the bag wherever I go.	I lost urine control. That's why I have to wear **bag** wherever I go.	Saya kehilangan control urin. Itu sebabnya saya harus memakai **tas** ke manapun saya pergi.	Terminology (T)	It is uncommon to say '*tas urin*' instead of '*kantong urin*' in medical terms.	H-E
15.	5.23	That injury that changed me and my life completely as a person in my perception towards living my life was the spine injury.	My perception towards **living my life** was the spine injury.	Persepsi saya terhadap **hidup hidupku** adalah cedera tulang belakang.	SYN (Syntax)	The syntax error happens due to incorrect translation of noun phrase in TT.	I
16.	5.41	So, this accident took place in a far-flung area in the outskirts of a very small	So, this accident took place in a far-flung area in the outskirts of a very	Jadi, kecelakaan ini terjadi di tempat yang jauh, daerah Balochnistan, di	S (Syntax)	The syntax error occurs because the incorrect wording/phrasing in target	I

		province, Baloch, where there was no first aid, no hospital, no ambulance.	small province Baloch, where there was no **first aid**.	mana tidak ada **yang pertama.**		language. 'pertolongan pertama' rather than 'yang pertama'.	
17.	6.03	They dragged me out of the car, and while they were dragging me out, I got the complete transection of my spinal cord.	I got the complete **transaction** of my spinal cord.	Saya mendapat **transaksi** lengkap dari sumsum tulang belakang saya.	OTH-MT (Other Meaning Transfer Errors)	There is an error in the transcript. It is supposed to be written as 'transection' instead of 'transaction', because it has different meaning.	I
18.	6.10	There was this debate going on, "Should we keep it here?" "She's going to die?" "Where should we go?	There was this debate going on, should we **keep** it here? She's going to die, where	Dan sekarang, perdebatan ini sedang berlangsung, kita **simpan** di sini? Dia akan mati, atau di mana haruskah kita pergi?	U (Usage)	Usage error happens due to inappropriate word choices in TT so the translation sounds awkward.	H-E

		There is no ambulance.	should we go?				
19.	6.10		There was this debate going on, should we keep it here? She's going to die, **where** should we go?	Dan sekarang, perdebatan ini sedang berlangsung, kita simpan di sini? **Dia** akan mati, atau **di mana** haruskah kita pergi?	U (Usage)	Usage error happens due to inappropriate diction of TT hence results awkward sentence.	H-E
20.	6.15	They said: Put her in the back of the Jeep, and take her to the hospital, which is three hours away from this place.	Put her **in the back of the jeep**.	Letakkan dia **di belakang jip**.	AMB (Ambiguity)	The results segment allows for more than one interpretation. It could be means 'behind the car' or 'in the back (part) of the car'.	H-E
21.	6.15		…and take her to the hospital which is **3 hours away**	…dan membawanya ke rumah sakit yaitu **3 jam jauh** dari tempat ini.	SYN (Syntax)	The words order is unnatural to say in TT.	H-E

			from this place.				
22.	6.31	I still remember that bumpy ride. I was all broken.	I was **all** broken.	Saya **semua** hancur.	PS (Part of Speech)	The adverb 'all' should be modifying verbs, adjectives, and adverbs, not pronoun which is 'I'.	H-E
23.	6.51	Doctors have put a lot of titanium in my arm.	**Doctors** have put a lot of titanium in my arms.	**Dokter** telah meletakkan banyak titanium di tangan saya.	PS (Part of Speech)	Incorrect translation of the countable nouns.	E
24.	7.35	I was at the verge of despair.	I was on the verge of **dis-pare**.	Saya berada di ambang **dis-pare**.	OTH MT (Other Meaning Transfer Error)	The error occurs because the transcript's error, instead of 'despair' it is written 'dis-pare'.	I
25.	8.08	I took a deep breath, and I said: It's all right.	I **took** a deep breath.	Aku **menghela** nafas panjang.	T (Terminology)	The translation content word with an inappropriate meaning in	H-E

						relation to the ST.	
26.	8.14	The next day doctor came to me and said: Because of your spine injury and the fixation that you have in your back, you won't be able to give birth to a child again.	…because of your spine injury and your **fixation** that you have in your back,…	…karena cedera tulang belakang dan **fiksasi** Anda yang Anda miliki di belakang Anda,..	T (Terminology)	The appropriate TT term is not used when the corresponding term is used in the ST.	H-E
27.	8.14		…because of your spine injury and your fixation that you have in your **back**,…	…karena cedera tulang belakang dan fiksasi Anda yang Anda miliki di **belakang** Anda,..	T (Terminology)	The terminology error occurs because the translator used inappropriate term in TT.	I
28.	8.28	That day I was devastated. I still remember, I asked my mother: Why me? And that	…that is where I started to question **my existence**.	…di situlah saya mulai mempertanyakan **saya adanya**.	SYN (Syntax)	The syntax error occurs due to the unnatural word order.	H-E

		is where I started to question my existence that why am I even alive?					
29.	8.46	I cannot be a mother, and we have this thing in our heads being women that we are incomplete without having children.	I cannot be a mother and we have this thing in our head being women that we are incomplete without having children.	Saya tidak bisa menjadi seorang ibu, dan kami memiliki hal ini di kepala kita menjadi wanita bahwa kita tidak lengkap tanpa memiliki anak.	Other	The punctuation error occurs because the target language punctuation are not followed hence it creates ambiguity.	H-E
30.	8.46		I cannot be a mother and we have this thing in our head being women that we are incomplete without	Saya tidak bisa menjadi seorang ibu, dan kami memiliki hal ini di kepala kita menjadi wanita bahwa kita tidak lengkap tanpa memiliki anak.	L (Literalness)	The translation follows the source text word for word hence it results in an unclear sentence.	H-E

			having children.				
31.	9.00	People are scared they think I will get divorced.	They think I will **get** divorced.	Mereka pikir saya akan **mendapatkannya** bercerai.	L (Literalness)	The translation follows ST word for word results in an unclear rendition.	H-E
32.	9.19	My dear friends, in my situation, there was a tunnel, but I had to roll on, but there was no light, and that is where I realized that the words have the power to heal the soul.	My dear friends, in my situation, there was a tunnel that I had to roll on but **there was no light.**	Teman-teman terkasih, dalam situasi saya, ada sebuah terowongan yang harus kugulung tapi **ada tidak ada cahaya**.	VF (Verb Form)	The translation includes a grammatically possible form that conveys a different meaning from the ST.	I
33.	9.19		My dear friends, in my situation, there was a tunnel that I	Teman-teman terkasih, dalam situasi saya, ada sebuah terowongan yang harus	T (Terminology)	The terminology error occurs because the translator	I

			had to **roll on** but there was no light.	**kugulung** tapi ada tidak ada cahaya.		choose a word with an inccorect meaning in relation to the ST.	
34.	9.34	My mother said to me: This too shall pass.	My mother said to me that **this two sell-pass.**	Ibuku berkata kepadaku bahwa **ini dua pass-jual.**	OTH MT (Other Meaning Transfer Errors)	The OTH MT error occurs because there is an error in the ST which is in the transcript. It caused the translation also results unclear meaning.	I
35.	9.50	And in all that distress and grief somehow or the other, those words were so magical that they kept me going.	Mom, those words were so magical that they **kept me going.**	Ibu, kata-kata itu begitu ajaib sehingga mereka **pertahankan saya pergi.**	U (Usage)	The usage error occurs due to the incorrect agreement of collocations in TT.	I
36.	10.6	It was so hard to hide the	It was so hard to hide the	Sangat sulit untuk menyembunyikan	PS	The translator using incorrect	H-E

		pain, which was there.	pain **which was there.**	rasa sakit **yang dulu sana.**	(Part of Speech)	determiner in TT hence results awkward sentence.	
37.	10.27	I know I have deformed hand, but I'm tired of looking at these white walls in the hospital and wearing these white scrubs.	…I am tired of looking at these white walls in the hospital and wearing this white **scraps**.	…aku bosan melihat dinding putih ini di rumah sakit dan memakai **memo** putih ini.	OTH (Other)	The other error occurs due to there is a transcript error. The word content should be 'scrubs' not 'scraps'.	I
38.	10.51	So, the very first painting I made was on my death bed where I painted for the very first time. It was not just an art piece or just my passion.	It was not just an art piece or just **my passion**. It was my therapy.	Itu bukan hanya karya seni atau bukan hanya **karya saya gairah**. Itu adalah terapi saya.	T (Terminology)	It occurs because the translator applies a phrase with an incorrect meaning in relation to the ST meaning.	I

39.	10.58	What an amazing therapy. It was without uttering a single word I could paint my heart out.	I could paint **my heart out.**	Saya bisa melukis **isi hatiku keluar.**	L (Literalness)	The translator only pays attention to ST's word for word and it causes an awkward rendition.	I
40.	11.03	People used to come and say: What a lovely painting, so much color.	'Wow, **what a lovely painting**.'	'Wow, **apa sebuah lukisan yang indah.'**	L (Literalness)	The translator only pays attention to ST's word for word hence it causes an unidiomatic interpretation.	H-E
41.	11.06	So, that's how I spent two and a half months in my hospital. Crying. Never complaining or whining, but painting.	That's how I spend my two and a half months in the hospital. **Lying**, never complaining or whining, but painting.	Jadi begitulah cara saya menghabiskan dua setengah bulan di rumah sakit. **Berbohong**, tidak pernah mengeluh atau merengek, tetapi melukis.	T (Terminology)	Terminology error occurs because the translator applies a verb (present participle) with an incorrect meaning.	I

42.	11.29	**I went back home, and I realized that I have developed a lot of pressure ulcers on my back and on my hipbone. I was unable to sit.**	**I have developed a lot of pressure ulcers on my back, on my hipbone.**	**Saya telah banyak berkembang borok tekanan** di punggung saya, di tulang pinggul saya.	SYN (Syntax)	The sentence in TL is arranged improperly.	I
43.	11.45	So, doctors wanted me to lie down on the bed straight, for not six months, for not one year, for two years I was bedridden, confined in that one room looking outside the window	For not six months, for not one year, for two years I was bedridden confined **in that room looking outside the window listening to the birds chirping.**	Bukan enam bulan, bukan satu tahun, tapi untuk dua tahun aku terbaring di tempat tidur, **dalam hal itu satu ruangan melihat ke luar jendela mendengarkan untuk kicau burung.**	OTH MT (Other Meaning Transfer)	The OTH-MT errors occur due to the source text and the translation text are hard to follow and the inappropriate devices used in TL.	I

		listening to the birds chirping and thinking maybe there will be a time when we'll be going out with the family, and enjoying the nature.					
44.	12.00		…and thinking **there will be a time** when we'll be going out with the family and enjoying the nature.	…dan berpikir **akan ada menjadi waktu** ketika kita akan pergi dengan keluarga dan menikmati alam.	L (Literalness)	Literalness error occurs due to the translator pays attention to some elements of source text word for word and results in an awkward rendition.	I
45.	12.06	That was the time where I realized how lucky people are, but they don't realize.	That was the time, where I realized how lucky **people** are but they don't realize.	Itulah saatnya, di mana saya menyadari betapa beruntungnya **orang**, tetapi	PS (Part of Speech)	The part of speech error occurs because the word's form which is countable noun	E

				mereka tidak menyadari.		is incorrect in target language.	
46.	12.55	The day I sat on the wheelchair for the first time knowing that I'm never going to live this.	…I **am never going to live this.**	...**Saya tidak akan pernah pergi jalani ini.**	OTH MT (Other Meaning Transfer Errors)	OTH MT error occurs because the error comes from the transcript (SL). Hence it results unclear meaning in TL.	I
47.	13.17	I cannot sit in the corner of the room crying, cribbing, and begging for mercy because nobody has time.	I cannot sit in the corner of the room crying, cribbing, and begging for mercy because **nobody** has time.	Saya tidak bisa duduk di sudut ruangan sambil menangis, meratap, dan memohon belas kasihan karena **tidak ada orang** punya waktu.	SYN (Syntax)	The syntax error occurs due to there is an addition element in the TL.	I
48.	13.17		I cannot sit in the corner of the room crying, cribbing, and begging for mercy	Saya tidak bisa duduk di sudut ruangan sambil menangis, meratap, dan memohon belas kasihan karena **tidak ada**	SYN (Syntax)	The syntax error occurs due to an element is missing in the TL.	H-E

			because **nobody has time**.	**orang punya waktu.**			
49.	14.06	That day I decided that I'm going to live life for myself.	I am **going to a life of myself**.	Saya **memutuskan untuk hidup dari diriku sendiri.**	OTH MT (Other Meaning Transfer Errors)	OTH MT error occurs due to the transcript error and it makes the TL's meaning unclear.	H-E
50.	14.06	**I am not going to be that perfect person for someone.**	**I am not going to be that perfect person for someone.**	**Saya tidak akan menjadi orang yang sempurna untuk itu.**	SYN (Syntax)	The syntax error occurs because the translation has improper order.	H-E
51.	14.22	That day I decided that I'm going to fight my fears.	I am going **to fight my fears**.	Aku akan bertarung **dengan ketakutan.**	T (Terminology)	The incorrect using of modifier in TT makes the different meaning.	I
52.	14.46	So, I wrote down one by one all those fears, and I decided that	And I decided I am going to overcome	Dan saya memutuskan saya akan mengatasi**nya** takut satu per satu.	A (Addition)	The addition error occurs because the translator added superfluous	E

		I'm going to overcome these fears one at a time.	**those** fears one at a time.			suffix -nya in TL. Whereas the correct demonstrative determiner in TL is '*itu*' not -*nya*.	
53.	15.02	I was trying to cling on to this person who didn't want me anymore, but I said: No. I have to make it works, but the day I decided that this is nothing, but my fear.	I have to **make it works**.	Saya harus **membuatnya bekerja**.	T (Terminolog y)	The translator used a content word with an appropriate meaning in relation to the intended meaning.	H-E
54.	15.19	I got the news that he is getting married I sent him a text, and I'm so happy for you and I	**I am so happy for you.**	**Saya sangat senang untukmu**.	U (Usage)	The translation result does not wrong but it sounds awkward because in TL it is not common to say 'saya	H-E

		wish you all the best.				senang untukmu'.	
55.	15.33	My biggest fear number two was, I won't be able to be a mother again.	I **won't be able** to be a mother again.	Saya **tidak mau bisa** menjadi ibu lagi.	L (Literalness)	The error arises because the translator follows the ST's word for word and results in an unclear translation.	I
56.	16.27	There is a baby boy, and would you like to adopt? And when I say, yes. I could literally feel the labor pains.	**I could literally feel the labor pain.**	**Saya benar-benar bisa merasakan sakit persalinan.**	O (Omission)	There is an element left out in the TT. After the word '*sakit',* the translator did not write suffix *-nya* to bold that the speaker literally could feel the labor pain.	I
57.	17.04	He said: I know you will be the best	You **will be** the best	Anda **akan melakukannya**	VF (Verb Form)	The translator includes a grammatically form that	I

		mother of this child.	mother of this child.	**jadilah** ibu terbaik bagi anak ini.		conveys different meaning from the source text. 'will be' supposed to rendition as 'akan menjadi' not 'jadilah' because that is two different meaning in TT's verb form.	
58.	17.04		You will be the best mother of this child.	Anda akan **melakukannya** jadilah ibu terbaik bagi anak ini.	A (Addition)	The translator added a superfluous element that makes the translation meaning is unclear.	I
59.	17.18	And that day, that was two years or two days old and today he's six.	Today, he is six.	Hari ini dia enam.	L (Literalness)	The translator follows only the ST's word for word hence it results an odd sentence. It possibly leads	H-E

					to different meaning from ST to TT.	
60.	17.37	I used to hide myself from people. When I was on bed for two years, I used to keep the door closed.	**I used to** hide myself from people. When I was on the bed for two years, **I used to** keep the doors closed.	**Saya biasa** bersembunyi dari orang. Ketika saya di tempat tidur selama dua tahun, **saya menggunakan** untuk menutup pintu.	IND (Indecision)	The translator gives more than one rendition for the modal verb 'used to' although the contexts are similar.	H-E
61.	17.49	I used to pretend that I'm not going to meet anyone tell them that I'm sleeping because I couldn't stand that sympathy that they had for me.	…because I couldn't stand **that** sympathy that they had for me.	…karena aku tidak tahan dengan simpati **itu** mereka punya untuk saya.	PS (Part of Speech)	There is an incorrect rendition of ST's determiner to TT.	H-E
62.	18.10	Well, a lady yesterday at the airport	I'm fine, **I guess**.	Saya baik-baik saja, **saya tebak**.	U	The rendition feels odd to say	H-E

		asked me: Are you sick? And I said: Well, besides the spinal cord injury I'm fine, I guess.			(Usage)	in TL's daily language.	
63.	18.20	But those are really cute questions. They never used to feel cute when I was on the bed.	Those are really **cute** questions. They never used to feel **cute** when I was on the bed.	Itu pertanyaan yang sangat **lucu**. Mereka tidak pernah merasa **imut** ketika aku masih di sini tempat tidur.	IND (Indecision)	The translator gives two renditions for word 'cute' though the context is similar.	H-E
64.	18.20		Those are really cute questions. **They never used to feel cute** when I was on the bed.	Itu pertanyaan yang sangat lucu. **Mereka tidak pernah merasa imut** ketika aku masih di sini tempat tidur.	VF (Verb Form)	The verb form error arises because the rendition tends likely to form a past tense instead of present tense.	I
65.	18.27	And today I'm here speaking to all these amazing	Today, I'm here speaking to **all these**	Hari ini, saya di sini berbicara kepada **semua**	SYN (Syntax)	The syntax error happens due to the arrangements of	H-E

		people because I have overcome the fear.	**amazing people**.	**yang luar biasa ini orang-orang.**		phrase is not conform the syntactic rules of the target language.	
66.	18.42	**You know when you end up being on the wheelchair, what's the most painful thing?**	**When** you ended up being in the wheelchair…	**Kapan** anda akhirnya berada di kursi roda...	PS (Part of Speech)	Incorrect rendition of conjunction.	I
67.	18.49	That's another fear that people on the wheelchair, the people who are differently abled, have in their hearts but they never share. I'll share that with you.	That's another fear that people on the wheelchair the people who are differently able have in their hearts but they never share.	Itu ketakutan lain orang-orang yang berada di kursi roda, yang berbeda dapat memiliki hati mereka tetapi mereka tidak pernah berbagi.	OTH (Other)	The other error occurs due to the source text did not using punctuation as coma in the transcript which result in an unclear sentence.	I

68.	18.49		That's another fear that **people on the wheelchair** the people who are differently able **have in their hearts** but they never share.	Itu ketakutan lain **orang-orang yang berada di kursi roda**, yang berbeda dapat **memiliki hati mereka** tetapi mereka tidak pernah berbagi.	SYN (Syntax)	The arrangement of the sentence does not conform the syntactic rules of the target language which results in an unnatural word order.	H-E
69.	19.33	I have done some really funny breaking the barriers kind of modeling.	I have done **some really funny breaking the barriers kinds of modeling.**	Saya telah melakukan **beberapa hal yang sangat lucu hambatan jenis pemodelan.**	SYN (Syntax)	The error occurs due to the	I
70.	20.17	So, when you accept yourself the way you are, the world recognizes you.	So when you accept yourself **the way you are.**	Jadi, ketika Anda menerima diri Anda, **jalan Anda adalah**.	U (Usage)	Usage error occurs because there is an incorrect idiomatic meaning in TT.	I

71.	21.11	Do not think that you alone can achieve things. No! There is always another person who is standing behind you maybe not coming on the forefront but behind you.	Do not think that you **alone can achieve things. No.** There is **always another** person who is standing behind you, **maybe not coming on the forefront**, but behind you.	Jangan berpikir bahwa Anda sendiri dapat mencapai sesuatu. Tidak. Selalu ada orang lain yang berdiri di belakang Anda, **mungkin tidak datang pada terdepan**, melainkan di belakang Anda.	SYN (Syntax)	The syntax error occur due to the unnatural rendition.	H-E
72.	21.37	No matter how much I say that I couldn't find a hero, so I became one.	No matter how much I say that I couldn't find a hero, so **I became one.**	Tidak peduli seberapa banyak saya katakana bahwa saya tidak bisa menemukan seorang pahlawan, jadi **saya menjadi satu.**	O (Omission)	The omission error occurs because the translator left out some elements in the target text, hence the intended meaning did not delivered rightly.	I

73.	21.45	The woman who believed in me even when I was completely at the verge of despair where everybody left.	The **women** who believe in me even when I was completely on the verge of dis-pare.	**Para wanita** yang percaya padaku bahkan ketika aku masih kecil sepenuhnya di ambang dis-pare.	Other	The transcript error due to it is supposed to write 'woman' rather than 'women'.	H-E
74.	21.52	Every time I looked at her without saying anything, she used to look at me and said: This too shall pass.	Everytime I looked at **her saying anything**, she used to look at me and said 'it's too sell pass'.	Setiap kali saya **melihat ucapannya**, dia biasa melihat saya dan berkata, 'itu juga pass jual'.	OTH MT (Other Meaning Transfer Errors)	The OTH MT errors happened because there is omission of a word in the script that is '…**without** saying anything,' The error in the transcript makes the meaning in the ST and TT are different.	I
75.	21.52		Everytime I looked at her saying anything, she	Setiap kali saya melihat ucapannya, dia biasa melihat saya dan berkata,	OTH MT (Other Meaning	The OTH MT errors because there is an error in the transcript.	I

			used to look at me and said **'it's too sell pass'**.	**'itu juga pass jual'**.	Transfer Errors)	It is should be written 'this too shall pass' not 'it's too sell pass.' The transcript error can possibly transfer the meaning from ST to TT.	
76.	22.55	It never supposed to be easy.	**I** never supposed to be easy.	**Aku** seharusnya tidak mudah.	OTH MT (Other Meaning Transfer Errors)	OTH MT error because there is a transcript error. It should be written as 'It never supposed to be easy'.	I
77.	22.55	**Trials make you stronger and better person.**	**Trial** make you a stronger better person.	**Percobaan** membuat Anda menjadi orang yang lebih baik dan lebih kuat.	T (Terminology)	The terminology error occurs because the translator choose a content word with inappropriate	H-E

						meaning in relation to ST.	
78.	22.55		Trial **make** you a stronger better person.	Percobaan membuat Anda menjadi orang yang lebih baik dan lebih kuat.	Other	The other error is happened because the incorrect grammar of the transcript (ST).	E
79.	23.16	Everything is okay, but giving up should not be an option.	Everything is okay, but giving up **is not** be an option.	Semuanya baik-baik saja, tetapi menyerah tidak bisa sebuah opsi.	Other	The transcript error classifies as the other error. It should be written as '…giving up **should not** be an option.' There is a grammatical difference.	H-E
80.	23.24	They always say that failure is not an option. Failure should be an option because you fail you get up, and	Failure should be an option because when you fail, you **get up**, and then you fail, and then you	Kegagalan harus menjadi pilihan. Ketika Anda gagal, Anda **bangkit**, dan kemudian Anda gagal, kemudian Anda **bangun**, itu yang membuat	IND (Indecision)	The indecision error occurs because the translator gives two options meaning of 'get up' which have dissimilar	H-E

		then you fail, and then you get up, and that keeps you going.	**get up**, and that keeps you going.	Anda terus berjalan.		meaning depends on the context.	
81.	23.44	We want ourselves to be perfect. There is this image in our head about everything, perfect life, perfect relationship, perfect career, perfect amount of money that we need to earn, no matter what.	…perfect life, perfect relationship, **perfect career**, perfect amount of money that we need to earn no matter what.	….kehidupan yang sempurna, hubungan yang sempurna, **sempurna karir**, jumlah uang yang sempurna, yang kita butuhkan untuk mendapatkan apapun yang terjadi.	SYN (Syntax)	The arrangement of the phrase does not conform the syntactic rules of the target language.	H-E
82.	23.44		There is this image in our head about everything, perfect life, perfect relationship,	….kehidupan yang sempurna, hubungan yang sempurna, sempurna karir, jumlah uang yang sempurna, **yang**	PS (Part of Speech)	The part of speech error occurs due to the incorrect verb in target text.	H-E

			perfect career, **perfect amount of money that we need to earn** no matter what.	**kita butuhkan untuk mendapatkan** apapun yang terjadi.			
83.	31:04	I got this compliment years ago when I used to walk.	I got this **complements** when I used to walk.	Saya mendapat pelengkap ini bertahun-tahun lalu, ketika saya biasa berjalan.	Other	The other error is a spelling error on the transcript. It should be written as 'compliments' not 'complements'. Those two have different meaning.	I
84.	24.20	Oh my God, look at you. You are fair. You are tall. You are perfect.	OMG, you are **so fair**.	OMG, kamu **sangat adil**.	U (Usage)	The usage error occurs due to the incorrect wording of expression in TT.	I

85.	24.38	In all those imperfections you have to listen to your heart.	**In all those imperfections, you have to listen to your heart.**	**Dalam semua ketidaksempurnaan yang harus Anda dengarkan ke hatimu.**	VF (Verb Form)	The translation includes a verb in a grammatically form that conveys a meaning different from the ST.	I
86.	32.00	Our society has made very weird, very kind of norms to look perfect and great. For men, it's different. For women, it's different.	Our society has made a very weird, very weird kind of norms **to look perfect in grade**.	Masyarakat kita telah membuat sangat aneh, sangat aneh semacam norma **agar terlihat sempurna di kelas.**	OTH MT (Other Meaning Transfer Errors)	The OTH MT error happens because there is transcript error in the ST. It is written as '…to look perfect in grade' rather than '…to look perfect and great.'	I
87.	32.25	You know what makes you perfect? When you feel someone's pain.	When you feel someone's pain.	Ketika kamu merasakan sakit seseorang,...	O (Omission)	There is an element missing in the TT.	I

88.	25.43	I work for children, being the head of CSR for a company. We conduct medical camps in far-flung areas of Pakistan where so many kids die because they don't have medical facilities.	I work for children, being the head of CSRF of company, we conduct medical camps in far-flung areas of Pakistan	Saya bekerja untuk anak-anak, menjadi kepala CSRF perusahaan yang kami lakukan kamp medis di daerah Pakistan yang luas.	Other	The other error is in the transcript there is no punctuation (period) and conjunction at the end of the sentences.	I
89.	25.43		I work for children, **being the head of CSRF of company**, we conduct medical camps in far-flung areas of Pakistan.	Saya bekerja untuk anak-anak, menjadi kepala CSRF perusahaan yang kami lakukan kamp medis di daerah Pakistan yang luas.	OTH MT (Other Meaning Transfer Errors)	The other error occurs due to the transcript error. It should be written as 'the head of CSR for a company'.	H-E

90.	25.59	We give them medical treatment.	We give them **medical treatment**.	Kami memberi mereka **medis pengobatan.**	SYN (Syntax)	The syntax error occurs due to the arrangement of the word does not conform the syntactic rules of the target language.	H-E
91.	26.28	She called herself electricity, and I said: Are you electricity? She says: No. I'm lighting.	I am **lighting**.	Saya **pencahayaan**.	OTH MT (Other Meaning Transfer Errors)	The OTH MT is transcript error because it should be written as 'I am lightning' not 'lighting'. Whereas the two words have dissimilar meaning.	H-E
92.	26.57	She came to me, and the first time I hugged her, she said: You are just like me, and I said:	You are just like me.	Kau **adil** seperti saya.	A (Addition)	The translator inserts one superfluous element.	I

		Yes, I am like you.				
93.	27.27	Every time I go in public I always smile. It's always a have a big smile on my face, and people asked me: Don't you get tired of smiling all the time?	**Don't you** get tired of smiling all the time	**Jangan lelah** tersenyum sepanjang waktu	T (Terminology)	The translator chooses a word with an incorrect meaning in relation to the source text. It supposed to be an interrogative sentence, because the translator chooses an incorrect meaning, it becomes an imperative sentence.	I
94.	27.34	What's the secret? I always say one thing that I have stopped	I have stopped worrying about **the things that I**	Saya sudah berhenti mengkhawatirkan **hal-hal itu saya kehilangan,**	SYN (Syntax)	A syntax error occurs because the arrangement of the sentence does not	I

		worrying about the things that I have lost, the people that I've lost things and people who were meant to be with me are with me.	**have lost, people that I have lost.**	**orang-orang yang saya telah kehilangan.**		conform the syntactic rules of the target language.	
95.	28.22	The breath that you just took was a blessing. Embrace it!	**Em-brass** each and every breath you are taking.	Rangkullah masing-masing dan setiap napas yang Anda ambil.	Other	The other error is transcript spelling error. It should be spelling as 'embrace' not 'em-brass'.	I
96.	28.29	Embrace each, and every breath that you are taking. Celebrate your life. Live it.	Live it.	Hidup itu.	U (Usage)	Incorret idiomatic meaning in TT.	H-E
97.	28.54	If you're still thinking why you have been	If you are still thinking **why you have**	Jika Anda masih memikirkan **mengapa Anda**	L	The translator follows only ST's word for	I

|			been sent here,	memilikinya telah dikirim ke sini,	(Literalness)	word hence it makes the rendition is unclear.	
		sent here , if you're still juggling with the concept of why you were here, you haven't lived yet.					
98.	29.17	You go out. You seek for people who need your help. You make their lives better.	You go out. You seek for people who need **your help.**	Anda keluar dan mencari orang yang membutuhkan **Anda membantu**.	SYN (Syntax)	The incorrect arrangement of sentence.	H-E
99.	29.58	When you realize that you have changed someone's life and because of you , this person didn't give up.	…and because of you, this person didn't **give up.**	…dan karena Anda, orang ini tidak **memberi naik.**	U (Usage)	The conventions of wording in the target language are not followed.	I
100.	31.57	And I smile all day because I know that if I	I can make people smile,	Saya bisa membuat orang-orang	T	The translator choose a phrase with an	I

		will smile, I can make people smile. That keeps me going.	that **keeps me going**.	tersenyum, **saya pergi**.	(Terminology)	incorrect meaning in relation to the source text.	
101.	31.57	Be grateful for what you have, and you will always, always end up having more.	Be grateful **for** what you have.	Bersyukurlah, apa kamu punya.	O (Omission)	There is one element of meaning left out of the TT.	I
102.	31.57		Be grateful for **what you have**.	Bersyukurlah, **apa kamu punya**.	O (Omission)	There is one element of meaning left out of the TT.	I
103.	33.41	It's hard when I say that I cannot walk. It is hard to say when I wear this bag.	It's hard when I say **I have to wear** that bag.	Sulit ketika saya mengatakan **saya memiliki untuk memakai tas itu**.	VF (Verb Form)	The translator includes a verb that conveys a meaning different from the ST.	I
104.	33.41		It's hard when I say I have to wear **that** bag.	Sulit ketika saya mengatakan saya memiliki untuk memakai tas **itu**.	Other	The other error is transcript spelling error. It should be	H-E

						spelling as 'this' not 'that'.	
105.	34.34	It hurts, but I have to keep going because never giving up is the way to live.	It hurts, but **I have to keep going**.	Itu menyakitkan, namun **saya memiliki untuk terus berjalan.**	VF (Verb Form)	The translator includes a verb in a grammatically possible form that conveys a meaning different from the ST.	I
106.	37.21	Be kind to yourself, and only then, you can be kind to others.	Be kind to yourself and **then only we** can be kind to others.	Berbaiklah kepada dirimu, **dan hanya kita bisa** baik kepada orang lain.	OTH MT (Other Meaning Transfer Errors)	The OTH MT occurs because the sentence arrangement and subject of the transcript is wrong. It should be '…and only then..' and ''you can be kind….'	H-E

CURRICULUM VITAE

A. Biodata Pribadi

Nama Lengkap   : Nafisa Bunga Salsabila

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Tempat, Tanggal Lahir: Yogyakarta, 27 Maret 2002

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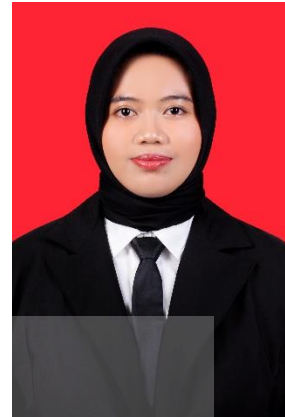
B. Latar Belakang Pendidikan Formal

Level	School Names
Kindergarten	TK Aisyiyah Bustanul Athfal Gendingan Yogyakarta
Elementary School	SD Muhammadiyah Purwodiningratan Yogyakarta
Junior High School	SMP Negri 7 Yogyakarta
High School	MAN 2 Yogyakarta
S1	UIN Sunan Kalijaga Yogyakarta

C. Pengalaman Pekerjaan

Internship as Editor at PT. Anak Hebat Indonesia

D. Penghargaan

2nd Winner of Best Presentation For English Language and Literature on

AICONICS.