

# LIST OF APPENDICES

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

As a maritime country that spreads from Sabang to Merauke, Indonesia holds various kinds of richness, including natural resources and infinite socio-cultural wealth. Various kinds of culture are always embedded and remain sustainable in various regions in Indonesia, making Indonesia's identity and integrity a cultured country with cultural riches that can be introduced to the widest-world community.

As a cultural country, *Wayang Orang*, or Indonesian traditional opera is one of the cultures that still exists and supports Indonesian tourism, especially in Central Java and the Special Region of Yogyakarta. Nowadays, *Wayang Orang* has become a form of unique culture that conveys the values and local wisdom of the Indonesian people through opera performances with the background story of the Indonesian Mahabharata and Ramayana chronicles. Rudy Wiratama's statement (2022) in the 2022 MBKM Unisri "Wayang Script Translation" Workshop stated that *Wayang Orang* is a form of dance-drama that uses dramaturgical principles and idioms of traditional *Wayang* expressions called *Pedhalangan* or puppetry, apart from using a repertoire of

stories and iconographic forms that refer to *wayang* puppet theater (leather puppet or *Wayang Kulit, Golek, Krucil*, etc.)

*Wayang Orang* is also derived as an intangible cultural heritage. Purba et al (2019) in their journal state that *Wayang* is the final form of ancestral oral tradition heritage passed down from generation to generation because it has the meaning of high usability and changeability in local society and creates a people community with a good culture, morals, and nobility. For this reason, then it can be said that Indonesian *wayang* culture should be developed, internationalized, and become worldwide-known like East Asian cultures and other cultures in Asia that have reached foreign countries.

Thus, as a medium of spreading the life values of Javanese people through theatre, *Wayang Orang* needs more attention and appreciation from its internationalization by using a media called translation. At present, we have encountered many media for *wayang* internationalization through translation that can be found in written media (books containing puppet scripts or explanations about the Indonesian version of the oriental puppet story) or media that are communicated through video subtitles or dual-language *Wayang Orang* shows (through the storyline dialogue spoken by *dhalang* or narrator in English and Indonesian language). However, one of the media that still publishes oriental or classical *Wayang Orang* performances with the English subtitle of the *Wayang* play is *Keraton Ngayogyakarta Hadiningrat* (Royal Sultanate of Ngayogyakarta Hadiningrat) under the administration of the *Kawedanan Kridhamardhawa* office on its YouTube channel “*Kraton Jogja*”.

In another aspect, especially in the educational world, Universitas Slamet Riyadi Surakarta Surakarta collaborated with the MBKM Matching Fund Team at Wayang Orang Sriwedari have create a beautiful collaboration that resulted in the innovation of displaying the *Wayang Orang* performance scripts in two languages (English-Indonesian) displayed at a large monitor screen or LCD in the theater to make it easier for foreign audiences or visitors in *Wayang Orang Sriwedari Surakarta* understanding the storyline that takes place in the *Wayang Orang* performance scenes.

In short, the Universitas Slamet Riyadi Surakarta Surakarta MBKM Matching Fund is a form of collaboration between the university and stakeholders in terms of development and innovation. Universitas Slamet Riyadi Surakarta Surakarta under the guidance of Prof. Dr. Siti Supeni, M.H., M.Pd. produced 10 recommendations that led to the improvement of the Sriwedari People's Wayang as an icon of the city of Surakarta and a beneficial arts industry. The Sriwedari and Unisri Wayang Orang Sriwedari and Unisri "Kedaireka" Matching Fund Program will be implemented from September 2022 to February 2023 and launched 10 main programs, one of which is innovation grants implemented in the form of translated script of *Wayang Orang* play, as mentioned above, which will later be useful for guiding foreign audiences and visitors when they watch Wayang Orang performances. This Wayang Orang script contains the plot of the performance from prologue to epilogue which is neatly arranged along with background information and what the characters are doing in the scene.

However, the researcher, in his analysis of the results of the translation of the Wayang Orang script carried out by MBKM Matching Fund students at Universitas Slamet Riyadi Surakarta Surakarta, at first glance, found several writing errors in the translated script sentences. The researcher's skepticism refers to a sense of curiosity to find out more deeply whether the discourse displayed on the LCD screen as a guide for the native English-spoken audience can be said to be acceptable or not. From the acceptability of these sentences, the researcher wants to study further whether the writing of the sentences is by the grammatical standards of the source language (in this case English) and whether other forms of error affect the validity of the Wayang script text displayed.

From this matter, the researcher ultimately decided to conduct research in the thesis by focusing on the analysis of the acceptability aspect as one aspect of the Translation Quality Assessment as stated by Nababan et al. (2012) by finding out the acceptability value of a sentence or paragraph in discourse that can be said to be “acceptable”, “less-acceptable”, and even worst “not acceptable” and find out the cause of the “less-acceptable” sentence by using the error analysis from Dulay's theory (1928), namely Surface Strategy Taxonomy the translated *Wayang Orang* script by MBM Student of Universitas Slamet Riyadi Surakarta which are entitled:

1. “*Bandung Nagasewu*” translated by Azzah Anziah Aljabbar
2. “*Wiji Sejati*” translated by Azzah Anziah Aljabbar
3. “*Semar Mbangun Kahyangan*” translated by Rinda Komalasari

4. “*Gathutkaca Krama*” translated by Rinda Komalasari
5. “*Anggoda Balik*” translated by R.Adj. Sekar Rasnesya Hakim
6. “*Harjunasasrabahu Mokswa*” translated by R.Adj. Sekar Rasnesya Hakim
7. “*Ontran-Ontran Wirata*” translated by Ericka G. Fernanda
8. “*Supala Lair*” translated by Ericka G. Fernanda
9. “*Sengkuni Merong*” translated by Ericka G. Fernanda

#### **B. Problem Identification**

This thesis was prepared based on what are the aspects of acceptability of translated sentences based on Translation Quality Assessment theory from the *Wayang Orang* script as well as to find out what types of errors are found in sentences with the predicate “less-acceptable” using Surface Strategy Taxonomy.

#### **C. Limitation of the Problem**

In this thesis, the researcher will focus on the translation results from Group 1 of the *Wayang Orang* script created during the UNISRI MBKM Matching Fund program with *Wayang Orang Sriwedari* as a stakeholder. The *Wayang Orang* scripts that will be analyzed are mostly from the translation results of the researcher’s colleagues in his group, which are the translated scripts by Ericka G. Fernanda, Rinda Komalasari, Azzah Anziah Aljabar, and R. Adj. Sekar Rasnesya Hakim.

#### **D. Formulation of the Problem**

From the research theme taken, two simple main problem formulations for this research were formulated as follows:

- a. How is the acceptability of the translated content of translated *Wayang Orang* script by MBKM students?
- b. What kinds of error analysis found in the translated *Wayang Orang* script related to the “less-acceptable” sentences in the content of the discourse?

#### **E. Objective of the Study**

In general, this thesis will show the data analysis in the form of translation results of the *Wayang Orang* script by MBKM Matching Fund Kedaireka UNISRI students using Translation Quality Assessment and Surface Strategy Taxonomy theories. In detail, the researcher aims to reveal what aspects of grammatical errors are found in sentences with the predicate “less-acceptable” using Surface Strategy Taxonomy.

#### **F. The benefit of the Research**

##### 1. Theoretical benefit

###### a. For teachers

The results of error analysis can be used by teachers to explain to students how to write and translate narrative genre stories that are grammatically correct and acceptable to native English readers.

###### b. For students

Students can recognize writing errors that often occur when translating or creating narrative stories in English.

###### c. For other researchers

The researcher's thesis can help to advance discourse error theory by finding prevalent mistake patterns and further defining the

variables that determine discourse acceptability, including syntax, semantics, and pragmatics.

## 2. Practical benefit

### a. For teachers

Understanding acceptability factors and typical discourse faults allows teachers to offer more precise criticism and aid students in improving the quality of their writing.

### b. For students

Students can obtain a better knowledge of language structure, grammatical principles, and communication standards that can be used in a variety of circumstances, including syntax, word choice, and paragraph coherence in their writing.

### c. For other the researcher

With this thesis, it is hoped that the researcher can make corrections and interpretations in the form of analyzing errors in the discourse and also carry out analysis and assessment of the elements of acceptability of the discourse in the form of the narrative text presented. With this thesis, it is hoped that researcher can open their minds to critique literary works by using error analysis to respond to the acceptability of discourse content.

## CHAPTER 2

### THEORETICAL REVIEW AND PREVIOUS RESEARCH

#### A. Theoretical Review

##### 1. Definition of Translation

In simple terms, translation is more than just replacing words from one language with another; it entails a complex set of ideas and concepts. Translation is a communication bridge in which supporting factors are not only empirical or theoretical but also cover the fields of linguistics, literature, and communication currently occurring in society, thus forming a solid foundation for understanding the dynamics of meaning transfer between languages. Translation is also more than just a technical activity in cross-language communication networks; it builds a bridge of meaning that unites two languages, allowing for the comprehension and exchange of messages across various cultures. Therefore, Harim and Munday (in Aresta et al., 2018, p.176) emphasize this early statement by stating that translation is also a form of message communication between two parties, the source language and the target language, to be able to create a form of “packaged message” that is appropriate in terms of context, language, textual and factual to produce a new form of information.

Thus, from what Harim and Munday have stated regarding the elements of contextuality, linguistic suitability, and grammatical suitability above which are the main factors in the occurrence of a



translation, it can be said that the concept of equality is the main basis in translation theory, forming the conceptual foundation for assessing quality. comprehensive translation. Julianne House (2015, p.5) explains this expression in more detail by stating that equality is a core concept in translation theory and the conceptual basis for assessing translation quality. House (2015, p.6) openly states in his theory that the equivalence aspect is the main aspect of translation because according to him, many translation experts currently agree that equivalence in translation occurs. After all, translation activities are activities with high complexity of message transfer. To obtain the title of “good translation result” the translator must always comply with grammatical, lexical, semantic, genre and register, terminological-phraseological limitations, as well as extra-textual, contextual, and situational limitations.

Next, following the idea of equality in translation, acknowledgment of language as the primary feature also plays an important role. Language is the most important factor in every translation transfer procedure. When transferring text from one language to another, a translator must have a thorough grasp of both languages' structures, rules, and meanings. Analyzing syntax, vocabulary, and sentence structure of the source language enables translators to properly transfer information into the target language. This is similar to Robinson's (2012, pp. 124-125) explanation of translation as a communication process involving two languages and making the translation acceptable to both the source language and the

target language, which carry out the process of transferring messages to each other.

Therefore, it can be said that in the field of translation, language is used not just to explain ideas, but also to convey cultural subtleties and social context through proper word selection, idiomatic phrases, and communication customs. The importance of using language in translation is clearly expressed by Larson (in Prasetya et al., 2019, p. 383) who states that a translation process involves sending a message that uses language as the main medium, where the message is transferred from the source language text to the other language—target and changed semantically, grammatically, and expressively according to the target language style. As a result, in this case, the translator, who bears responsibility for crossing and transferring messages from the source language to the target language, must have a thorough understanding of the language's atmosphere or nuances, and cultural context to ensure that the meaning contained in the original text is conveyed correctly in the target language. By focusing on language, the translation process may attain high accuracy and acceptability.

Because of the importance of language in translation, language is not only the initial capital in the translation process but also plays a vital role in determining the success and quality of the end product. It is because the importance of language as initial capital for translation not only requires a

thorough comprehension of structure and meaning but also strictly affects the technique and process of translation.

As a result, because language plays an important role in conveying messages from the source language to the target language with appropriate content and relevant linguistic rules, when researching a translation result, a translator must understand language as an essential foundation in order for the translation results to be considered accurate, acceptable, and successful. This is in line with what Rizky (2021, p.10) stated in his journal that translation is a form of understanding the source language text and re-expressing the message from the received text into the target language based on good language skills, both from the source language and the target language. In this case, the aspect of translating into discourse that will be read by the target reader must pay attention to the rules of the target language, namely grammatical aspects which include grammar, sentence structure and word choice because a translator has the responsibility to maintain equality of meaning and the message conveyed.

In addition, Prasetya et al. (2019, p.383) reiterates the importance of translation as a form of language expression skill to be able to convey messages that seem “invisible”, or implied, not only regarding the target language and source language, but also an empirical and comprehensive understanding related to with discourse. A translator, in his responsibilities, must be able to understand the atmosphere of the source language reader as a whole so that the translation results are able to contain the message

and the content that meets the language quality standards of the target language because the translator has utilized the correct linguistic elements in the target language environment, such as the practicality of conveying grammar, readability, and literary acceptability of language styles and grammatical expressions of sentences. As a result, the main aspect of a translation is not only the translator's fluency in two languages, but also his ability to understand and carefully manage the grammatical aspects that influence the transfer process, ensuring that the original message is preserved in the cultural context of the target language.

## **2. Process of translation**

Understanding the translation process is an important foundation before understanding Translation Quality Assessment and other analyses related to translation results. Understanding the mechanisms of meaning transfer enables translators to solve the difficult task of preserving the substance of the original message in the target language. With a thorough grasp of the translation process, we can ensure that the original text's content and message are presented faithfully and richly in the cultural and linguistic context of the target language.

Ilzamudin Ma'Mur (2007, p.423-433) explains more fully and in detail in his article entitled "Translation Process: Theoretical Description" regarding the stages in the translation process based on the theory of stages and translation processes according to several experts. Ma'mur (2007, p.423-430) explained that he had collected and summarized the translation

process from several experts including Harvey, Mildred L. Larson, Wils, Roger T. Bell, Roberts, and Ronald H. Bathgate, each with its uniqueness. However, what researcher will highlight in this thesis is the translation process proposed by Nida and Taber because this process includes processes that are commonly used by researcher and translation practitioners in their theses or applications.

Nida and Taber in their book “The Theory and Practice of Translation” (1928) provide many translation methods and processes which include grammatical analysis, referential meaning, and connotative meaning. Nida and Taber in Ma’Mur (2007, p.424-425), provide a more detailed explanation of the three stages of the translation process carried out by translators so that it can be accepted by the target reader. The three main stages include the analysis process, the transferring process, and the restructuring process which can simply be explained with the chart as shown below:

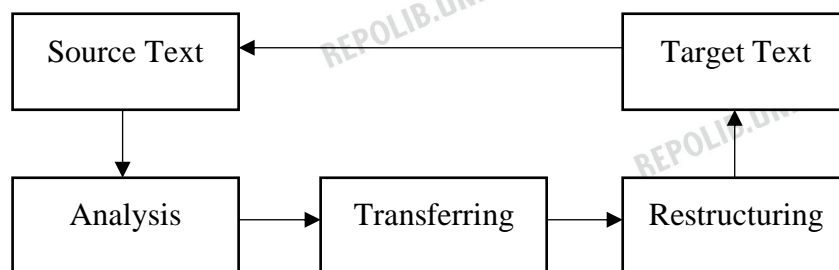


Figure 2. 1. Chart of Translation Flow

a. Analysis process

The analysis process, in this case, is a process in which a translator carries out descriptive reading of grammatical relationships based on meaning, word combinations, textual, and contextual.

b. Transferring process

The second stage of translation is the transferring stage. In the transferring stage, the message or meaning that has been analyzed and understood then undergoes a message processing or transfer process, where the message is transferred from the source language to the target language. In this situation, the translator must select the appropriate technique for properly transferring meaning while adhering to the rules of the target language.

c. Restructuring process

Restructuring is the third stage of the translation process based on Nida and Taber. The restructuring stage is the stage where the translator tries to carry out an in-depth search for equivalent words, expressions, and sentence structures that can be transferred accurately, are acceptable, and can be read by target readers in the target language. The final stage carried out before the message response from the source language is conveyed to the target language is the evaluation process. This evaluation process includes the process of combining messages and meaning between the source language which is transmitted to the target language.

### **3. Accuracy, Acceptability, and Readability in the Translation Quality**

#### **Assessment**

After understanding the translation process thoroughly, after the restructuring process, and the final translation results are produced, a researcher must have a comprehensive understanding of Translation Quality Assessment which includes three main aspects of assessment: accuracy, acceptability, and readability. Translation Quality Assessment is a critical procedure used to examine the extent to which a translation accomplishes its communication aims and fulfills certain quality requirements.

In more detail, Nababan et al. (2012, p. 41-42) stated in their journal that Translation Quality Assessment was carried out on the basis that a message from a target language translation sometimes deviated from the original meaning or message from the source language. In addition, this assessment aspect is also determined based on translation as a form of communication (p. 43). Translation Quality Assessment in this case is said to be a form of “filter” because in translation there is a communicative purpose and in the process, a translation result is greatly influenced by the social and cultural context, especially the ideological context of the author of the source language text, the translator into the target language, and target readers (p. 43).

So, in this case, by understanding and applying the principles of Translation Quality Assessment, we can improve the quality of translation

results, support more efficient information exchange, and facilitate deeper cross-cultural understanding from textual, grammatical, and socio-cultural aspects. It is contained in the translated discourse that we will assess.

In more detail, Nababan et al. (2012, p. 49-51) stated in their journal that, in assessing the quality of a translation, a translator bases his assessment on three main pillars of evaluating a discourse: the accuracy aspect, the acceptability aspect, and the readability aspect. All of these aspects are interrelated and complement one another to produce a work that is not only truthful and acceptable but also simple to grasp for its intended audience.

a. Accuracy Aspect

According to Nababan (2012, p. 44), the accuracy aspect is a form of assessment aspect used to determine whether a translated text has the same meaning and the message has been transliterated correctly by referring to structural rules. In this case, a text is considered accurate if it can convey information without deviating from the intended meaning. Nababan (p. 44) defines accuracy as a thorough analysis of the target language's appropriateness of word choice, sentence structure, and grammatical standards. The assessment of the accuracy of a translated text is divided into 3 types of assessment parameters: accurate, less accurate, and inaccurate.



*Tabel 2. 1. Translation Accuracy Assessment Instrument Table*

<b>Translation Category</b>	<b>Score</b>	<b>Qualitative Parameter</b>
Accurate	3	The meaning of words, technical terms, clauses, phrases, sentences, or material in the source language is precisely translated into the target language; there is no meaning distortion.
less-Accurate	2	The meanings of most words, technical terms, phrases, clauses, sentences, or text in the source language have been accurately translated into the target language.
Inaccurate	1	The meaning of words, technical terms, phrases, clauses, sentences, or material in the source language is either incorrectly transmitted or lost in the target language.

b. Acceptability Aspects

The acceptability aspect based on the thoughts of Nababan et al (2012, p.44-45) is the second aspect that will be evaluated when

assessing translation quality. According to Nababan (p. 44), the term acceptability refers to the validity of a translation following the rules, linguistic norms, and culture that apply in the target language. Furthermore, Nababan (p. 45) explains that the aspect of acceptability is an important aspect because if the translation results are accurate in terms of content or message, the translation could be rejected by the target reader. After all, the way it is expressed is not based on rules, norms, or socio-economic, and cultural conditions of the target language.

Furthermore, Nababan (p. 45) explains that the concept of acceptability is very important from a grammatical perspective because it forms a language structure that is in harmony, understandable, and able to be accepted contextually. A translator who does not understand the grammatical rules of the target language will create a form of translation that is unnatural and cannot be enjoyed by readers.

Further explaining the above theory regarding the contextual aspect that affects acceptability, Douglas Robinson in his book (p. 157) states that the result of translation is “a text is an abstract description of events and is determined by the communicative situation” where sometimes a text cannot be translated based on the aspect of “equivalence” based on a correct grammatical understanding of source language to target language or equivalence in question is about

how a text can become a communicative text, able to convey a message and be accepted based on the prevailing social context.

*Tabel 2. 2. Translation Acceptability Assessment Instrument Table*

<b>Translation Category</b>	<b>Score</b>	<b>Qualitative Parameter</b>
Acceptable	3	The translations are provided in normal language, and the technical phrases used are widely used and understood by target readers. The words, clauses, and sentences utilized follow the rules of the target language.
Less Acceptable	2	Overall, the translation feels natural; nonetheless, there is a little issue with the usage of technical jargon, as well as a minor grammatical mistake.
Not-Acceptable	1	The translation does not feel natural; the technical phrases employed are uncommon and unfamiliar to readers; The words, clauses, and sentences utilized do not follow target language standards.

Again, explaining contextual and grammatical equality, Nababan added (2012, p. 45) that the aspect of acceptability is an

important aspect of a text because even though a translated text can be said to be accurate from a grammatical point of view, it is not certain that what is translated by the translator is correct. “digested” by the target reader if the way of expression is contrary to the norms, culture, and language order that is appropriate and developed in the target language. According to Nababan, in his direct statement regarding the acceptability aspect, “A technical term can have an accurate equivalent in the target language. However, a translator should not immediately use this equivalent because it can result in the translation results being unacceptable and the message being unable to be conveyed. It was captured in the target language” (p. 45).

Herein, acceptability can be said, to be used to evaluate translation outcomes on a natural level. To make an appropriate translation, translators must employ flexible grammar and diction. Because of this flexibility of acceptability, Nababan et al. (2012, p. 52) further restrengthen this theory with the statement that acceptability is directly related to the suitability of translation rules, norms, and culture that apply in the target language culture. In this case, acceptability is an aspect that is fundamentally given at the second level where the aspect of acceptability is directly related grammatically to accuracy, and this accuracy influences the readability of the translated text.

Next, based on Nababan's statement, it can be concluded that in this case, the acceptability aspect is a connector for the accuracy and readability aspects because, with acceptability, a discourse content must be translated with appropriate grammatical and lexical elements so that it can be read by the target reader. as shown in the chart.

*Tabel 2. 3. Translation Readable Assessment Instrument Table*

<b>Assessment Aspect of the Translation</b>	<b>Quality</b>
Accuracy	3
Acceptability	2
Readability	1

From the chart illustrated by Nababan (2012, p. 52), accuracy has a higher weight than others, but it does not rule out the possibility that translators will make different adjustments to the source language to produce acceptable translation quality following the delivery style, culture, and custom from the target reader.

From the chart illustrated by Nababan (2012, p. 52), accuracy has a higher weight than others, but it does not rule out the possibility that translators will make different adjustments to the source language to produce acceptable translation quality following the delivery style, culture, and custom from the target reader.

c. Readability Aspects

Nababan (2012, p. 45) states that readability is related to the attractiveness of a text, which includes linguistic factors and the personalization of the translator in conveying the message from the source language to the target language. According to Ningsih et al (2020, p. 194), readability is determined by the average length of sentences, the number of new words, and the grammatical difficulty of the language employed. Several low readability characteristics, such as the use of ambiguous words and phrases, the use of incomplete sentences, punctuation, grammatical elements, sentence design, and so on, make text difficult to grasp for readers, particularly non-bilingual readers. According to Richard et al in Nababan (1999:62), readability is the ease with which written content may be read and comprehended. Readability may be defined as the ease with which a written text can be read and understood by readers.

*Tabel 2. 4. Translation Readable Assessment Instrument Table*

<b>Translation Category</b>	<b>Score</b>	<b>Qualitative Parameter</b>
High-Readability	3	Readers can readily understand words, technical terminology, phrases, clauses, sentences, or translated content.

Medium-Readability	2	Generally, readers can grasp translations; nevertheless, specific sections must be read more than once to comprehend the translation fully.
Low-Readability	1	Readers have difficulty understanding translations.

#### 4. Theory of Surface Strategy Taxonomy

The main basis of discourse analysis is language. As with translation, with language transmitted through communication, messages can be conveyed from one source to one target. Language is a form of human expression of what is felt and is always related to explicitness. In more detail, Heru Saputra (2022, p.226) quotes from William's Theory (1997) stating that language has an essential role in integrating all people to obtain information according to their needs, such as information about social, political, and economic conditions by looking at in terms of context and content, grammar, punctuation, lexeme, and vocabulary which can be expressed in oral form (from speeches, sermons, or symposia) and also in written form (in the form of books, articles, newspapers, websites, and other written sources).

Discourse analysis is an attempt to carry out an in-depth analysis of the language communicated through verbal and non-verbal media. Discourse analysis is a branch of linguistics science that focuses on the study of discourse. Either an internal or external study can be conducted. The unity of meaning among the components of a linguistic structure is what gives discourse its meaning. In addition, James Paul Gee in his book “An Introduction to Discourse Analysis” (Gee, Paul J. 1998. p.55) explains further about discourse analysis as a “more encompassing approach” than the theory of “intertextuality”. From this statement, it can be said that discourse analysis occurs based on an individual's desire to know the meaning (or potential) of a text which is an important factor in discourse analysis. The meanings contained in the text have the potential to be studied, analyzed, and discussed in depth. Furthermore, with the analysis of errors in discourse, as explained by Saputra (2022, p. 227), it is hoped that discourse analysis will be able to build the knowledge of its users in improving their writing skills and also provide a focus for composing discourse, writing or text so that it can be more acceptable and well-written. Apart from that, with this discourse analysis, it is hoped that users will also be able to discover new knowledge related to the literacy rules of the target discourse, be able to have an idea of how the language is learned and be able to become a learning tool regarding how the language is learned.

Error analysis is related to a researcher's ability to be sensitive to grammatical sensitivity (Dulay, H, 1982, p.68), in this case, error analysis



is defined as an individual's ability to demonstrate awareness of “the syntactic patterning sentences in a language”. Furthermore, Dulay explained further about the grammatical sensitivity seen in a perspective called the Surface Strategy Perspective. In this, Dulay explained further about the grammatical sensitivity seen in a perspective called the Surface Strategy Perspective. In his book “Language Two”, Dulay states in his theory (Dulay, H., 1982, p.150) that the Surface Strategy Perspective is Dulay's way of showing researcher or analysts to get concerned with identifying cognitive processes which include the reconstruction of new language forms. Dulay further explains that the Surface Strategy Taxonomy consists of five analytical indicators to analyze errors in discourse. The five indicators in question include Omission, Addition, Misformation, Misordering, and Blended Error.

**a. Omission**

Based on Dulay's theory, Dulay explains that omission is a kind of “Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance” or it can be stated that the omission is a form of discourse that was lack of a required component in a well-formed utterance. Based on Dulay's theory, Dulay explains that omission is a form of removing elements that should appear in a linguistic structure. This theory regarding Omission was explained in detail by Sari et al. (2021, p.2272) which states in more detail that Omission is related to errors in morphemes such as

those containing content such as verbs, adjectives, nouns, nouns or adjectives) and is also related to linguistic structures that deviate slightly from the rules which are expressed as structural errors in verbs and nouns.

The examples of omission commonly can be seen as follows:

- 1) *The bottle **in the refrigerator** last night.*

*The bottle **was in the refrigerator** last night.*

Usually, classic omissions occur because students often make mistakes in nominal sentences by omitting part of the sentence. In this stage, Dulay's perspective, moreover states that Omissions errors are quite prevalent in speech and are observed in higher abundance and across a variety of morphemes throughout the early stages of literature acquisition, and it omits grammatical morphemes considerably more than content words. The omission occurs, simply, because of. This incomplete sentence is influenced by the Indonesian language which states:

*Botol itu ada di lemari pendingin kemarin malam*

In this sentence, there is an omission of to-be after the noun. The adverb of time "*last night*" indicates past time. So the right marker to be after the preposition "on" is because the subject mentioned is a single subject. Dulay's perspective

- 2) *My mother **go to the capital festive** with my brother.*

*My mother **goes to the capital festive** with my brother.*

The incomplete sentence above can be known as simple present tense. It is known that there are omissions after verbs that should be added -s/-es according to the rules for writing verbs in the simple present tense.

3) *I put the book **the** table.*

*I put the book **on the** table.*

From this sentence, there is an incorrect linguistic structure in which there is an omission of the correct prepositional element for the sentence which indicates the location of a subject which in this case is “book”. If translated into Indonesian, the meaning of this sentence is:

*“Aku menaruh buku itu **di atas** meja”*

In this case, the word that indicates the preposition “**di atas**” is not found in the English sentence, therefore, in this example, the students made the mistake of omitting prepositional elements as explained in the previous explanation.

So, based on the examples above, Dulay's Omission theory from Surface Strategy Taxonomy as explained by Sari (2021) is that omission is the deletion of repeated verbs (-s/-es, -ed, -ing), articles (a, an, the), auxiliary verbs (am, is, are, will/will be, can/can be, etc.), and prepositions (it, at, on, in, etc.). In this case, it can be seen that the theory of omission errors typically influences grammatical function or word function rather than word meaning.

Based on the theory of Dulay et al. (in Sari et al., 2021, p.2272-2273), it can be concluded that several types of Omission are based on aspects of deletion, including inflection enforcement verbs “-s / -es” in a sentence, Omission of “- s” Noun Inflection in plural form, Omission of Auxilary, and Omission of Preposition and Conjunction.

**b. Addition**

When omission represents the lack of anything crucial in sentence construction, addition mistakes are the inverse. It is distinguished by the inclusion of an item that must not be present in a well-formed utterance. Double marks, regularizations, and simple adds are the three forms of addition. Sari et al (2021, p.2274) explain further that addition is a form where an item that is not supposed to be in a phrase, clause, or sentence is added with an element of intention or unintentionally where certain rules are not guided by structural principles and good grammar rules. Sari et al (2021, p.2274) explain further that addition is a form where an item that is not supposed to be in a phrase, clause, or a sentence is added with an element of intention or unintentionality where certain rules are not guided by structural principles. and good grammar rules.

In further detail, the explanation above was mentioned again by Sari et al. (2021, p.2274-2275) who quote from Suhono 92016) that the error arising from this addition is due to carelessness where the principles of good structure and grammar do not guide the author. Just

like omissions, errors that occur in addition seem to “exaggerate a sentence” because the addition of an item causes the meaning of a sentence to be confused. Generally, errors found in writing in this edition are the addition of “-s / -es” in sentences that use subjects that grammatically do not require “-s / -es” (subjects you, we, they, I), the addition of to be, adding prepositions or possibly arranging sentences that ultimately seem “wasteful” and ineffective. Some examples of addition can be seen as follows:

- 1) *A **his friend** had eaten the apple earlier.*

***His friend** had eaten the apple earlier.*

In this sentence, it can be seen that the subject “friend” with the possessive pronoun in the form of “his” should no longer need to be added to the article “A”.

- 2) ***He listened** to the songs he liked so much.*

***He listened** to the songs he liked so much.*

In this sentence, it can be seen that the verb 2 (past tense form) of listen “listened” should not be added with the s after the past tense marker “-ed”.

- 3) *I hate these chocolates so much. They **had very sour**.*

*I hate these chocolates so much. They **are very sour**.*

In this case, it can be seen that this sentence has a structural error in the use of the verb where the verb “hates” should not be followed by “-s/-es” because the subject “I” according to the Simple Present

Tense theory should not be followed by “-s /-es” or only concerns the V1 form. Meanwhile, there is an error in writing the verb as well as in the next clause which should be written with to-be “are” after the subject “They” because the clause is followed by an object in the form of the adjective “sour”.

**c. Misformation**

Misformation specifically refers to the inaccuracies in using single and plural nouns, subjects, objects, prepositions, verbs, and word spelling. Dulay in his theory states that “Misformation errors are those characterized by the use of the wrong form of the morpheme or structure” (1987, p. 157). Researcher in this case again quote what has been described by Sari et al (2021, p.2276-2277) that misformation concerns the use of grammar, and structure, and involves forms of errors in language composition that are greater than omissions or additions because misformation, it is often Language researcher will find errors in the use of terms, prepositions, or determinations of meaning when writing discourse, thereby reducing the element of acceptability and readability. Misformation is thus a mistake in applying the incorrect form of a morpheme or structure. The three types of misformation are regularization, arch forms, and alternating forms.

### a) Regularization

A regularization marker indicates that a regular has been placed in an irregular form or a lengthier meaning. Regularization is a marker that distinguishes an uncommon form from a common form present in a text. Regularization refers to small errors that are usually placed so that a sentence looks odd. The examples of regularization can be seen as follows:

1) *My sister goed to the youngsters' party in New York City yesterday.*

*My sister went to the youngsters' party in New York City yesterday.*

The irregular form of using the verb “goed” that is supposed to be “went” shows past tense verb markers show an irregular form of the type of regularization that is commonly found when a non-native English speaker makes a sentence in the past tense form.

2) *We are goes to the Radya Pustaka Museum right now.*

*We are going to the Radya Pustaka Museum right now.*

There found an unusual form of the verb “goes” which should not be placed after to-be “are” and by looking at the context of the sentence which is a present sentence, it can be concluded that this form is an incomplete form of the present continuous tense

sentence which should use the structure verb “to-be + V<sub>ing</sub>”. So after to-be “are” it should be followed by V<sub>ing</sub> “going”.

3) *I saw **many mouses** come through the hole in the corner of my house’s door yesterday*

*I saw **many mice** come through the hole in the corner of my house’s door yesterday*

Another grammatical error, especially in writing the plural form of “mouse”, occurs again in this sentence. Generally, individuals who do not understand the plural form of a noun will always think that all plural nouns must be added with the addition of “s/es” even though in reality this is not the case. There are also forms of nouns that do not add s/es.

#### **b) Archi-forms**

Dulay et al. (1982, p.160) state that “archi-forms errors are those that result from the selection of one member of a class of forms to represent others in the class.” Archi-form mistakes are defined as errors in selecting one form to convey something other. Archi-forms are typically discovered in mistakes while choosing determinants (That, Those, This, These) from a phrase or clause for example:

1) ***This little ducks** are adorable*

***These little ducks** are adorable*



As mentioned in the previous theory, it can be seen that there is an error in the determiner “This” which is placed after the plural noun marker “ducks”. This is a form of error. The correct form of determiner is “These” because in this case “ducks” refers to a plural noun.

2) ***Those cats had been collected in the vet this time.***

***Those cats are collected in the vet this time.***

From this sentence, it is known that there is a complex error in the use of the type of tense used, where it is known that this tense is a type of passive voice tense with the use of simple present tense. The formulation, in this case, is indicated by the time indicator “this time”. So, the verb in this sentence should use the passive voice verb “are taken” and not use “had been”.

3) ***An bottle floated upon the sea.***

***A bottle floated upon the sea.***

Again, there is an error in writing the article, in this case the students has to look at the subject where the subject is the single “Bottle” which is preceded by the letter B. So the correct article writing is “A” not “An” because the subject is not preceded by a vowel.

### c) **Alternating forms**

This error is distinguished by a mistake in word choice. This mistake arises while second language learners are developing

their vocabulary and grammar (beginning stage). Usually, this error is characterized by a minor error in replacing the possessive pronoun such as “I” which should be “my” and “mine”, the noun “she” which should be “her” or “hers”, etc. The example can be simply as follows

1) *He told **she** that the coffee was very nice.*

*He told **her** that the coffee was very nice.*

In this sentence, the researcher's main focus is on the subject pronoun which is “she” after the subject “He” which is the substitute subject for the third person in this sentence. This third-person subject pronoun is wrong. “She” should be replaced with “her” because it is a third-person pronoun.

2) *They told **he** that what he had done was wrong.*

*They told **him** that what he had done was wrong.*

In this sentence, the researcher's main focus is on the subject pronoun which is “he” after the subject “They” which is the substitute subject for the third person in this sentence. This third-person subject pronoun is wrong. “He” should be replaced with “him” because it is a third-person pronoun.

#### **d. Misordering**

In simple terms, misordering refers to the incorrect placement of one of the aspects that form a sentence structure, for example, subject, predicate, object, and information. According to Dulay et al. (1982,

p.162), “misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”. According to Dulay's remark above, Misordering is connected to morphemes. As a result, misordering might be defined as a mistake in organizing morphemes or groups of morphemes in a phrase. Examples of misordering are as follows:

1) ***You are okay?***

***Are you okay?***

This clause is a form of a simple clause that has a fatal grammatical error in terms of the placement of components in a clause, namely between the verb and the subject. Native speakers are people who speak Indonesian who want to ask “*Apakah kamu baik-baik saja?*”. In this sentence, there is an error in the placement between the subject and the question marker, the subject “you” should be placed after to-be “are” which in this context functions as a verb in this sentence.

2) ***They no have choice in this case.***

***They have no choice in this case.***

In this clause, it is clear that there was an error in constructing the sentence so that a coherent sentence was formed. In this case, the negative verb “no have” is not a construction which is a form of “didn't do” or could be said like “did not” or “do not” or “does not”. So in this case, this clause should be structured correctly as “have no”.

## **B. Previous Research**

Previous research relating to the use of Surface Strategy Taxonomy concerning the analysis of grammatical errors was found by researcher in a thesis prepared by Acep Andi Suhendi in 2012 with the title “English Grammatical Errors in Simple Sentence Patterns of Class 8 Students at the Top Plus Junior High School Al - Aqsa” where there is an analysis of the research object's errors in writing a simple descriptive essay during the process of learning English (in this case as a secondary language).

Nova Hartati Rambe also carried out the same thesis regarding the analysis of discourse errors in her thesis entitled “An Analysis of Student's Translation Error on Explanation Text at Tenth Grade of Senior High School of SMA PAB 4 Sampali”. The thesis conducted by Nova Hartati Rambe aims to find out students' mistakes in translating English texts into Indonesian and find factors that cause difficulties in English translation made by students. So far, the researcher has not found any thesis that discusses qualitatively the analysis of the factors causing the lack of acceptability of a translated text from Indonesian to English using verification media in the form of error analysis with Surface Strategy Taxonomy theory by Heidi Dulay.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Time and Site of The Research

##### 1. Time of the research

In this case, the researcher carried out the research from the date of issuance of the permit to conduct research with approximately 3 months to carry out data analysis and processing, together with the elaboration of data error analysis concerning aspects of acceptability in the form of a thesis during the supervision process.

##### 2. Site of the research

The research was carried out by conducting interviews with experts in the field of Wayang Orang literature and books from *Serat Ringgit Purwa* at the Radya Pustaka Surakarta Museum, the Surakarta City Culture and Tourism Office, as well as experts in the field of translation at Universitas Slamet Riyadi Surakarta, Surakarta. The study would be carried out using digital and rigid references in the libraries of Sebelas Maret University, Surakarta, and Universitas Slamet Riyadi Surakarta, Surakarta.

#### B. Method of the Research

The research method taken by the researcher was qualitative research based on Creswell's theory (2010) which included a constructive perspective approach, where the meanings of the research came from the processing and

management of a particular theory and its relationship to social values and changes or collaboration in aspects of social life.

The approach used in this qualitative research was the Case Study Research approach where the researcher carried out an in-depth study regarding sentences with the predicate “less-acceptable” and carried out verification using discourse error analysis using Surface Strategy Taxonomy theory to find the factors that result in the “less-acceptable” translated Wayang Orang Scripts by MBKM Matching Fund students of Universitas Slamet Riyadi Surakarta.

### **C. Technique of Collecting Data**

The data collection technique carried out by the researcher includes a content analysis of the Wayang Orang script created by MBKM Matching Fund students of Universitas Slamet Riyadi Surakarta, Surakarta. What was examined in this thesis was the acceptability aspect regarding grammatical elements and error analysis using the Surface Strategy Taxonomy theory.

The content analysis technique carried out by the researcher using the following steps:

1. The researcher read and found the aspects of grammatical acceptability that can be found in the discourse.
2. The researcher found and assessed aspects of acceptability which include “acceptable” and “less acceptable” from a grammatical aspect.

3. The researcher conducted the verification from data or segments that are grammatical “less acceptable” by using error analysis to find the factors that cause the sentence to be “less-acceptable”
4. The researcher described the results of error analysis and the factors that cause the segments to be “less acceptable”

#### **D. Technique of Analyzing Data**

The data analysis technique uses the theory of Miles and Huberman (2014) including the data display, data reduction, data verification, and conclusion drawing.

##### **a. Data display**

Data display included the process of collecting information which was then arranged by dividing into the necessary categories or groupings. The data collection process was carried out by the researcher while in the field, during the MBKM Matching Fund process which was held from the beginning of September 2022 to the beginning of February 2023. The data obtained included: data sources in the form of Javanese, English, and Indonesian language Puppet scripts.

##### **b. Data reduction**

Data reduction was carried out by the researcher by providing limitations on the data to be studied. The limitation of the data collected by the researcher is the results of the Indonesian translation of Wayang Orang script which had been translated into English by UNISRI MBKM Matching Fund students. The theoretical boundaries used in this thesis are

the Translation Quality Assessment theory which focuses on the acceptability aspect and the Surface Strategy Taxonomy of the error analysis theory.

c. Data verification

Data interpretation was carried out by assessing the quality of acceptability of the translation of the Wayang Orang script. Then, the researcher carried out an error analysis on segments or sentences with the predicate “less acceptable” to collect grammatical error factors that caused the segment to be “less acceptable”. Data interpretation was also carried out by conducting interviews with experts and practitioners who work in the field of translation and puppetry arts.

d. Conclusion Drawing

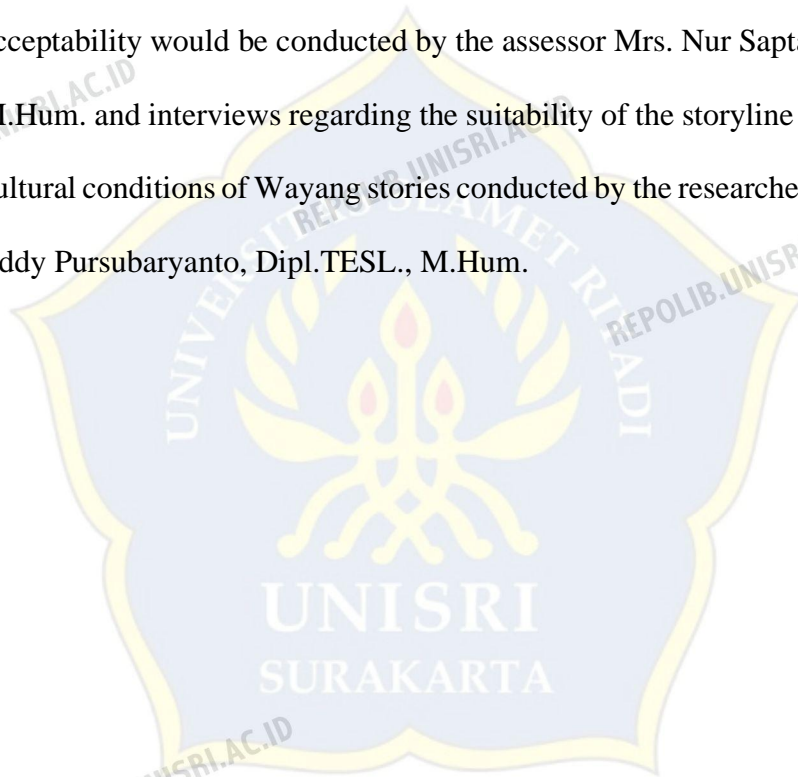
Conclusions were drawn by explaining the factors that caused the text to be less grammatically acceptable, accompanied by final supporting theories and the results of practitioner interviews to then concluded the thesis prepared.

**E. Validity of the Data**

The translation results were analyzed using content analysis and data validity testing accompanied by conducting interviews with practitioners and experts working in the field of translation or puppetry arts such as Mrs. Nur Saptaningsih, S.S., M.Hum and Dr. Drs. Eddy Pursubaryanto, Dipl.TESL., M.Hum.



The data verification was conducted focusing on the aspects of the acceptability of the translation results which will be seen from a grammatical perspective as well as analysis and quality assurance in the terms of acceptability would be conducted by the assessor Mrs. Nur Saptaningsih, S.S., M.Hum. and interviews regarding the suitability of the storyline and the socio-cultural conditions of Wayang stories conducted by the researcher with Dr. Drs. Eddy Pursubaryanto, Dipl.TESL., M.Hum.



## **CHAPTER IV**

### **RESEARCH AND FINDINGS**

Chapter IV will analyze the content analysis that will enable identification, detailed examination, and description of research findings which generally investigate acceptability issues and error parts as it was formulated in Chapter III regarding the methodology of the research.

The focus of the researcher in this published thesis is to contain the formulation of the problem taken, including the analysis of the acceptability aspect as seen from the grammatical aspect of the translated text as well as finding the types of errors found in the text in texts that have the predicate 'less-acceptable' in the text, which is translated. Error analysis is carried out by content analysis and identification based on the error analysis theory from Surface Strategy Taxonomy by Dulay et al.

#### **A. Kinds of Errors Found in the Translated Script of Wayang Orang Sriwedari**

The researcher identifies grammatical errors found in discourse using the Surface Strategy Taxonomy technique proposed by Dulay et al. (1982) which consists of error analysis in the form of omission, which is a form of removing elements that should appear in a sentence structure or utterance, addition which involves adding an item or element to a sentence structure, misformation which concerns errors in morphemes or structure in sentences, and misordering concerns errors in the placement and arrangement of morphemes and elements

in sentences. With this error analysis, the main focus that the researcher will focus on is the grammatical aspects contained in a sentence being analyzed. As stated by Saputra (2022, p. 227), error analysis focuses on language as the main source and aspects of writing. In this instance, writing is the most challenging of the four mentioned abilities.

Saputra further explained that a writer must create comprehensible sentences with a decent written structure. They ought to know the grammatical rules necessary to study and abide by. When studying English, grammar becomes the most crucial component since it allows one to communicate thoughts and emotions both orally and in writing. Grammar must be learned and used appropriately by English language learners.

Therefore, the underlying reason for creating this thesis is that good grammar will assist the writer or translator in communicating their views to the readers. Language and grammar are intertwined. A language lacking proper grammar will be chaotic, resulting in grammatical mistakes and other communication issues.

This is because writing involves intricate linguistic systems including vocabulary, sentence structure, punctuation, and spelling. Some elements, such as the letter, word, and text structure, should be considered in addition to variations in vocabulary and grammar. How it appears in handwriting, spelling, punctuation, and layout becomes important.

From the discourse in the form of translations of Wayang scripts researched by the researcher, the researcher found **131** errors which have been analyzed based on the Surface Strategy Taxonomy theory. These errors include,

*Tabel 4. 1. Analysis table showing the number of analysis errors using Surface Strategy Taxonomy*

<b>Types of Errors</b>	<b>Total Errors</b>
1. Omission	54
2. Addition	25
3. Misformation	52
4. Misordering	0

It is known that in the text of the translation of the Wayang Orang script by MBKM Unisri students, errors were found in the form of **54** Omission errors in the text, **25** Addition errors in the text, and **53** Misformation errors in the text, almost reaching the same amount with Omission errors, and there is no Misordering was found in the translated text. If analogized in terms of the percentage of errors, the calculation formula is as follows,

$$Percentage = \left( \frac{\text{Amount of Data Analyzed}}{\text{Total Data Analyzed}} \right) \times 100\%$$

it can be seen that the percentage of the total 133 data analyzed is that the percentage of Omission errors is **41.2%**, while the percentage of Misformation errors is almost the same as Omission, which is **39.7%**, while Addition errors have a percentage of **19.1%**. The researcher may determine

that Omission and Misformation Errors have the almost same percentage which if rounded up reaches 40% based on the determined mistake percentage. This demonstrates that, among the data examined, these two categories of mistakes are the most prevalent. Omission occurs when one of some components that ought to be there is absent, therefore, Misformation happens when one of some components is utilized or created improperly. In contrast, the study discovered that Addition mistakes only accounted for 19.1% of the total, far lower than that of Omission and Misformation errors. This demonstrates that the loss of elements or mistakes in the creation of existing elements is more prevalent in the situations analyzed than the addition of extraneous or misplaced parts. In the specific context or data sample analyzed, Misordering errors are not common because at a glance the researcher found that students had translated in a structured manner even though it was literal. For example, in the text, students found literal translation results with a simpler structure. To find out more about this, the researcher must explain examples of each error, and also the researcher must make a comparison with the acceptability aspect according to the theory of Nababan et al. Therefore, in the next section, the researcher will explain in more detail the identification and description of errors that occur in the text being analyzed.

## 1. Omission Errors

Omission errors generally occur when a crucial element is not translated or written well by the researcher, resulting in a loss of meaning and completeness of the text provided. According to this research, omission mistakes frequently involve omitting subjects, predicates, or objects in sentences, which greatly affects the clarity and cohesion of the text. From the table above, the researcher found the majority of errors in the text translation results. In contrast, most MBKM students' errors lie in omissions and misformation. According to a researcher, Esmalde (2020, p. 787), an error of omission is the lack of a component necessary for a well-formed utterance. From the content analysis conducted by the researcher, the researcher found 54 types of Omission errors, of which 3 types of errors were taken from the 54 types of errors that the researcher wanted to highlight and also wanted to take as samples to be described and identified by the researcher.

### a. Omission Example 1

When analyzing translation mistakes, omission errors are a crucial factor that must be taken into account. This mistake happens when crucial phrase components are left out during translation, which takes away crucial details or meaning from the source text. In practical linguistics, error analysis is an approach that focuses on recognizing, categorizing, and comprehending mistakes made by language learners. Omission errors are a common sort of analysis error in conversation, especially as found by the researcher in the results of the text translation in the form of the Wayang Orang script translated by 2022 MBKM Students from Universitas Slamet Riyadi Surakarta, Surakarta, in which the error of using the proper infinitive clause. Murphy R. in his book “English Grammar in Use” (2019, p.108) explains that Infinitive Clause is generally a phrase formulation that has an infinitive or infinite element. Usually this Infinitive Clause is marked or preceded by the marker “to” then followed by a neutral Verb or V<sub>1</sub>. If formulated simply, it is as easy as can be seen in the formulation chart below,

#### **Infinitive Clause**

Subject + Verb (conditional) + to + V<sub>1</sub>

Murphy R. further explains in his book (2019, p.108) that several types of verbs can be followed by to + infinitive. These verbs, if the researcher summarizes a little, are diverse and must also be memorized and understood by students before making a sentence using an infinitive clause. These verbs include,

- a) Verbs that indicate decisions such as **choose, decide, want, and determine,**
- b) Verbs that show hope or desire or intention such as **hope, plan, intend, wish, and want.**
- c) Verbs that indicate a desire to try something, for example, **try and attempt.**
- d) Verbs that indicate the visibility of something, for example, **appear, claim, seem, pretend.**
- e) Before followed by **how, where, whether, and what**
- f) Verbs that indicate rejection such as **unsubscribe, refuse, and decline.**
- g) Verbs that indicate requests, for example, **request and beg.**
- h) Verbs that show feelings or reactions, for example, **hate, prefer, love, and like.**

Thus, this omission error happens when a writer or speaker unintentionally or inadvertently leaves off a crucial component of the sentence structure, like the infinitive “to” or the infinitive verb



itself. The sentence, “The boy wants (to) play football”, for instance, would be unclear and incomplete if the word “to” were removed. Analyzing omission mistakes in using infinitive clauses is critical to identifying prevalent error patterns and offering fixes for a more efficient language learning process.

The example of the first omission is highlighted by the researcher by showing the example from the play “Bandung Nagasewu” which states,

“.....not long after came Abimanyu **who wanted** learn from Tunggal Wulung”

(from the script “Bandung Nagasewu” scene 6)

From the sentence fragment, it can be seen that the student's translation error lies in writing verbs in the form of “infinitive phrases” in the journal on Infinitive Clauses by Rahmanu (2019, p. 47-57). Sanchez (2018, p.1) in his writing at San José State University Writing Center, stated that an infinitive is a verbal, type of verb that functions in a phrase as a distinct element of speech. Even if infinitives have verbs in them, they are not verbs. They require the presence of at least one finite primary verb in sentences since they cannot express tense on their own.

The sentence fragment makes clear that the student mistranslated certain verbs, miswriting them as “infinitive phrases.” Due to their distinct syntactical purpose inside a sentence, infinitive

clauses can frequently cause difficulties for learners, according to Rahmanu (2019, p.47). According to Sanchez (2018) of the San José State University Writing Center, an infinitive is a verbal, a particular kind of verb that serves as a separate piece of speech inside a sentence. Sanchez clarified that the infinitive clause in this instance is verbal, referring to a particular kind of verb that serves as a stand-alone component of speech in a phrase. The infinitive, which typically consists of the word “to” followed by the verb's base form, can be used as a subject, object, or complement in a phrase. The flexibility of the Infinitive Clause makes it an important element in a complex sentence structure. In the context of translation, incorrect use or omission of one of the elements in the Infinitive Clause can result in a significant change in meaning, because the imbalance of this element can obscure important information about the original author's intention expressed in the sentence, which in the end can cause the text to be less acceptable. For example, in a sentence saying “I **want eat** pizza. Pizza is delicious,” the loss of the infinitive “to eat” can provide unbalanced information which results in reduced accuracy and acceptability in the text. In this case, the message conveyed could be unclear and confusing. Even though infinitives include verbs, they are not considered verbs in the conventional sense since they are unable to indicate tense and cannot function as a sentence's primary verb on

their own. For the sentence structure to be completed, they need to have at least one finite primary verb.

In this case, students need to understand the difference between finite verbs and infinitive forms to build grammatically sound sentences. Frequently occurring in their “to + verb” form, infinitives serve as secondary action words in sentences, more akin to nouns, adjectives, or adverbs. For example, “wants” is the finite verb conveying the action in the sentence “Arjuna wants to kill the Giant,” whereas “to kill” is the infinitive phrase that completes the meaning without indicating the subject or tense.

Rahmanu discusses regularly (2019, p. 47) that structure is a separate but related thing in English literature and the concept of infinitive clauses through verbs that can be taken in the infinitive form such as want, will, decide, hope, and so on (the verb is followed by to + infinitive) must be written and used correctly so that the sentence can be accepted. In addition, Sanchez (2018, p.1) explained that An infinitive can function as a noun in a sentence, taking on the role of the direct object or subject. It can also follow a connecting verb (like is) in the predicate of a sentence to function as the subject complement, which gives details about the subject. In this case, the researcher wants to explain in more detail that Rahmanu wants to highlight that what is included in the concept of an infinitive clause are elements of the verb and also the connector

“to” which are separate but interrelated. In this case, certain verbs for example “appear”, “want”, “attempt”, “arrange”, and “deserve”, etc. (from Thunder, 2022, December 14th) which is often followed by the infinitive form, namely (to + infinitive verb) must be written and used correctly so that the sentence can be accepted and understood well.

Referring back to the sentence above, it can be seen that the error in the sentence fragment lies in the infinitive verb “**want**” (because the context is verb 2, it becomes “**wanted**”) in “Abimanyu who **wanted** learn from Tunggul Wulung”. Where wanted/want should be followed by “**to**” to connect to the auxiliary, namely the verb “**learn**”. Therefore, the correct sentence results are as follows,

“.....not long after came Abimanyu who **wanted to** learn from Tunggul Wulung”

Apart from the example sentences above, there is a similar error related to infinitive clauses found by the researcher in the translated texts. The same error found is as follows,

“Came the giants **who wanted stop** their intentions,..”  
 (“Bandung Nagasewu” play, scene 2)

The researcher found two kinds of verbs, “wanted” and “stop”. If this sentence is being internalized, the infinitive marker “to”

should be added to connect the two verbs. Therefore, the translation should be as follows,

“Came the giants who **wanted to stop** their intentions,...”

The same type of error the researcher found in the following sentence,

“...not long after came Abimanyu **who wanted learn** from Tunggul Wulung,...” (“Bandung Nagasewu” play, scene 6)

Therefore, it should be translated into,

“...not long after came Abimanyu **who wanted to learn** from Tunggul Wulung,...”

#### b. Omission Example 2

Another error regarding Omission was discovered by the researcher in the translation of the play script entitled “Semar Mbangun Kahyangan” which is found in the 4th scene segment where the sentence being analyzed stated,

“...but the giant **end up** dead in the hands of Abimanyu and Gathutkaca.”

This error is an omission error relating to grammatical errors in the structure of using sentences of the Pas Tense type. The researcher often finds errors in writing sentences grammatically regarding the second verb, which can lead to omissions or misformation. Omission occurs due to the lack of adding the “-ed”

element at the end or changing the form of a verb based on its type, regular or irregular verb.

The analysis conducted by the researcher on the book by Murphy R. (2019, p.10) indicates that the simple past tense is a sentence form in English where the time marker is the past and the basic structure of the simple present tense sentence is the subject added with the second verb or V2. V2 here is different from the verb in the simple present tense where the verb marker is -ed, or a change in form from the first verb, and applies to all subjects

Because there are two kinds of verbs in English—regular and irregular—there are often differences in how sentences with two verbs (verb 2) are used in the past tense. Variations in the addition of constituents result from the differences in forming these two verb types' previous forms. In detail, Simple Present Tense is formulated with the following chart,

**Infinitive Clause**

Subject + Verb (conditional) + to + V<sub>1</sub>

Sentences containing second verbs (V<sub>2</sub>) are frequently employed differently in the past tense due to the two types of verbs in English: regular and irregular. Different approaches to constructing the prior forms of these two verb types lead to different variations in the addition of elements. While irregular

verbs follow unique and frequently surprising patterns, normal verbs usually form their past tense by adding “-ed” to the basic form. For example, the irregular word “go” becomes “went” in the past tense, but the regular verb “walk” becomes “walked.” Because these variants don't adhere to a single, constant pattern, they might be difficult for English language learners to recall.

Studies reveal that learners have greater difficulty with irregular past tense forms because of their unpredictable nature and requirement for rote memorizing. A rule-based system produces regular shapes, but irregular forms are recalled from memory, according to Pinker (1999), who also claimed that the brain processes regular and irregular forms differently. Ullman (2001), who suggests that irregular verbs depend on declarative memory systems while procedural memory systems manage regular verbs, adds credence to this difference.

Furthermore, research indicates that irregular verbs' frequency of usage might affect how quickly and readily a person without English language as a native language learns and remembers. Verbs with irregular high frequency, such as “went” and “saw,” are typically easier to learn and acquire early than verbs with less frequency. On the other hand, learners may be less likely to utilize low-frequency irregular verbs like “shrunk” or “forbade” appropriately and may be more prone to mistakes (Ellis, 2002).

The usage of regular and irregular verbs is explained in length in Chapter 5 of Raymond Murphy's book "English Grammar in Use" (2010), third edition. Fitria (2021, p.276) in her journal stated that Regular verbs are those that may alter based on the tense and alter regularly. Regular verbs are those whose modifications adhere to standard conventions; that is, they become verb-2 (past tense) by appending the letter -ed or -d to their original form, verb-1 (infinitive). Thus, the researcher can draw the following conclusions about regular verbs in this instance: regular verbs follow standard standards that dictate how the past tense is formed, and these conventions are two important aspects of regular verbs: Regular verbs usually add the suffix "-ed" or "-d" to their basic form to generate the past tense. Regular verbs, according to Murphy, are often regular verbs with the suffix element "-ed" appended to the verb being created as mentioned in the translated script,

- 1) talk becomes talked about
- 2) give becomes gave
- 3) order becomes ordered
- 4) kill becomes killed
- 5) defeat becomes defeated
- 6) admit becomes admitted
- 7) want becomes wanted, etc.



Similarly, irregular verbs do not adhere to the “-ed” addition rule and create the past tense inconsistently. It's common for irregular verbs to need memorization since their past tenses might vary entirely or merely partially. Fitria (2021, p.276) again explained that Vowel and consonant alterations cause irregular verbs to construct their past tenses in distinct ways, albeit not always. Students must thus commit these forms to memory. Examples that can be seen in segments in translation scripts are as follows,

- 1) come becomes came
- 2) bring becomes brought
- 3) are becomes were
- 4) can becomes could
- 5) tell becomes told
- 6) feel becomes felt
- 7) have becomes had, etc.

From the explanation above regarding regular and irregular verbs, if we look back at the example sentences highlighted, the researcher can reveal that the verb “**end**” in the sentence fragments in the script is still in the form of **verb 1** which is used in the present tense sentence form and for the subject that starts with I, You, They, We. Meanwhile, it is known from the subject found by the author, the author found that the subject of the sentence is the subject “he”

which is represented by the name “the giant”. So, as explained above, it should be known that the verb is “end” so the -ed marker should be added to make it a complete second verb.

Where it should be, the script containing the synopsis of the story that will be shown to the audience is a story with a “past” background that should use simple past tense and not present tense. So, in this case, the correct form of the sentence is as follows,

“.....but the giant **ended up** dead in the hands of Abimanyu and Gathutkaca.....”

Omission errors caused by incorrect writing of regular and irregular verbs in sentences found in the wrong segment in the script are as follows,

- 1) “Came an angry Baladewa, which **start** a conflict that soon turns into war”

(“Bandung Nagasewu” play, scene 4)

The verb “**start**” should be added with past tense verb marker –ed “**started**”, therefore the translation should be,

“Came an angry Baladewa, which **started** a conflict that soon turns into war”

- 2) “Both figure of Bima **accept** the presence’s of Krisna....”

(“Bandung Nagasewu” play, scene 5)

The verb “**accept**” should be added with past tense verb marker –ed “**accepted**”, therefore the translation should be,

“Both figure of Bima **accepted** the presence’s of Krisna....”

- 3) “Eventually Krisna **ask** them both to do a duel,....”  
 (“Bandung Nagasewu” play, scene 5)

The verb “**ask**” should be added with pas tense verb marker –ed “**asked**”, therefore the translation should be,

“Eventually Krisna **asked** them both to do a duel,....”

- 4) “The duel **end up** not giving any result,....”  
 (“Bandung Nagasewu” play, scene 5)

The verb “**ask**” should be added with pas tense verb marker –ed “**asked**”, therefore the translation should be,

“Eventually Krisna **asked** them both to do a duel,....”

- 5) “...so King krisna **look** for another way,....”  
 (“Bandung Nagasewu” play, scene 5)

The verb “**look**” should be added with past tense verb marker –ed “**looked**”, therefore the translation should be,

“...so King krisna **looked** for another way,....”

- 6) “...then a war **happen**,....” (“Bandung Nagasewu” play, scene 7)

The verb “**happen**” should be added with past tense verb marker –ed “**happened**”, therefore the translation should be,

“...then a war **happened**,...”

- 7) “...a miracle **happen**,...” (“Bandung Nagasewu” play, scene 7)

The verb “**happen**” should be added with past tense verb marker –ed “**happened**”, therefore the translation should be,

“...a miracle **happened**,...”

- 8) “...**ask** Durga his mother to arrange his marriage with Batari Dresanala,...” (“Wiji Sejati” play, scene 1)

The verb “**ask**” should be added with past tense verb marker –ed “**asked**”, therefore the translation should be,

“...**asked** Durga his mother to arrange his marriage with Batari Dresanala,...”

- 9) “After Arjuna went away, Dewa Brama **ask** Dresanala to obey Guru Dewa’s order on being the wife of King Dewasrani.” (“Wiji Sejati” play, scene 2)

The verb “**ask**” should be added with past tense verb marker –ed “**asked**”, therefore the translation should be,

“After Arjuna went away, Dewa Brama **asked** Dresanala to obey Guru Dewa’s order on being the wife of King Dewsrani.”

10) “But came Arjuna and Wisanggeni, a war happens, eventually Wisanggeni **defeat** Dewasrani. Arjuna, Dresnala, and Wisanggeni became a family.” (“Wiji Sejati” play, scene 7)

The verb “**defeat**” should be added with the past tense verb marker –ed “**defeated**”, therefore the translation should be,

“But came Arjuna and Wisanggeni, a war happens, eventually Wisanggeni **defeated** Dewasrani....”

11) “A war **happen**,....” (“Semar Mbangun Kahyangan” play, scene 2)

The verb “**happen**” should be added with past tense verb marker –ed “**happened**”, therefore the translation should be,

“A war **happened**,....”

12) “...but the giant **end up** dead in the hands of Abimanyu and Gathutkaca” (“Semar Mbangun Kahyangan” play, scene 4)

The verb “**end up**” should be added with past tense verb marker –ed “**ended up**”, therefore the translation should be,

“...but the giant **ended up** dead in the hands of Abimanyu and Gathutkaca” (“Semar Mbangun Kahyangan” play, scene 4)

13) “Arjuna **obey** his order,...” (“Gathutkaca Krama” play, scene 1)

The verb “**obey**” should be added with past tense verb marker –ed “**obeyed**”, therefore the translation should be,

“Arjuna **obeyed** his order,...”

14) “...and **command** Abimanyu to tell Jodipati that the Pregiwa and Gathutkaca’s wedding are cancelled” (“Gathutkaca Krama” play, scene 1)

The verb “**command**” should be added with pas tense verb marker –ed “**commanded**”, therefore the translation should be,

“Eventually Krisna **commanded** them both to do a duel,....”

15) “War **happen**,...” (“Gathutkaca Krama” play, scene 2)

The verb “**happen**” should be added with past tense verb marker –ed “**happened**”, therefore the translation should be,

“War **happened**,....”

- 16) “Senaperdapa **succeed** on defeating the giant,...”  
 (“Gathutkaca Krama” play, scene 2)

The verb “**succeed**” should be added with past tense verb marker –ed “**succeeded**”, therefore the translation should be,

“Senaperdapa **succeeded** on defeating the giant,....”

- 17) “...Senaperdapa was going to be accepted as Bima’s son if he **succed** on finding the Dewaretna Flower.”  
 (“Gathutkaca Krama” play, scene 3)

The verb “**succeed**” should be added with past tense verb marker –ed “**succeeded**”, therefore the translation should be,

“Eventually Krisna **succeeded** them both to do a duel,....”

- 18) “Godhakumara’s journey was stopped by Anoman and he **ask** for Dewaretna.” (“Gathutkaca Krama” play, scene 5)

The verb “**ask**” should be added with past tense verb marker –ed “**asked**”, therefore the translation should be,

“Godhakumara’s journey was stopped by Anoman and he **asked** for Dewaretna.”

19) “...feud **happen**,....” (“Gathukaca Krama” play, scene 5)

The verb “**happen**” should be added with past tense verb marker –ed “**happened**”, therefore the translation should be,

“...feud **happened**,....”

20) “Krisna helped and **cure** Dewi Sruta’s baby born, so he could back to normal.” (“Supala Lair” play, scene 4)

The verb “**cure**” should be added with past tense verb marker –ed “**cured**”, therefore the translation should be,

“Krisna helped and **cured** Dewi Sruta’s baby born, so he could back to normal.”

21) “Everyone who attended the event quickly **hunt** the kidnapper.” (“Supala Lair” play, scene 5)

The verb “**hunt**” should be added with past tense verb marker –ed “**hunted**”, therefore the translation should be,

“Everyone who attended the event quickly **hunted** the kidnapper.”

22) “...but Arjuna survived and **continue** his journey” (“Sengkuni Merong” play, scene 3)



The verb “**continue**” should be added with past tense verb marker –ed “**continued**”, therefore the translation should be,

“...but Arjuna survived and **continued** his journey”

### c. Omission Example 3

The next error lies in the use of relative clauses, where the researcher refers again to Murphy's theory in his book “Grammar in Use” (1989, p. 168) which explains that relative clauses function to provide additional information about an object or person that has been mentioned in the previous sentence.

Regarding error analysis, which is the researcher's main study, the researcher revealed that omission of relative clauses can cause the loss of important information that can change the meaning. As we all know, according to Shafariana (2022, p.805) in her journal states that a paragraph can be formed perfectly based on a sentence that can be categorized as sound. According to her, a sentence is a collection of fundamental clauses at the level of a discourse and carries the meaning of the meaning and information of a text.

Because of this, when a relative clause is omitted, this can interfere with the target reader in internalizing the relationship between the subject and the auxiliary which is added to clarify the meaning and also the information conveyed by the sentence. In this

example researcher's focus is on the fragment of the sentence which reads,

“.....Came Abimanyu, **who able** to find the Tunjugseta, he immediately done the order...”

(“Semar Mbangun Kahyangan” play, scene 3)

According to research by Thompson and Martinet (1986, p.81-83), relative clauses are essential for creating sentences in English that are clear and concise. They contend that incorrect application might result in misunderstanding and ambiguity. (Thompson & Martinet, 1986, p. 102). It means relative clauses give a further context for a noun or pronoun without breaking the flow of the phrase.

Cecchetto and Donati (2023, p.1) in their journal, review further confirm that Subordinate clauses that are not clausal in distribution or propositional in interpretation are known as relative clauses. The subordinate clause here is a clause that cannot stand alone as a complete sentence and must be added in the form of a verb or dependent on the main sentence.

In contrast to a distribution clause, which describes the distribution of actions or states, or a propositional interpretation clause, which offers a view or opinion about a subject, a relative clause is a subordinate clause that adds information about the noun in the main sentence.

So from the sentences examined by this researcher, the researcher found that the relative pronoun “who” with the able adjective should be followed by the verb “was” (in past tense) or “is” (in present tense) because who here refers to the subject Abimanyu who is a single object. Therefore, the correct translation is as follows,

“Came Abimanyu, **who was able** to find the Tunjugseta, he immediately did the order.”

**d. Omission Example 4**

The next omission error found by the researcher was related to the use of the conjunction and. In this case, the researcher found that most problems centered on using and connecting words, phrases, clauses, or sentences.

When researchers began to research problems related to this. It turns out that researchers generally found that the 2022 UNISRI MBKM Matching Fund students made one mistake, namely that most of them did not read thoroughly the context of the source language text (Indonesian) and simply translated literally word for word from the source language to target language. This can be discovered by researchers through the two example results of the researchers' findings about the students' translation, which are as follows:

Tabel 4. 2. Analysis table showing the result of translation from the source text to the target text

Source	Target
<p>“Durga memenuhi permintaan anaknya, ia segera mengutarakan niatnya kepada Guru Dewa,...”                      (“Wiji Sejati” play, scene 1)</p>	<p>“Durga fulfilled her son’s request, she immediately told Guru Dewa about her intentions.”                      (“Wiji Sejati” play, scene 1)</p>
<p>“Kresna, Sena, Gathukaca mencari keberadaan Arjuna.”                      (“Wiji Sejati” play, scene 5)</p>	<p>“Krisna, Sena, Gathukaca looking for Arjuna.”                      (“Wiji Sejati” play, scene 5)</p>

From the example above, the researcher ultimately wants to examine how grammatically correct conjunctions are used in English. In general, a conjunction can be known as a form of a word that is used to connect words, phrases, clauses, or sentences. In general, the conjunction “and”, based on the Merriam-Webster Online Dictionary (accessed July 16, 2024) is a form of conjunction used to indicate the relationship between two words or phrases in a sentence which is usually positive.

Next, the conjunction “and” apparently functions to connect two words or phrases that are equivalent. To show phrases or sentences that are sequential, related, and interrelated As stated by Xamidxonovna et al. (2022, p. 1421) “Conjunctions allow readers

to form complex, elegant sentences and avoid some choppy short sentences by ensuring the phrases joined by conjunctions are equivalent.”

From the researcher’s analysis of Merriam Webster’s explanation of conjunctions (accessed July 16, 2024), the researcher states that the conjunction “and” function in a word, phrase, clause, or sentence is for connecting. and create harmonious relationships between words, phrases, clauses, and sentences that are similar and positive.

Therefore, looking back at the example presented by the author, the target text that reads, “Durga fulfilled **her son's request, she immediately told** Guru Dewa about her intentions...”, this is can be known that the target text which is translated is a literal translation made by MBKM student for the source text “*Durga memenuhi permintaan anaknya, ia segera mengutarakan niatnya kepada Guru Dewa,...*” It can be seen that the source text is translated into the target text literally so that the sentences read in the source text become confusing and less acceptable to the target readers because of the lack of conjunctions that connect the phrase “her son's request” with the sentence “she immediately told Guru Dewa about her intentions.”

So, from here the conjunction “and” should be added to connect the phrase with the sentence, so the correct translation should be,

“Durga fulfilled her son’s request and she immediately told Guru Dewa about her intentions.”

Apart from the examples mentioned above, the author found similar errors as described in the points below,

1) “The Assistants were joking around, not long after came Abimanyu” (“Bandung Nagasewu” play, scene 1)

That should be corrected into,

“The Assistants were joking around and not long after came Abimanyu.”

2) “Baladewa’s wrath took its peak, nagadewa was dragged outside the palace” (“Bandung Nagasewu” play, scene 3)

That should be corrected into,

“Baladewa’s wrath took its peak and Nagadewa was dragged outside the palace.”

3) “Kresna, Somba, Setyaki welcomes the presences of Baladewa.” (“Bandung Nagasewu” play, scene 3)

That should be corrected into,

“Kresna, Somba, and Setyaki welcomes the presences of Baladewa.”

4) “Then a war happens, eventually everyone turns back into their original forms.” (“Bandung Nagasewu” play, scene 7)

That should be corrected into,

“Then a war happens and eventually everyone turns back into their original forms.”

- 5) “Arjuna and Dersanala are making love, not long after came Dewa Brama asking Arjuna to look for the seven months condition of Dresanala’s pregnancy, Arjuna bit his goodbye.”

(“Wiji Sejati”, scene 2)

That should be corrected into,

“Arjuna and Dersanala are making love and not long after came Dewa Brama asking Arjuna to look for the seven months condition of Dresanala’s pregnancy, Arjuna bit his goodbye.”

- 6) “Krisna, Sena, Gathukaca looking for Arjuna.” (Wiji Sejati” play, scene 5)

That should be corrected into,

“Krisna, Sena, and Gathukaca looking for Arjuna.”

- 7) “Ngalatanwa then came reported that the soldiers fell against a Brahman.” (“Harjunasasrabahu Mokswa” play, scene 5)

That should be corrected into,

“Ngalantanwa then came and reported that the soldiers fell against a Brahman.”

## 2. Addition Errors

According to error analysis basic theory, an addition error occurs when students add some words or aspects that are not necessary. These errors frequently arise from learners using overly or wrong grammatical rules or patterns from their native language in the target language. In the research examined by the researcher, the researcher found around 25 Addition errors,

Of the 25 errors, the researcher will describe three examples of Addition errors that the researcher often finds when analyzing the translation results of the Wayang Orang script provided.

### a. Addition Example 1

Addition errors that the researcher firstly encounters are errors regarding writing the noun word “presence” in one example sentence in the play entitled “Bandung Nagasewu” The second scene reads,

“Kresna, Somba, Setyaki welcomes the **presences** of Baladewa”

Addition errors often encountered by the researcher are errors regarding writing the noun word “presence”. According to Merriam-Webster Online Dictionary (n.d.), it is a form of a person's condition in a certain place.

Because it refers to a condition, as mentioned in the Online Oxford Dictionary (n.d.), the noun “presence” is identified as an



uncountable form of the verb or cannot be pluralized. This is because they cannot be counted individually or do not have a clear plural form.

Explaining the paragraph above, Thomson and Martinet (2015) in their book entitled “A Practical English Grammar” explain the existence of types of nouns that can be counted and which cannot be counted. Based on the researcher's analysis of Thomson and Martinet's book, the researcher can state that an uncountable noun is a form of a noun that cannot be counted because the word is representative of a form, broad element, concept, ideal, or substance of a unit that cannot be counted.

Explaining the paragraph above, Betti (2022, p.6) explains in more detail about uncountable nouns where according to him uncountable or non-count nouns, sometimes known as mass nouns, are distinct from count nouns in that they are not able to assume plural forms, mix with other number terms, or function as the aforementioned kind of quantifier.

Because it does not have a plural form, it should not be appropriate if the sentence is added with an additional “-s” as a plural marker. For this reason, the error in the noun “presence” using the addition of “-s” to become “presences” was identified by the researcher as a form of an Addition error of “-s” addition.

This error regarding the addition of -s as a plural form in presence was found by the researcher also in several sentences in the scene in play including the following,

1) “Both figures of Bima accept the **presences** of Tunggul Wulung who wanted to get rid of the imposter.”

(“Bandung Nagasewu” play, scene7)

“Both figures of Bima accept the **presence** of Tunggul Wulung who wanted to get rid of the imposter.”

2) “Puntadewa welcomes Kresna’s **presences**”

(“Semar Mbangun Kayangan” play, scene 1)

That should be corrected into,

“Puntadewa welcomes Kresna’s **presence**”

#### **b. Addition Example 2**

The next addition error found was the use of an apostrophe in a word that shows ownership. The addition error referred to by the researcher is the addition of the substance -'s to words that do not actually require or indicate ownership and are often unnecessary and can confuse the reader, thus ultimately obscuring the true meaning. EF Blog article furtherly stated that an apostrophe is a punctuation mark used in English sentences. Apostrophes can be used in contraction (abbreviation), possessive form (possession), and plural (pluralizing) contexts. The researcher found the error in

using the apostrophe again in a sentence of “Bandung Nagasewu” play that reads,

“Both figure of Bima accept the **presence’s** of Krisna”

In this case, it can be seen that the researcher found a writing error where the noun “presence” was added with an apostrophe -s which then made this sentence fragment incomplete. In the phrase “**Presence’s** of Krisna,” the word “of” is a form of a preposition. The preposition “of” in this context connects the noun “Presence” (noun) with “Krisna” (subject), indicating that “Presence” is a condition belonging to or related to the subject “Krisna.” Therefore, the correct translation of the wayang script should be as follows,

“Both figures of Bima accept the **presence** of Krisna”

Apart from the examples of errors highlighted by the researcher, there are other examples of similar errors found by the author including,

- 1) “Kresna, Somba, Setyaki welcomes the **presences** of Baladewa” (“Bandung Nagasewu” play, scene 3)
- 2) “Both figures of Bima accept the **presences** of Tunggul Wulung who wanted to get rid of the imposter” (“Bandung Nagasewu” play, scene 7)

### c. Addition Example 3

The type of addition error in the error analysis found by the researcher is the addition of an article to an inappropriate subject or object, as can be seen by the author in the following example sentence,

“Came **an** angry Baladewa, which start a conflict that soon turns into war” (“Bandung Nagasewu” play, scene 2).

First, the researcher's error focuses on the mistake of adding the article “an” in the following case example. The article “an” is generally represented as a general and singular noun based on the EF website searched by the researcher (accessed July, 20<sup>th</sup> 2024).

From here the article “an” is generally used before nouns that begin with a vowel sound. The use of “an” in the sentence “Came an angry Baladewa, which started a conflict that soon turned into war” makes this sentence an unusual structure because “Baladewa” refers to a subject in the form of a person, not an object. Using the article “the” to point out a human subject is better. So that the correct translation becomes “Came the angry Baladewa.....”.

Thus, this is also the same as found by the researcher in the sentence that reads, “...the came Petruk shared his intention,....” in the play “Semar Mbangun Kahyangan” in the first scene. Here the researcher found the addition of the article “the” before the verb “came”.

In this case, the sentences appear out of sync and cannot be read clearly, resulting in reduced acceptability due to lame accuracy. The term “the” according to the Merriam Webster Online Dictionary (accessed 22 July 2024) is used to determine or refer to a unique subject in a certain context or in detail is explained as a marker in an expression that serves as a function word to show that a noun or noun equivalent that follows is definite or has been previously determined by situation or context. Next, Merriam-Webster notes that the article “the” refers to a specific individual with whom the reader or listener is already acquainted. The article “the” used to highlight that the person in issue is a specific individual who has previously been addressed or recognized, making it simpler to identify them in that context.

Therefore, So, as explained above, the article “the” in the sentence “the came Petruk” is mistakenly put at the beginning of the sentence. The article “the” is commonly used to distinguish certain nouns. However, in this sentence, “the” is unnecessary because the word immediately follows it “came.” In English structure, articles are not used before verbs unless they change the noun that serves as the verb's subject or object. To remedy this issue, we must delete the article “the” from the phrase, making it grammatically accurate and simple to comprehend.

Another example found by the researcher is in the sentence “Ngalatanwa then came reported that the soldiers fell against a **Brahman**”. In this case it is clear that the article “a” is placed before the noun “Brahman”. “Brahman” here is translated as referring to the name of a God “God Brahma” where “Brahman” should refer to a specific human subject or divine entity “God Brahma” rather than referring to an inanimate object. So, it is clear that this translation is wrong. A correct translation should not use the article “a”. So the translation becomes, “Ngalatanwa then came reported that the soldiers fell against **Brahman.**”

**d. Addition Example 4**

Additional errors found by the researcher in the translated text were the addition of substances that should not have been added to the text, such as subjects, objects, or verbs. One example that can be seen is as follows,

“**Came** Abimanyu, who able to find the Tunjugseta, **he** immediately done the order”

(“Semar Mbangun Kayangan” play, scene 3)

In this case, the researcher wants to investigate further the presence of the verb “Came” at the beginning of the sentence and the addition of the subject “he” to the sentence. Thus, we all know that error analysis is a well-known method in language studies that seeks to recognize, categorize, and emphasize explanations of the

mistakes made by learners. Misusing the subject can potentially confuse the clarity of the sentence, regarding who is doing and what is being done in the action in the sentence.

Furthermore, as harmony is the foundation of English grammar, Damayanti (2023, p. 1) claimed in her thesis that it is crucial to analyze mistakes made while combining subject-verbs. This helps to prevent any sentence mistakes. Factors that cause English grammatical errors are students' lack of attention and the tendency to use their mother tongue which affects the translation results and also their acceptability.

Lack of thoroughness refers to students' lack of motivation in learning English regarding systematic writing, use of terms, enrichment of vocabulary, and enrichment of good grammar. Students do not pay attention to the things above, which ultimately results in continuous errors.

According to Damayati (2023, p. 2), mother-tongue interference is a crucial consideration for the researcher analyzing mistakes in the placement of subjects, objects, and predicates. Mother tongue interference happens when students unintentionally transfer rules or structures from their mother tongue into the language they are studying which can lead to grammatical and sentence construction problems.

Returning to the example problem above, it can be seen that the verb “Came” at the beginning of the sentence is a form of literal translation of “*Datanglah*” in the Indonesian language.

However, the addition of the verb “Came” makes the sentence structure ineffective because there is already a clear verb description marker, namely “done” and it is also marked with a relative pronoun to explain the subject. Without “Came”, the sentence already appears complete and well-structured. Likewise, the addition of the subject “he” also in this case causes an imbalance in the completeness of the sentence structure because it seems to overlap between the subordinate clause and the main sentence, where “he” does not need to be added anymore because there is already a subject “Abimanyu” at the beginning of the sentence. So in this case, the correct translation results are as follows,

“Abimanyu, who was able to find the Tunjugseta, immediately did the order”

Other errors found by the author regarding the addition of elements such as subject, predicate, and object found by the researcher if explained further are as follows,

1) “After he was accepted, **came** Krisna asking for help for the Jodipati situation.” (“Bandung Nagasewu” play, scene

6)

That should be translated into,



“After he was accepted, **Krisna asked** for help for the Jodipati situation.”

- 2) “Arjuna and Dersanala are making love, not long after **came** Dewa Brama asking Arjuna to look for the seven months condition of Dresanala’s pregnancy, Arjuna bit his goodbye.” (“Wiji Sejati” play, scene 2)

That should be translated into,

“Arjuna and Dersanala are making love, not long after Dewa Brama asked Arjuna to look for the seven-month condition of Dresanala’s pregnancy, Arjuna bit his goodbye.”

- 3) “**Came** Baladewa as the representative of King Hastina asking permission to borrow Amarta’s relics.” (“Semar Mbangun Kahyangan” play, scene 1)

That should be translated into,

“Baladewa as the representative of King Hasina asked permission to borrows Amarta’s relics.”

- 4) “....the **came** Petruk sharing his intention,....” (“Semar Mbangun Kahyangan” play, scene 1)

That should be translated into,

“.... Petruk shared his intention,....”

5) “...not long after **came** Abimanyu reporting that at their wedding they need to bring a gift in the form of Dewaretna Flower....”

(“Gathukaca Krama” play, scene 3)

“...not long after Abimanyu reporting that at their wedding they need to bring a gift, a Dewaretna Flower....”

### **3. Misformation Errors**

Next, the error highlighted by the researcher is misformation errors. Dulay et al (1982) stated in their theory that Misformation errors are defined as a type of error in discourse analysis that occurs when someone makes a morphological or syntactic writing error in a sentence element. In essence, misformation errors relate to errors in writing a particular element because they are influenced by a lack of grammar, mistyping errors, etc. The researcher found 54 misformation errors in the translated text provided.

#### **a. Misformation Example 1**

The first example taken by the researcher in his research on misinformation was about spelling errors or mistyping that occurred in the translated text that the researcher found. In general, a mistype is a mistype that occurs when writing or typing text. This mistype usually occurs in spelling or writing correct vocabulary

where one of the consonants or vowels is not well written into a series of words.

As we know, language is a tool used by individuals to convey information and it turns out that in the communication process, there are often incorrect expressions including in terms of writing as expressed by Sarumaha (2022, p.277) in his journal. Sarumaha stated writing errors as a form of minor deviation from the rules of good and correct language use. Rachman, Rival, and Haeru (2019, p.250) explained that writing activities in English that involved various aspects including grammar, vocabulary, and complex language styles often caused difficulties for many students and also writers with non-English native languages where they found their lack of grammar skills so that writing errors or mistypes occur.

Thus, Setiawan and Zyuliantina (2020, p.97) stated in their journal that the basis of error analysis is language where language is a medium of communication between people and it is not uncommon for human errors that often appear in communication to give rise to spelling errors. These spelling errors can be written and unwritten and are classified into syntactic, morphological, phonological, and semantic errors. Syntactic errors are related to sentence structure, phonology is related to sound, and morphology is related to the form or writing of spelling.

From here, we can see that the sentence error related to mistyping is related to writing errors. As we all know, misformation errors are related to the spelling structure in a word or sentence so it affects the form and pronunciation of the word. So in this case, morphological errors related to misinformation are that misinformation examines the identification of errors in terms of form (typos) that occur in a word or sentence.

Referring again to the Misformation error that will be studied, one example of misformation in terms of mistype was found by the researcher in the sentence that reads,

“Baladewa wrath took its **oeak**”

(from “Bandung Nagasewu” play, scene 3).

In this case, oeak itself is a form of typo. If read by a reader whose native language is not English, then this will confuse the reader. It should be noted that the word “oeak” itself is a mistype of “peak” which means “*puncak*” in Indonesian translation. Whereas the Indonesian translation of the sentence is actually “*kemarahan Baladewa mencapai puncaknya*”.

Apart from the examples above, the author also found several similar errors in terms of word mistyping as explained by the author in the points below,

- 1) “Bandung Nagasewu **infront** of his two son Nagadewa ,  
Nagakura, along with the commanders.”

(“Bandung Nagasewu” play, scene 1)

In this sentence, there is a mistype of the word “**infront**” that should be typed “**in front of**”

- 2) “Came the giants who wanted stop their intentions, that caused a conflict which then turn into a **fullon** war to happen.”

(“Bandung Nagasewu” play, scene 2)

There is a mistype of the word “**Fullon**” should be typed “**full-on**”

- 3) “...not long after came Nagadewa who gave a letter to Krisna which **cotains** the invitation for Krisna to Hastina palace.”

(“Bandung Nagasewu” play, scene 3)

In this sentence, the verb “**cotains**” should be typed “**contains**”

- 4) “Baladewa wrath took its **oeak**”

(“Bandung Nagasewu” play, scene 3)

In this sentence, the noun “**oeak**” should be typed “**peak**”

- 5) “**menwhile** Tunggul Wulung himself turned into the real Bima”

(“Bandung Nagasewu” play, scene 7)

The conjunction “**menwhile**” should be typed “**meanwhile**”

- 6) “....**the** a war happen, but the giants eventually dies in the hands of Arjuna, so he continues his journey right away”  
 (“Wiji Sejati” play, scene 3)

The clause, the word “**the**” in “....**the a war happen**” is a form of mistyped word. It should be changed into “**then a war happened**”

- 7) “....**the** came wisanggeni who were looking for their birth father, but they forgot the names of their parent.”  
 (“Wiji Sejati” play, scene 5)

In this sentence, the “**the**” in “...**the came wisaggeni...**” is a form of mistyped word. It should be changed into “...**then came Wisanggeni...**”

- 8) “Arjuna and Dersanala are making love, not long after came Dewa Brama asking Arjuna to look for the **seven months** condition of Dresanala’s pregnancy, Arjuna bit his goodbye.”  
 (“Wiji Sejati” play, scene 2)

The noun phrase of “**seven months**” should be change into “**seven-month**”

- 9) “.....,that whoever could find the Tunjungseta Flower **theu** have the right to borrow the Amarta’s relics.”  
 (“Semar Mbangun Kahyangan” play, scene 3)

There is mistype of noun “**theu**” that should be “**they**”

10) “**the** came wisanggeni who were looking for their birth father, but they forgot the names of their parent.”

(“Wiji Sejati” play, scene 5)

“**the**” should be changed into “**then**”

11) “Eventually the **shoulders** was attacked by Wisanggeni till they all back down from fighting Wisanggeni.”

(“Wiji Sejati” play, scene 5)

The noun “**shoulders**” should be changed into “**soldiers**”

12) “....not long after came Wisanggeni looking for Arjuna, came Narada **exolaining** that Wisanggeni was Arjuna’s Child.” (“Wiji Sejati” play, scene 6)

There is mystipe of verb “**exolaining**” that should be “**explaining**”

13) “....,that whoever could find the Tunjungseta Flower **theu** have the right to borrow the Amarta’s relics.”

(“Semar Mbangun Kahyangan” play, scene 3)

There is mistype of noun “**theu**” that should be “**they**”

14) “....,but Daneswara **wont** give it to them,....”

(“Gathutkaca Krama” play, scene 4)

There is a mistype of the verb “**wont**” that should be given aphaostrophe –‘s. Therefore the correct typing should be

“**won’t**”

15) “Senaperdapa was going to be accepted as Bima’s son if he **succed** on finding the Dewaretna Flower”

(“Gathutkaca Krama” play, scene 3)

There is a mistype of the verb “**succed**” that should be “**succeed**”

16) [**Foreest**] : “Anggoda accepted his punishment and stayed in the middle of the forest,…”

(“Anggoda Balik” play, scene 7)

There is the mistype of noun “**Foreest**” in brackets that should be translated into “**Forest**”

17) “When Ki Walakas and his wife celebrate their happiness of their new **adapted** son,…”

(“Ontran-Ontran Wirata” play, scene 2)

There is the mistype of noun “**adapted**” that should be “**adopted**”

#### b. Misformation Example 2

The next mistake that the researcher highlighted was the mistake regarding the form of preposition usage. This Misformation error often occurs because the use of prepositions does not comply with the rules or the correct context in a language rule or grammar in the target language. Agus Setia Budi (2016, p.2) stated that errors in writing are a form of foreign language learning where learners will have the benefit of writing knowledge through



analysis of errors in writing grammar. This writing error is caused by the lack of ability of the learners in their shortcomings as language users in absorbing languages outside their native language. So in this case, Budi explained that Misformation errors related to grammatical errors are things that deviate from non-native language speakers so there is the use of proportions that do not comply with applicable language rules.

From the case faced by the researcher, in this case, misformation errors in writing prepositions such as “in”, “at”, “on” and others can be said to be misformation errors related to semantics and morphology. Semantic errors occur due to the influence of structural or grammatical errors that occur in the translation results of the target language. Morphological errors occur due to inappropriate changes in form and both of these things affect the form or meaning of sentences or words.

Returning to the problem that occurred, the author found an error in the example sentence found below,

“The giants died **on** the hands of Abimanyu, so he continues his journey right away.” (from “Bandung Nagasewu” play, scene 2)

We all know that the preposition “on” functions to indicate something whose meaning is in contact with a surface. Meanwhile, the sentence “The giants died on the hands of Abimanyu...” has a meaning in Indonesian which if translated means, “*Raksasa-*

*raksasa tersebut mati di tangan Abimanyu*”. In this sentence the proposition before an object is used to indicate who caused their death. In the context of the problem in this sentence, the sentence wants to point out Abhimanyu as the person who caused the death of the giants. In English, the correct expression to show and closely match the meaning of the source language “*di tangan Abimanyu*” So the correct translation should be “**at** the hands of....” and not “**on** the hands of...”. Therefore, from the sentence that is analyzed, the best translation should be,

“The giants died **at** the hands of Abimanyu, so he continues his journey right away.”

Apart from the errors in the sentence above, the author found other errors regarding prepositions which are explained in the points below,

1) “After he was accepted, came Krisna asking **for** help for the Jodipati situation”

(“Bandung Nagasewu” play, scene 6)

Preposition “**for**” should be changed into “**with**”

2) “Raja Dewasrani who was drunk of love with Batari Dresanala.”

(“Wiji Sejati” play, scene 2)

The phrase “drunk **of** love” should be changed into

“drunk **in** love”

3) “After Arjuna went away, Dewa Brama ask Dresanala to obey Guru Dewa’s order **on being** the wife of King Dewsrani.”

(“Wiji Sejati” play, scene 2)

the phrase “**on being the wife**” should be changed into “**to be the wife**”

4) “**In the midst** of Abimanyu’s journey,…”

(“Semar Mbangun Kahyangan” play, scene 4)

The prepositional phrase of “**In the midst...**” should be changed into “**During.....**”

5) “...,and command Abimanyu to tell Jodipati that the Pregiwa and Gathutkaca’s wedding **are** cancelled.”

(“Gathutkaca Krama” play, scene 1)

The to be “**are**” should be replaced into “**to**”

6) “Senaperdapa succeed **on** defeating the giant,…”

(“Gathutkaca Krama” play, scene 2)

Preposition “**on**” should be replaced into “**in**”

7) “...,Dewartma **fell on** the hand of Senaperdapa.”

(“Gathutkaca Krama” play, scene 5)

The verb “**fell on**” should be translated into “**fell into**”

8) “...,but **at** the end Korawa was defeated by Bima.”

(“Gathutkaca Krama” play, scene 6)

The prepositional phrase of “**at the end**” is not correct.

It should be changed into “**in the end**”

9) “...,but **at** the end Korawa was defeated by Bima.”

(“Gathutkaca Krama” play, scene 6)

The prepositional phrase of “**at the end**” is not correct.

It should be changed into “**in the end**”

10) “Sengkuni planned **to** take revenge to Rsi Nilakumbaya who underestimated him.”

(“Sengkuni Merong” play, scene 4)

The prepositional phrase “**revenge to**” is not correct. The correct writing is “**revenge on**”

### c. Misformation Example 3

The analysis carried out by the researcher next was an analysis of errors in writing, especially for verbs in the form of irregular verbs (which change form) in the simple past sentence structure in which the example can be seen as follows,

“Dresanala **welcome** Dewasrani who wanted her love,....”

(from “Wiji Sejati” play, scene 7).

It is known that misformation in Surface Strategy Taxonomy is a form of language error when an element or element of language is written in a form that does not comply with grammatical rules. In the context of problems in terms of the use of irregular verbs, in the simple past tense, in general, in some cases, misformation

usually occurs when a writer creates a wrong verb form. Adaje and Ochigbo (2021, p.121) strengthen this statement in their journal that as a standard English learning system, verbs are required in both written and spoken forms. Thus, verbs are among the fundamental grammatical concepts that are taught and learned in normal schools up until the university level. In this instance, Adaje and Ochigbo claimed that verbs have forms that convey suitable meanings in a variety of communication settings; modifications to verb forms and their application produce verb properties including complementation, tense, aspect, mood, modality, and transitivity.

Furthermore, to explain irregular verbs, the researcher refers to research by Murphy in his book “English Grammar in Use, 5th Edition” (2019, p.292), which states that In English grammar, irregular verbs have distinct forms rather than adopting the standard pattern of adding “-ed” to generate the past tense.

Next, in the case of the sentence above, the error occurs in the verb “welcome” which should be replaced with “welcame”. In this case, the researcher stated that in short, an irregular verb form must be memorized because there is no regular pattern of change in the past tense and past participle forms of irregular verbs. In general, Murphy in his book, Lester, Franklin, and Yokota (as cited in Adaje and Ochigbo, 2021, p.123) states and implies that a form of vowel identity, suffixation, amplification of sounds and

consonants, and other changes in certain elements are categorized as irregular verbs where there are 250 irregular verbs recorded which are categorized into seven classes. Therefore, back to the case that the researcher has faced, the best translation of the sentence will be,

“Dresanala **welcome** Dewasrani who wanted her love,....”

(from “Wiji Sejati” play, scene 7).

Besides the case that has been faced by the researcher, some related mistakes will be pointed in the points below,

1) “Dewa Brama **bring** the baby and put them in the crater to kill them.” (“Wiji Sejati” play, scene 4)

The verb “**welcome**” should be changed into “**welcome**”

2) “with the intention of watching Semar **build** kahyangan.” (“Semar Mbangun Kahyangan” play, scene 5)

“**build**” should be changed into “**built**” or “**builds**”

3) “.....,Gatatkaca **wore** Dewaretna,....”

The verb “**wore** Dewaretna” is not correct. It should be changed into “**took** Dewaretna as a wife”.

(“Gathutkaca Krama” play, scene 5)

4) “...,but Swandagni **dead** before answering Jamadagni’s question.”

(“Harjunasasrabahu Mokswa” play, scene 2)

The word “**dead**” in the sentence is not correct. Therefore the word “**dead**” should be replaced with “**died**”

- 5) “Jamadagni felt disappointment and **leave** the hermitage to find a way to die.”

(“Harjunasrabahu Mokswa” play, scene 2)

The verb “**leave**” should be replaced with “**left**” because the sentence context uses simple present tense.

- 6) “.....and other kings **was** installing animal traps when King Garba Sukendra and his soldiers came.”

(“Harjunasrabahu Mokswa” play, scene 4)

The to-be “**was**” is not correct. Therefore the correct to-be is “**were**”.

## **B. The Acceptability in the Translated Script of Wayang Orang Sriwedari**

After knowing the error analysis contained in the translation results of the Wayang Orang Sriwedari script, the researcher will then examine the overall acceptability aspect of the translated text. As is known, the acceptability aspect is broadly related to error analysis, especially in the context of learning about translation or a second language.

Nababan, Nuraeni, and Sumardiono in their journal on translation aspects (2012, p.40-41) explain that the purpose of translation is to provide holistic translation results and qualitative aspects in showing the quality of a translation product, and benefits in the context of professional translation. This is in line with what was stated by Sudarmaji, Santoso, and Mulyati (2023. p.484) where the translation process must be able to provide good quality assurance in the function and intent of the source text that remains, as well as maintain the meaning of the contents of the source language text to the target language. Equivalence and harmony are the main things that must be considered in the translation process.

Thus, in terms of the aspect of acceptability, Nababan, Nuraeni, and Sumardiono (2012, p.45) stated that acceptability is a form of translation quality assessment where this is related to the suitability of the rules or grammar in the target language and a translation can be said to be acceptable if it follows and is following standard grammar rules. Then, about error analysis, error analysis supports the identification and categorization of errors made by the translator and is used as a medium to indicate areas of error where



the translator experiences difficulties. This is in line with what was stated by Harjanti et al. (2020, p.65) who summarized the theory of Nababan et al. that a translation result can be said to be acceptable where the main reference is using a normal language form for the target reader, a clear structure and maintaining the dynamics of the original language.

Thus, the connection between the two is that acceptability may suffer due to faults found during error analysis. This is consistent with what Corder (1967, p. 167) said in his journal: that a text or speech with a high frequency of systematic errors—such as grammatical, lexical, or pragmatic—is like grammar errors to be viewed negatively by readers or native speakers. In addition, Raja Rachmawati (2014, p.92) stated that in a transferring activity in translation, a comprehensive understanding of acceptable ideas or concepts is needed where this also concerns language norms such as lexical, stylistic, and expressive meanings of the nuances of a discourse to be translated.

In this case, the researcher stated that error analysis and translation quality assessment in terms of acceptability have a continuous correlation. Error Analysis using Surface Strategy Taxonomy aims to provide a data analysis process and errors that occur in the creation of a discourse. As expressed by Rachmawati in her journal, there needs to be harmony and validity in terms of lexical, stylistic, and also expressive meaning contained in an error analysis. Then, after analyzing the errors that occur, a translator or the learners determine the acceptability of a discourse translated into the target language through translation quality assessment analysis in terms of

acceptability. As Nababan, Nuraeni, and Sumardiono stated a translated discourse can be said to be of quality if it is acceptable from the standard rules of grammar and also the rules of language structure that apply in addition to the rules related to culture and dynamics of the translated discourse.

In addition, acceptability in this instance can be viewed as one of the ultimate objectives of language acquisition or translation, and it can be attained by reducing mistakes via appropriate analysis and correction. This is conveyed by Widianingsih (2014, p.66) where correcting grammar errors can be crucial. The continuity between error analysis and analysis of the acceptability aspect produces interrater reliability (p. 58) where continuity in assessment and analysis is needed to obtain data validity and find the greatest possible data that is truly accurate, smooth, and valid.

In this case, if we look back at the parameters of acceptability, based on the theory of Nababan et al. (2012, p. 51) it is stated that there are three levels of aspects of acceptability which are divided into three forms of aspects, acceptable, less acceptable, and not-acceptable in which can be seen from the table above,

Tabel 4. 3. Table of Acceptability Aspects of a Text

*Instrumen Penilai Tingkat Keberterimaan Terjemahan*

<b>Kategori Terjemahan</b>	<b>Skor</b>	<b>Parameter Kualitatif</b>
Berterima	3	Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca; frasa, klausa, dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia.
Kurang Berterima	2	Pada umumnya, terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal.
Tidak Berterima	1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca; frasa, klausa, dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia.

The figure above shows that the parameters for assessing the quality of the acceptability aspect are divided into three parts, acceptable, less-acceptable, and not-acceptable. A translated discourse is predicated as acceptable if the translation is natural, which follows what Casthilo and O'Brien (2017, p.122) stated in their journal that acceptability does not only refer to the relevance of a discourse received by the target reader but is also seen from a textual, manner, and usability perspective and the effectiveness of a focus in the language system. less than that, translation becomes less acceptable due to grammatical errors. Generally, this unacceptability can be analyzed through Surface Strategy Taxonomy in Error Analysis theory. Meanwhile, the worst is that the translation can be predicated not-acceptable because the translation feels unnatural or unusual to read for the reader. In this case, naturalness and fluency cannot be structurally accepted by the language

in the target reader, the rules of phrases, clauses, to sentences cannot be used according to the language rules that apply in the target language.

Regarding the effectiveness of the discourse's language style, in this case, Azti, Nababan, and Djatmika (2019, p.437) stated in their journal that acceptability requires a translation technique that can contain transfer based on the validity of the culture, customs, norms, and procedures that apply in the target language. Azti, Nababan, and Djatmika's (2019) statement states that acceptability in translation requires the translator to apply techniques and methods that are acceptable and the content of the translation is appropriate and can be recognized in terms of norms, procedures, and also the linguistic culture that exists in the target language. Correct grammar provides facts about clear translation results, has a meaning that is easy for the target reader to digest, and follows the language structure that applies in the target language. Azti, Nababan, and Djatmika's (2019) statement in this case alludes to the importance of procedural, cultural, and normative aspects in ensuring acceptability in a translation result, but in this case also states that the structure in grammar plays an important role, especially if the truth of the language structure is examined using the Surface Strategy Taxonomy theory. Surface Strategy Taxonomy, in this case, is stated as a scalpel used to find any errors contained in a sentence in a discourse that causes the sentence to be predicated as acceptable, less acceptable, or worse, not acceptable. Surface strategy taxonomy, in this case according to Azti et al., is used as a tool or a system that tests and classifies errors based on how they can impact the acceptability

of a translated discourse. This is in line with what was stated by Nababan, Nuraeni, and Sumardiono in their journal “Development of Translation Quality Assessment Model” (2012, p.42) stating that further analysis and research techniques are needed to complete and make aspects of translation quality assessment more valid and reduce confusion. Nababan, Nuraeni, and Sumardiono’s statement is following Bramono's statement (2022, p.122) in his journal which states that the aspect of acceptability is an important aspect because it concerns the parameters of suitability of target language norms and culture.

Next, in this case, from the statements and theory above, the researcher wants to state that a translated discourse identified using Surface Strategy Taxonomy can directly impact the acceptability of the translated discourse. Widodo (2020, p.33-40) emphasizes in his book entitled “Writing and Storytelling Jataka Bahasa Inggris” that to create a quality translated work or English language work, a writer needs error analysis as a source of testing and also assessing the quality of the results of writing discourse whose writers use non-native languages such as English. Widodo stated that by knowing these mistakes (p.34), it is hoped that this can be a benchmark for learning for students and writers and give rise to a comparative taxonomy that can examine interlingual, interlanguage, and developmental errors. In this case, Widodo wants to emphasize that identification and understanding in error reasoning are needed in error analysis to improve the quality of translation results and

enable learners or writers to evaluate the errors they make and take anticipatory action to prevent errors from occurring in future translations.

Thus, using error analysis, a discourse is used as a source of evaluation to make corrections during the transferring process so that the translated discourse during the restructuring process can effectively produce good translation results. This is in line with what May et al. (2022, p.4) stated, which views the results of implementation work in the context of the content of discourse as an impact of how linguistic matters change along with the ongoing implementation process. This means that performance in a translation result takes place along with the direct implementation process in translation. In this context, the performance of the translation result refers to the acceptable quality of translation, which can meet the expected standards such as clarity, standard conformity, accuracy, and also acceptability in the target reader.

In addition, a translator needs in-depth knowledge to understand the context of norms and also the applicable language rules related to cultural conventions. Pinfan Zhu (2021, p.103) strengthened this statement by stating that stated in her journal that to create an acceptable and quality translation result, a translator must pay attention to the translator's need to choose words that are appropriate for the reader based on background such as educational professionalism, knowledge, etc. If the target is general readers, then they tend to prefer straightforward words when reading with grammar that is not difficult, clear grammar, and the meaning or information conveyed does not

deviate from the information to be conveyed in the description of the translated source. In addition, a translator, in this case, as mentioned by Zhu, the selection of terms or words that are easy to understand is believed to be able to provide a superior assessment of the readability of the translated text for the target reader.

Although a sentence is grammatically correct, it is not necessarily acceptable if the sentence does not follow the special structural rules that have become custom in the target language of the readers. Again, Pinfan Zhu stated in his journal (2021, p.107) that the important role of a communication language needs to be improved so that the translated translation results are acceptable and have readability and acceptability values towards the translation results. A translator, in this case, must be able to reflect the choice of information in the form of language rules, vocabulary, choice of terms and words as well as amplification and description in correct sentences where the approach tends to be focused on the understanding of a target reader in carrying out technical translation and providing a translation style that can be defined as accommodating the needs of the target reader by arranging elements of words, sentences, and paragraphs that can be following the mindset and nature of the target reader.

In this case, the researcher wants to state that a translated discourse identified using Surface Strategy Taxonomy can directly impact the acceptability of the translated discourse. In this case, by using error analysis, a discourse is used as a source of evaluation to make corrections during the

transferring process so that the translated discourse during the restructuring process can effectively produce good and acceptable translation results for the target reader.

Thus, from the statement above a translation result can be said and predicted as less acceptable as stated above if in its application the translator's method of translating makes it difficult in terms of morphology, lexical, syntax, or existing chaotic grammar. This is strengthened by the statements of Agriani, Nababan, and Djatmika in their journal (2018, p.231) which stated that a translation result is predicted to be less acceptable if the translation finds several problems in terms of the use of terms, words, clauses or phrases that are unacceptable and less than the target readers' culture approval.

The analysis of the acceptability aspect was obtained by the researcher by conducting a quality assessment of the results of the student's translation where the quality assessment was carried out by Mrs. Nur Saptaningsih, S.S., M.Hum. In addition to working as a lecturer and as the head of the language laboratory at Universitas Sebelas Maret Surakarta, Mrs. Saptaningsih is also engaged in the field of translation from English-Indonesian to Indonesian-English. The researcher finally obtained data the analysis by Mrs. Saptaningsih where the data collected for analysis a total of 182 data which if described into the identification of acceptable, less acceptable, and not-acceptable aspects are as follows,



Tabel 4. 4. Description of the number of each aspect of acceptability identification

Aspect	Amount of Data Obtained
Acceptable	54
Less-acceptable	84
Not-Acceptable	44

The data above shows that the acceptability analysis data shows that most translations fall into the “less-acceptable” category, with 84 data obtained with a percentage of **46,15%**. This is followed by the “acceptable” predicate, with 54 data obtained with a percentage of **29,67%**, and the “not-acceptable” predicate, with 44 data obtained with a percentage of **24,18%**. The percentage formula is obtained using the following formula,

$$\frac{\text{Category Data Amount}}{\text{Total Data}} \times 100\%$$

From the analysis above, it can be seen that the acceptable data with a percentage of **29.67%** shows that the acceptable translation results in the target language are very low and have not been able to dominate compared to the less acceptable translation results with a percentage of **46.15%**. In this case, the largest proportion falls in the category of translation quality assessment results, where the percentage reaches almost half of all data analyzed by the researcher, followed by the not-acceptable predicate with a percentage that almost matches the acceptable data, in which **29.67%**, where in this case a quarter of the data found needs to be reviewed, re-translated, and

reviewed so that the results obtained can be accurate and also acceptable during the final process before publication.

If we look back at the topic taken by the researcher regarding “the acceptability with error analysis”, then in this section the researcher will provide examples of the unacceptability of the translation results about grammatical aspects which will be explained in the following examples,

Thus, looking back at the topic taken by the researcher regarding “the acceptability with error analysis” then in this section, the researcher will present examples of translation results taken from the Wayang Orang Sriwedari script with a focus on data that received the predicate “less acceptable.” This data is considered important because it represents a translation that is not fully acceptable to readers, but still has the potential to be improved. The researcher will highlight certain aspects that cause the translation to be considered less acceptable, especially in terms of grammatical errors which are one of the main factors. This analysis is expected to provide insight into the types of errors that most often appear and how improvements can be made so that the translation results are more following the rules of the target language and are more acceptable to readers.

#### **a. The Example of less acceptable Translation**

The first mistake that the researcher highlighted that caused the predicate “less acceptable” was dominated by grammatically

correct writing errors, especially in writing sentences in the form of simple past tense.

Previously, looking at the basic theory of assessing the quality of translation results as expressed by Nababan et al. (2012, p. 51), a translation result is said to be “less acceptable” if the translation result can be read naturally but there are still obstacles in terms of the use of technical or grammatical errors. A translation result as expressed by Nababan et al. (2012, p. 53) is said to be less acceptable if there is a slight shift in meaning, or the meaning conveyed either lexically, socio-culturally, or textually cannot be accepted to be fully translated. In addition, it can be seen that clearance from the translation result is reduced, there are deficiencies or errors in word choice and minor errors in sentence structure.

Furthermore, in terms of identification and also explanation of the predicate “less acceptable” which is often found by researchers in Saptaningsih's analysis, referring to Saptaningsih's analysis, the researcher focuses on the sentence from the Wayang play entitled “Bandung Nagasewu” scene 6 which reads,

“6. Jamurdipa: Tunggul Wulung was meditating when Ruci Dewa came to give him an explanation that the one who will become the king is his grandson from Arjuna.”

In this case, the researcher, using the Surface Strategy Taxonomy technique, found grammatical inconsistencies, such as inappropriate use of verbs in phrases and tenses that were not arranged neatly and consistently.

Here, the researcher found an inconsistency of tense where at the beginning of the sentence, the clause “Tunggul Wulung was meditating” uses the past continuous tense, but then continues using the present tense with the clause “who will become” which is a future tense form in the present form of “will” namely “will”. We can see together that using the present tense here does not match the ongoing past narrative.

Before going to the next problem that will be discussed by the researcher, first from the analysis of Surface Strategy Taxonomy and also the analysis of the results of the acceptability of the translation of this Wayang script, the researcher would like to state that in fact the differences in language between the mother tongue and also languages other than the native language are the main problems that cause unacceptability and even unacceptable in a translation result. This is as emphasized by Nababan (2003, p.54) in his book “Theory of Translating English” which states that the language experts he met acknowledged that the system concerning syntax, morphemes, and lexis in a language is different and in each country or region has its unique provisions. This is in line with the

study conducted by Ma'rifatulloh et al. (2021, p.3-4) where the factors that cause a learner to get caught up in writing errors in a language that is not his native language (in this case English) are due to the lack of good preparation and the lack of intensive internalization from within the learner that can produce cognitive understanding and application in speaking English well and correctly. An understanding of the structure of noun phrases in English and determining the meaning of a delimiter or explanatory word is needed in-depth as expressed by Nababan (2003, p.57) where a translation result can also be less acceptable due to the existence of semantic fields, socio-cultural understanding, and language culture in the source language and target language which are applied differently.

Returning to the problem that occurred in terms of the predicate “less-acceptability” in the translation results, based on Saptaningsih's analysis, a clause was found that reads, “....Ruci Dewa came *to gave* him an explanation....” where there was an error in writing the infinitive clause which is marked with the marker “to”. In this case, Murphy R. in his book “Grammar in Use” (1998, p.120) states that Infinitive use is used to state the purpose of doing something, or why something or someone wants to do something. This is indicated by the use of the Subject plus the predicate with the purpose as shown above and followed by “to” as

an infinitive marker and, of course, Verb 1 or the main Verb without any verb changes. So in this case the clause “...Ruci Dewa came to give him an explanation...” is a wrong infinitive clause. The verb “gave” refers to the second verb and is not the right verb to define the correct function of the infinitive. So the clause should be translated correctly, by reading “...Ruci Dewa **came to give** him an explanation....”.

Next, Saptaningsih found an error in writing the future tense in the clause fragment that reads

“.....that the one who *will become the king* is his grandson from Arjuna.”

Meanwhile, the error in writing the future tense was found by the author in a fragment of the clause that reads “that the one who will become the king is his grandson from Arjuna.” This error was highlighted by Saptaningsih because there was an inconsistency between the clauses, where the clauses before this clause use the past tense form while this future clause uses the present tense form. In addition, there is the to be “is” that is not correct to be added here because still in the form of present tense. As is well known, Murphy R. in his book “English Grammar in Use” (2023, p .295) states that the function states that this popular grammar reference covers future tense verb forms in a variety of units, including the use of “will” and “shall,” as well as “going to”

to convey future intents. Murphy argues that the term “will” is typically used for spontaneous decisions or forecasts, whereas “going to” is used for planned acts or predictions based on existing data. And about the consistency, the researcher quotes from the theory put forward by Hans Anjali and Hans Emanuel (2017, p.41) regarding the importance of consistency in grammar with his statement which is the reason and strengthens the researcher's theory which states that Grammatical inconsistencies reduce the effect of forceful words. While proper language is an important tool for success in many aspects of life, it is rarely utilized to establish social divisions. In addition, he stated that just as a linguistic rule is needed in everyday situations, regularity in compiling grammatical rules (especially in English) is also important in everyday life for clarity of meaning and purpose. Hans A. and Hans E. expressed again in their journal (2017, p.43) that grammar holds great significance in a language. It serves as the binding agent between the linguistic components. Inaccurate grammar can be the cause of imprecise language and nonsensical messages. Therefore, it indicates that the individual is unable to communicate clearly and that the reader or intended recipient of the communication could not understand the true meaning. The reader's bewilderment will only grow as a result. Therefore, based on the theory above, the future clause of “who will become...” in “.....that the one who *will*

*become the king* is his grandson from Arjuna.” should be changed into the past future tense because the previous is in the form of past tense becoming “would become...” and the clause will be translated

“.....that the one who *would become the king* was his grandson from Arjuna.”

Still on the play with the title “Bandung Nagasewu”, next, in this section, the researcher focuses on one of first scene with the following translated sentence,

“Baladewa wrath took its oak , nagadewa was dragged outside the palace , Krisna ordered his siblings to help Baladewa, Krisna meant to go first to Jodiphati.”

(“Bandung Nagasewu” play, scene 1)

In this section, the researcher analyzed the the less acceptability of the sentence using the Surface Strategy Taxonomy approach, which found that there were sentences with mistyping, namely in the noun “oak” which should be “peak” and also unacceptability occurred where based on Saptaningsih's analysis, it was found in the layout of periods and commas that were not



appropriate so that acceptability and accuracy in the source language were reduced.

An explanation of the use of the conjunction the researcher can be found in Strunk's book entitled "The Elements of Style" 4th Edition (1999, p. 4-5) which explains that the use of conjunctions in an English sentence requires full precision because a writer needs to understand the entire content to be conveyed, the correlation between sentences and clauses, and must make the best decision in determining a sentence with a deep understanding of the elements and phrases.

Thus, the explanation of the sentence above confirms that the use of conjunctions is crucial in a sentence or clause because it has a bridge, explanatory, and connecting function so that the meaning and sentence become clearer and more structured. In Saptaningsih's explanation, it is explained that there is an explanation where in the sentence, the first clause "Baladewa wrath took its oak" ends with a comma. When two independent clauses are merely separated by a comma without any other suitable conjunction or punctuation (such as a period or semicolon), it results in a comma splice, a grammatical mistake. According to Strunk's approach, the two independent clauses in this instance ought to be joined with a conjunction like and or separated by a stronger punctuation mark like a semicolon (;) or period (.) and

create two distinct phrases by dividing the two clauses. If the sentence is relative and consists of two related sentences or clauses, the writer should add a conjunction as a bridge of correlative information for the two sentences. If there is an interruption that has little effect on the sentence's flow, the writer can safely replace and remove the comma based on Strunk's theory (1999, p.5).

Next, the researcher points out the subject name in which "nagadewa" was not capitalized by the translator. According to English grammar, a person or place's name should begin with a capital letter. Since the noun "nagadewa" appears in the tale as the name of a character (person), the name "nagadewa" should start with a capital letter. In this case, the researcher referred to Strunk's theory (1999, p.35) who explained the importance of capitalized sentences stating that in English grammar, Apart from the names of books and articles, the name or academic title is still preferred in italics with capitalized initials.

Different editors and publishers use different styles for their names; some use Roman with uppercase initials and either with or without quotation marks, while others use italics. Use italics, as indicated by underlining in the text, unless you are writing for a publication that has a different policy. When placing a possessive before a title, omit the first A (capitalized) or capitalize the first The. Therefore, from this theory, the noun "nagadewa" that refers to the

name of a person should be capitalized and written “Nagadewa” with capitalized “N”.

When two independent clauses are merged, they must be joined by a conjunction in English grammar, or they can be divided with strong punctuation like a period (.), semicolon (;), or even coordinating conjunctions like and, but, or, so and a subject or object or anything that begins with a noun must be capitalized.

So the correct translation of the sentence based on Saptaningsih's review and assessment is as follows,

“Baladewa’s wrath reached its peak, and Nagadewa was dragged outside the palace. Krisna ordered his siblings to help Baladewa and decided to go to Jodipati first.”

Based on Saptaningsih's assessment, the two examples of sentences above are predicated as “less-acceptable” because there are minor grammatical errors, but when viewed from the lexical, socio-cultural meaning, they are acceptable and the language is straightforward and clear to the target reader. The basic meaning and message can be conveyed well. However, in terms of structural meaning, the sentence is still very wrong and is translated, less dynamic, and less following the expectations of the target language.

Below, the researcher will display a comparative table of several examples of sentences that are predicated as “less acceptable” along with corrections that have analytical equivalence with the analysis that has been explained by the researcher previously,

*Tabel 4. 5. Translation Result Identification Table with less acceptable Predicate*

Target Text	Analysis of Acceptability	Best translation after Analysis of Acceptability
<p>4. Border: Bandung Nagasewu along with his troops <b>accept</b> Nagadewa as his <b>refugee</b> , Nagadewa reported that he was assaulted by Baladewa.</p> <p>(From translation of “Bandung Nagasewu” play, scene 4)</p>	<p>a. The verb “accept” should be written “accepted”.</p> <p>b. There must not be a space after “refugee”.</p> <p>c. Two ideas must be combined with a conjunction or separated into two sentences.</p>	<p>Bandung Nagasewu, along with his troops, accepted Nagadewa as a refugee. Nagadewa reported that he had been assaulted by Baladewa.</p>
<p>3. <b>Klampus Ireng</b>: Semar <b>welcomes</b> Abimanyu and Gathutkaca who brought the Tunjungseta, not so long after Krisna came with Pandawa,</p>	<p>a. There should be an additional description of “Klampus Ireng”</p> <p>b. There should be an additional description of</p>	<p>5. <b>Klampus Ireng</b>: Semar <b>welcomes</b> Abimanyu and Gathutkaca who brought the Tunjungseta, not so long after Krisna came</p>

<p><b>with the intention of watching</b></p> <p>Semar build <b>kahyangan</b>.</p> <p>(“Semar Mbangun Kahyangan” play, scene 3)</p>	<p>what “Kahyangan” is.</p> <p>And the word “Kahyangan” may be capitalized.</p> <p>c. The verb “welcomes” should be written “welcomed” as a past event.</p> <p>d. “With intention” should be shortened into “to”</p> <p>e. “Kahyangan” is a Javanese term it must be written in italic “<i>Kahyangan</i>”</p>	<p>with Pandawa, <b>to watch</b></p> <p>Semar build <i>Kahyangan</i>.</p>
<p>7. [<b>Foreest</b>] Anggoda accepted his punishment and stayed in the middle of the forest, soon Godhakumara merged in</p>	<p>a. There is a mistyping of “Foreest” that should be written “Forest”</p>	<p>7. In the Forest: Anggada received his punishment in the forest. Soon, Godhakumara merged</p>

<p>Anggada and wanted to kill Dasawilukrama.</p> <p>(“Anggoda Balik” play, scene 7)</p>	<p>b. The two clauses must be connected using a conjunction. The clauses can also be divided into two sentences.</p>	<p>with him, fueling a desire to kill Dasawilukrama.</p>
<p>Narayana <b>sought for a way</b> to meet Sruta and brought Supala to face Kurandhayagsa.</p> <p>(“Supala Lair” play, scene 5)</p>	<p>a. “sought a way” is a better collocation used in this context than “sought a way”.</p> <p>b. “confront” is more natural in this context than “face”.</p>	<p>Narayana sought a way to meet Sruta and brought Supala to confront Kurandhayagsa.</p>
<p>4. [Krendhayana] Sengkuni <b>was doing his meditation</b> when Bathari Durga came.</p> <p>(“Sengkuni Merong” play, scene 4)</p>	<p>The phrase “was meditating” is shorter and more direct than “was doing his meditation” and the phrase seems more practice.</p>	<p>Sengkuni <b>was meditating</b> when Bathari Durga arrived.</p>

## **b. The Example of not-acceptable Translation**

As is known, in addition to the translation results with the predicate “not acceptable” the researcher found that the second order of analysis results for the assessment of the quality of the translation obtained was the translation results with the predicate “not acceptable”. As we all know, Nababan et al. (2012, p. 51) stated in their journal that a translation result is said to be predicated “not-acceptable” if the translation sounds unnatural and uses technical terms or linguistic structures that are incoherent, messy, and the use and translation of phrases, clauses, or sentences whose messages are incomplete or not conveyed in the target language. Again, the researcher finds from Mrs. Nur Saptaningsih’s analysis about the Wayang play entitled “Bandung Nagasewu” in the in his analysis at point 23 in the sentence which reads,

“Both figures of Bima accept the presences of Tunggul Wulung who wanted to get rid of the imposter , then a war happen , a miracle happen , and both Bima turned into the arch of Bima, meanwhile Tunggul Wulung himself turned into the real Bima.”

From this sentence, what Mrs. Nur Saptaningsih highlighted in her analysis was that this sentence was predicated as

“not-acceptable” because of a grammatical error in terms of the use of -ed in a verb in the simple past tense.

From the analysis read by the researcher, the researcher explicitly wants to quote Nababan (2003, p.49) who stated that a translation should be able to include a transfer of meaning that does not change the originality of the meaning. As is known, the transferring process according to Nababan (2003, p.27) is a process in which a translator, after understanding the structure and meaning of the source language, must capture the message contained therein.

If we look back at the definition of the predicate “not acceptable” from an assessment of translation results, in this case as expressed by Sutantohadi (2017, p.18) that the aspect of acceptability in translation results concerns the competence of a translator in his competence in understanding language culture both from the source language to the target language. In addition, in this case a translation work can be predicated acceptable if it has a degree of reasonableness in terms of the application of linguistic elements and also follows the rules of the target language perfectly.

In terms of meaning, a translator must understand that in a true translation, as stated by Nababan in his book (2003, p.48-49) a translator must focus on the meaning and message. In his theory, Nababan stated that several meanings need to be considered by a translator when carrying out the translation process. In the context



of the sentence problem above, the researcher stated that the focus is that there is an error in transferring grammatical meaning and lexical meaning. Then, at this stage, a translator is required to find the equivalent of the word in the source language in the target language where which aims to obtain a better translation that is in accordance to align the meaning from the source language to the target language.

Grammatical meaning is defined as the relationship between linguistic elements, such as the relationship between words, phrases, clauses, and sentences (p.49). Fahmi (2016, p. 106) stated that translation is a form of transformation of grammatical structure where the translator may elaborate and adjust the linguistic structure but should not change the message and the elements of the grammatical structure of the source language. In addition, Fahmi also added (2016, p. 110) that grammatical meaning concerns the validity of meaning in terms of description or rules in a linguistic structure that produces sentences that can be understood by the reader.

From here it can be seen that the criteria of this sentence are a past tense sentence because it provides a story that happened in the past and the verb “happen” here should be written with the addition of --ed to become “happened”. Likewise the verb “accept” should be written “accepted” because the context of this sentence

is a simple past sentence. In this case, error analysis using Surface Strategy Taxonomy answers that the lack of “—ed” in this verb indicates an omission error and this reduces acceptability because the grammatical meaning is not conveyed properly.

In addition, errors concerning the omission of correct grammatical meaning were found by researchers in the noun “presences” where “presences” is a singular uncountable form that cannot be pluralized. Together, in this case, there is an error in the addition of “—s” in the noun “presences”. This changes the grammatical meaning because the relationship between the noun word “presence” and “Tunggul Wulung” is not synchronized and reduces the aspect of acceptability.

Next, misformation errors also affect grammatical aspects where the analysis found a mistype in the writing of the adverb “meanwhile” which was written as the typo “menwhile” where this mistype error also reduces the acceptability of the translated sentence displayed.

In terms of Lexical meaning, Nababan (2003, p.48) in his book states that lexical meaning is the meaning of language elements that are interpreted inseparably from their use or context and by language rules and also the meaning in the dictionary in the target language. Lexical meaning refers to the basic context in the dictionary meaning of a word or phrase in the source language that

is translated into the target language. Lexical meaning is interpreted by the translator as a basis for understanding before the translator considers a broader context, such as similarities, the addition of idioms, or figures of speech where in this case Pelawi (2009, 149) states that contextual meaning is also called “meaning as is” which means that lexical meaning is independent and looks natural but is not literal and flowing.

Lexical errors were found by the researcher in the selection of inappropriate and unnatural words. This was found in several analyses found by the researcher in sentences such as “Both figures of Bima accept the presences of Tunggul Wulung” where in this sentence, the translated language is less natural. As is known, the phrase “accept the presences” is less acceptable in the target language, so the phrase “accept the presences” which in Indonesian “*Kedua sosok Bima menerima kehadiran Tunggul Wulung yang ingin menyingkirkannya*” has the meaning of accepting and welcoming someone who has just arrived. So the phrase “*menerima kehadiran Tunggul Wulung*” in Indonesian should be translated as

“Both figures of Bima welcomed Tunggul Wulung, who wanted to identify the imposter.”

The focus of the second lexical error found by the researcher based on Saptaningsih's analysis is on the part of the sentence highlighted by her, which reads

“...then a war happen , a miracle happen , and both Bima turned into the arch of Bima, while Tunggul Wulung himself turned into the real Bima .”

Here, the parallel phrases “then a war happen, a miracle happen, and both Bima turned, etc. are not effective and lexically acceptable in the target language culture. In this case, the researcher found that this clause has an inappropriate tense change because the focus is on the form of the phrase that is aligned but the form changes and is inconsistent.

This sentence has an inappropriate tense change. Initially, the simple past tense is used (“wanted to get rid of”), but then there are mixed past and present tenses, such as “a war happened” which is a simple present tense form, and the phrase “a miracle happened”. The simple present tense form in this phrase is also inappropriate because before the verb “happen” there are single nouns, namely “a war” and “a miracle” which should have been changed to the correct form as “a war happened” and “a miracle happened” and

added with the conjunction for example “and” to provide consistency to the collection of phrases aligned in the clause.

Again, the researcher emphasizes the importance of “conjunction” and its suitability as expressed by Anggita (2023, p.25) that conjunction is a connector that aims to connect words, phrases, clauses, or sentences that provide clarity of equality and suitability between words, phrases, clauses, or sentences formed.

Again, the researcher emphasizes the importance of “conjunction” and its suitability as expressed by Anggita (2023, p.25) that conjunction is a connector that aims to connect words, phrases, clauses, or sentences that provide clarity of equality and suitability between words, phrases, clauses, or sentences formed. The conjunction “and” in this case should be placed between the two phrases and functions as a coordinating conjunction as expressed by Anggita (2023, p.25) because it combines two or more components of a sentence that are equal.

Meanwhile, in terms of lexical, the phrase “a war happened” looks less natural. Saptaningsih in her analysis then replaced the verb “happened” with the verb “ensued” which based on the Merriam Webster Online Dictionary (n.d) has the meaning “to get and to realize” which is more acceptable and natural if added after the noun “a war” to emphasize that “a war happened”.

Therefore, from the analysis above, the correct translation of the clause above is,

“A war ensued, and a miracle occurred: both Bimas transformed into the arch of Bima, while Tunggul Wulung turned into the real Bima.”

In summary, the explanation above is one example and several examples of sentences with the predicate “not-acceptable” where a sentence or several sentences analyzed are predicated as “not-acceptable” because they involve omission, addition, and misformation errors in one sentence found using the surface strategy taxonomy in one paragraph in the scene section in Wayang play coupled with the less acceptable lexical meaning where the conformity with the natural language in the source language becomes confusing or inaccurate.

In the analysis conducted by the researcher on Saptaningsih's review and assessment, it was found that the wayang scripts' titles were rated as not acceptable. Before understanding more about this, the researcher first quotes from Nababan in his book entitled “Theory of Translating English” (2003, p.62) where it is said that translation concerns the degree of delivery of the translated text so that it can make it easier for a text to be understood. Furthermore, Nababan (2003, p.63) stated that a translated text requires the involvement of a reader in determining additional or

replacement elements that involve linguistic factors. Thus, in this instance, translation requires careful thought, particularly when it comes to cultural context, as to whether terminology or special names should be translated or kept in their original form.

From the above expression, it can be said that the element of domestication is needed by a translator in translating linguistic elements that sound foreign to the ears of the target reader. In this case, Nababan (2003, p.95) again stated that a translator must carry out coding and restructuring in conveying units written by the original author to realize the message conveyed to the target reader. Therefore, for translating or modifying foreign cultural terminology into a form more recognizable to the target culture, the translator attempts to make foreign materials or words simpler to grasp for the target reader. In this case, Nababan (2003, p.99) reviews that if you look at content related to culture, religion, customs, and traditional elements, it is necessary to sublimate foreign word elements into softer words that are acceptable to the target reader. Titles such as “*Anggoda Balik*”, “*Semar Mbangun Kahyangan*”, should be explained with brackets such as “*Anggoda Balik*” can be translated into “*Anggoda Balik (The Revenge of Anggoda)*,” “*Semar Mbangun Kahyangan (The Semar's Heaven Kingdom)*” and so on. If a title such as “*Anggoda Balik*” is

translated, it aims to explain the meaning to readers who may not be familiar with the term.

Below, the researcher will display a comparative table of several examples of sentences that are predicated as “not acceptable” along with corrections that have analytical equivalence with the analysis that has been explained by the researcher previously,

*Tabel 4. 6. Translation Result Identification Table with not acceptable Predicate*

Target Text	Analysis of Acceptability	Best translation after Analysis of Acceptability
<p>Came the giants who wanted <i>stop their intentions</i> , that <i>caused a conflict which then turn</i> into a <i>fullon</i> war to <i>happen</i>.</p> <p>(“Bandung Nagasewu” play, scene 1)</p>	<p>a. The verb “stop” → “to stop” There must not be a comma after “intentions”.</p> <p>b. The phrase “that caused” → “which caused”</p> <p>c. What is “fullon”? → This is perhaps “full-blown”.</p> <p>d. There is an addition of verb “happen”</p>	<p>The giants who wanted <i>to stop their wants</i>, <i>which caused a conflict that then turned</i> into a <i>full-blown</i> war.</p>
<p>5. on the side of the road: Krisna, Sena, Gathutkaca looking for</p>	<p>“on the side of the road” → “On the side of the road”</p>	<p>1. On the side of the road: Krisna, Sena, and Gathutkaca were looking</p>



<p>Arjuna .the came wisanggeni who were looking for their birth father, but they forgot the names of their parent . ("Wiji Sejati" play, scene 5)</p>	<p>"Krisna, Sena, Gathutkaca looking for Arjuna" → "Krisna, Sena, and Gathutkaca were looking for Arjuna" to include the missing verb and conjunction. "the came wisanggeni" should be "then Wisanggeni arrived" for correct phrasing and verb tense. "wisanggeni" is a proper name, so it must be "Wisanggeni". "but they forgot the names of their parent" should be "but they had forgotten the names of their parents" for correct tense and pluralization. There must not be a space after "parents".</p>	<p>for Arjuna. Then Wisanggeni arrived, also searching for their birth father, but they had forgotten the names of their parents. 2. On the side of the road: Krisna, Sena, and Gathutkaca were looking for Arjuna. Then Wisanggeni arrived, also searching for his birth father, but he had forgotten the names of his parents.</p>
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	<p>The sentence must be divided into some sentences.</p> <p>The sentence must consider the suitability of pronouns.</p>	
<p>War <i>happen</i> , Senaperdapa <i>succeed on</i> defeating <i>the giant</i> , <i>then</i> he continued his journey.</p> <p>(“Gathutkaca Krama” play, scene 2)</p>	<p>a. the verb “happen” → “happened” or “occurred” → past event</p> <p>b. the verb “succeed” → “succeeded” (the form of past event).</p> <p>c. There must not be a space after “the giant”.</p> <p>d. In a sentence, “then” must be accompanied by “and” → “and then”. It can appear without “and” it is put in a new sentence.</p>	<p>A battle occurred and Senaperdapa defeated the giant. He then continued his journey.</p>

<p>He, <i>along with his soldiers</i> planned to take her away from <i>Damagosa king</i>.</p>	<p>There must be a comma after “soldiers”.</p> <p>“Darmagosa king” → The structure must be “King Damagosa” because “Damagosa” is a name of a king.</p>	<p>He, along with his soldiers, planned to win her over from King Damagosa.</p>
<p>Damagosa and Sruta gave their son to Narayana or Krisna. The baby born named Supala.</p> <p>(“Supala Lair” play, scene 4)</p>	<p>“The baby born” → “The baby” → born is not required. “named” → “was named”</p>	<p>Damagosa and Sruta gave their son to Narayana or Krisna. The newborn baby was named Supala.</p>

### c. The Example of acceptable Translation

Translations that are deemed effective in translating the source text's meaning into the target language in a fashion that is natural and clear to readers of that language are often referred to as "acceptable" translations. McDonald (2022, p.5) indicates acceptability as a limit of text reasonableness where a text can be read if its rules can be accepted and understood by the target reader.

The degree to which the translated material is accepted by the intended audience is also a key factor in acceptability. Users of the target language, target readers have preconceived notions about the format of documents written in their language. If a translation satisfies their standards for readability, fluency, and clarity, it is deemed appropriate. Readers of the target language will find a translation undesirable if it is overly literal or preserves structures that are unfamiliar to them. McDonald went on to say that the word "acceptability" refers to how closely the translation adheres to the grammatical rules and textual standards of the target language. It conveys the concept that a translation is deemed acceptable if the standards to be followed originate from the target culture and language, and adequate if they originate from the source culture and language. This aligns with the statement made by Nababan (2012, p. 45) regarding his focus on the acceptability aspect, which is centered on how well the translation can be accepted by the target reader based on suitability with the rules of the target language and cultural context. According to him, acceptability is directly tied to the translated text's ability to flow naturally into the target tongue and avoid seeming artificial or strange.

In general, Nababan (2012, p.51) revealed that there are several indicators that can explain why a form of translation is called acceptable in terms of content and context. This concerns the

use of appropriate terms, suitability of target language rules, fluency and accuracy of diction selection, and concerns all aspects, both grammatically, lexically, contextually and situationally, textually, and socio-culturally.

A translation is said to be acceptable if the cultural context and understanding of the target community can be included in the text being delivered. This is in line with what was expressed by Nababan (2003, p.26) that understanding the contents of the text involves understanding the linguistic and extralinguistic elements contained in the text. A translation is said to be acceptable if the cultural context and understanding of the target community can be included in the text being delivered. This is in line with what was expressed by Nababan (2003, p.26) that understanding the contents of the text concerns understanding the linguistic and extralinguistic elements contained in the text. Linguistic elements and extralinguistic elements in this case concern an element that adapts the rules of the target language in which the acceptability concerns conformity in terms of syntax, grammar, and grammar of the target language. According to Nababan, linguistic elements concern literal linguistic elements, and extralinguistic elements concern linguistic elements in general.

“Dasawilukrama was meditating, when Godhakumara approached him and gave him weapons to kill Ramawijaya.”

(“Anggoda Balik” play, scene 3)

From the sentence above, it can be seen that the sentence has grammatical and syntactic conformity. In general, the entire content indicates that this title has good grammatical completeness and good grammatical, linguistic, and sociocultural meaning delivery. In the identification of error analysis, it was not found in this sentence so this sentence is called an acceptable sentence as expressed in the explanation above.

Next, there will be shown several examples of sentences that are predicted to be acceptable in the source language,

1) “King Krisna gave a riddle to both of them, but both could answer the riddle.”

(“Bandung Nagasewu” play, scene 1)

2) “The baby was taken by Brama and Dresanala was kidnapped by Dewasrani.”

(“Wiji Sejati” play, scene 1)

3) “Arjuna and Wisanggeni went to look for Dresanala.”

(“Wiji Sejati” play, scene 5)

4) “Kincaka was amazed by Salindri’s beauty and expected to propose her, but Salindri refused.”

(“Ontran-Ontran Wirata” play, scene 5)

- 5) “Sengkuni was helped by Bhatari Durga and turned into a king to do his revenge.”

(“Sengkuni Merong” play, scene 4)

From the analysis of the acceptability aspect, translations that are less acceptable (46.15%) tend to have minor errors when analyzed using the Surface Strategy Taxonomy. These translations are generally acceptable in terms of grammar, vocabulary, and morphology, and the overall meaning is clear to the target reader. not acceptable translations (29.67%) typically contain two or more errors, such as omissions, misinformation, or additions, leading to inaccurate meanings. These translations also feel rigid, literal, and foreign to the reader. On the other hand, translations that are considered acceptable (24.18%) convey meaning clearly and accurately, both structurally and grammatically. The source language is effectively transferred into the target language, making the sentence easy for the target reader to understand. To simplify it, the researcher will display it in the following explanation table,

Tabel 4. 7. Identification Table and Differences of Translation Results with acceptable, less acceptable, and not acceptable Predicates

<p><b>The Example of acceptable Translation Result</b></p>	<p><b>The Example of less acceptable Translation Result</b></p>	<p><b>The Example of not acceptable Translation Result</b></p>
<p>1) “Kincaka was amazed by Salindri’s beauty and expected to propose her, but Salindri refused.”</p>	<p>“Baladewa wrath took its <i>oeak</i> , <i>nagadewa</i> was dragged outside the <i>palace</i> , Krisna ordered his siblings to help Baladewa, Krisna meant to go first to Jodiphati.”</p>	<p>Came the giants who wanted <i>stop their intentions</i> , that caused a conflict which then turn into a <i>fullon</i> war to <i>happen</i>.</p> <p>(“Bandung Nagasewu” play, scene 1)</p>
<p><b>The Analysis of acceptable Translation Result</b></p>	<p><b>The Analysis of less acceptable Translation Result</b></p>	<p><b>The Analysis of not acceptable Translation Result</b></p>
<p>1. The sentence above is stated as an acceptable sentence because the sentence structure has been translated perfectly.</p>	<p>1. The meaning and message have been conveyed well to the target readers.</p>	<p>1. There are grammatical errors, there are excessive misformations and omissions and the translation feels unnatural (word by</p>



<p>2. The sentence above has maintained consistency of form and also uses a style of language that is appropriate and acceptable to the target reader.</p>	<p>2. There were a few errors in the form of misformation in the form of mistyping and minor errors in terms of language consistency (should have used the past tense).</p>	<p>word), it still feels like using a translation machine.</p>
<p>3. No errors were found using Surface Strategy Taxonomy in the sentence above.</p>	<p>3. The sentence has maintained the message conveyed and the language style is easy for the target reader to understand.</p>	<p>2. The translation felt unnatural and the translator found many errors in terms of the use of spaces, missing conjunctions and also the delivery of messages that could be applied with good translation techniques.</p> <p>3. The translation does not contain the translated meaning properly and correctly.</p>

### **C. Stylistic and Socio-Cultural Context in the Meaning of Wayang Translation**

In the next section, the researcher will present more about a cultural perspective conveyed through the results of an interview with the resource person Dr. Drs. Eddy Pursubaryanto, Dipl.TESL., M.Hum., a puppeteer and a retired great lecturer who is involved in the field of bilingual puppetry, English-Indonesian where it is known that socio-cultural aspects, phrase placement systems, and stylistic complexity of cultural differences also influence the acceptability of the translation carried out.

The analysis of acceptability is closely linked to the cultural context of the translated story. According to Nababan et al. (2012, p.43), a translated text should fully convey the meaning of the original without causing confusion or loss of meaning. Besides meaning transfer, Nababan (p.45) highlights that "living culture" refers to how a literary work is translated using appropriate equivalents, language style, and flexibility, while respecting the culture, rules, and social dynamics of the target language. This means that translators must understand the slang, proverbs, poetry, and communication norms of the target audience.

To analyze the acceptability of cultural aspects and norms in the target language, the researcher conducted an online interview via email with Dr. Drs. Eddy Pursubaryanto, Dipl.TESL., M.Hum., a renowned puppeteer and former lecturer at Universitas Gadjah Mada Yogyakarta. After retiring from academia, Dr. Eddy dedicated his life to Indonesian arts and culture,

particularly puppetry. His work, including the bilingual Wayang Kancil performance in both Javanese and English, has garnered international recognition. He has represented Indonesian puppetry in arts festivals across Australia, Malaysia, Poland, Russia, and the United States.

The researcher conducted an email interview with Dr. Eddy Pursubaryanto to explore several aspects related to the translation of the Wayang Wong script from Indonesian to English. Key areas of inquiry included: the acceptability of the translation in terms of cultural context, the use of localized terms, and language style adjustments; Dr. Eddy's perspective on whether the Wayang Wong Sriwedari play adheres to traditional Wayang Kulit standards or represents a cultural evolution; and his views on how students manage the translation of the script, particularly in terms of grammar and delivery.

From the interview with Dr. Eddy Pursubaryanto, the researcher gathered data on the socio-cultural context, meaning delivery, and stylistic aspects of the translation, along with suggestions for improving Wayang script translations. Dr. Eddy emphasized the importance of the socio-cultural context in translation, echoing Nababan's theory (2003) that translation success relies on understanding both the cultural and linguistic aspects of the source and target languages. Translators must not only translate words but also use their knowledge of the source culture to communicate the message effectively. Dr. Eddy also highlighted the need to understand the history and

genealogy of Wayang characters, which presents a unique challenge for translators working with culturally rich texts.

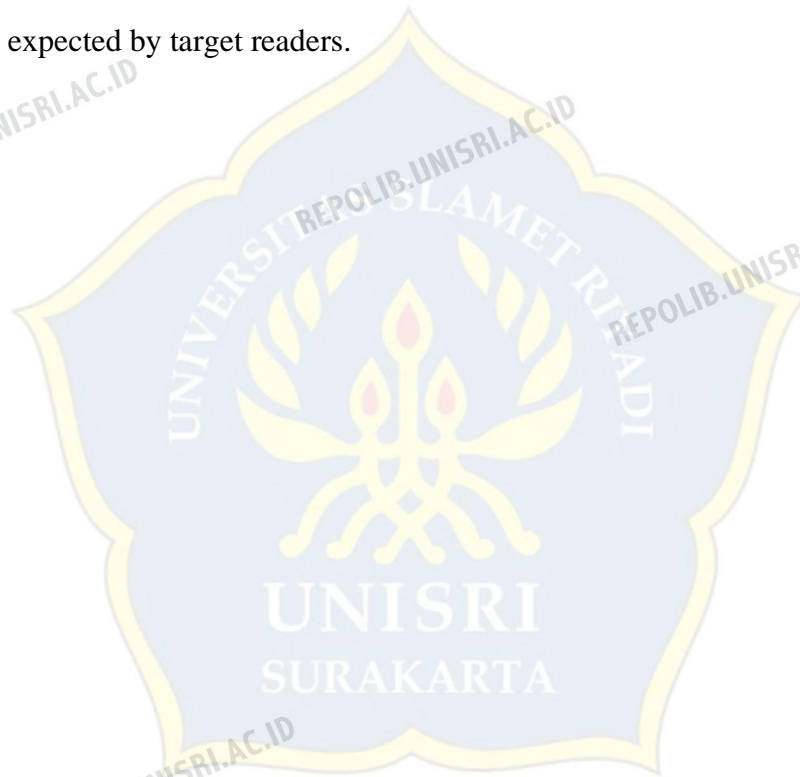
According to Dr. Eddy Pursubaryanto, producing a good translation that reflects the culture requires thorough research. Students or translators should study previous translations of Wayang plays and read articles about Javanese Wayang Kulit in both Javanese and English. For example, works by Kathryn Emerson (Kitsie Emerson) are valuable resources, and many such materials are available in the ISI Surakarta and UNS libraries. This research helps avoid confusion when conveying the story and meaning. Dr. Eddy also stressed the importance of communication with Wayang Orang Sriwedari to ensure quality translations. Additionally, students must continue to improve their skills and knowledge to produce the best possible translations.

In this case, Dr. Eddy highlights that a good translation goes beyond simply converting words; it demands a deep comprehension of the cultural background and thorough research. He advises students to consult reputable sources like Kathryn Emerson to maintain accuracy in both meaning and artistic expression. Additionally, Dr. Eddy recommends that translators work closely with those knowledgeable about the original context, such as Wayang Orang Sriwedari, to continuously improve their translation abilities through ongoing education and self-development. This follows what Nababan (2003, p.20) stated translation is the art of transferring messages by focusing on the style of language and good and correct writing procedures from the source language to the target language—translation. Nababan (2003, p.22) stresses

that understanding complex terms is crucial for accurate translation. This supports Mr. Eddy's emphasis on library research before translating. Nababan (2003, p.55) also highlights the importance of grasping the contextual meaning to address challenges like language differences and semantic complexity, ensuring high-quality translations. The interview revealed that Eddy emphasized the need for translators to consult with Wayang Orang Sriwedari Theatre. Translators must communicate with involved parties to ensure translation quality, as Nababan (2003, p.99) highlights the importance of context in cultural concepts. Eddy noted that errors in the source language, such as mistyped character names and incorrect tense use, reduce the translation's accuracy, acceptability, and readability.

This study demonstrates that the analysis of the translated Wayang Orang Sriwedari script indicates considerable issues related to grammatical accuracy and overall acceptability. The findings indicate that errors, including omission and misformation, are prevalent, underscoring the students' difficulties in accurately expressing grammatical structures. These errors directly impact the acceptability of translations, as those containing frequent grammatical mistakes often appear less natural and culturally appropriate to the target audience. Consequently, a majority of the translations are categorized as "less-acceptable" or "not-acceptable," suggesting that although certain elements of the source text are conveyed, the translations do not entirely meet linguistic and cultural standards. The relationship between error analysis and acceptability is clear: as the

frequency and severity of errors increase, the acceptability of the translation decreases. Improving grammatical accuracy is essential for increasing the acceptability of these translations, ensuring they align with the standards expected by target readers.



## CHAPTER V

### A. Conclusion

Error analysis serves as the key instrument in assessing the acceptability of a translation. Utilizing surface strategy taxonomy, errors such as omission, misformation, and addition are identified and assessed. These errors impact the readability and clarity of the translation, subsequently reducing its acceptability. The absence of a crucial element in a text significantly impacts its readability, making the translation challenging for readers of the target language. Therefore, this error analysis is necessary to ascertain whether a translation is deemed acceptable, less acceptable, or not acceptable based on the standards of the target language.

#### 1. About the Acceptability of the Text

The results of the study showed that from a total of 182 data analyzed, the translation of the manuscript was divided into three categories: 54 data (29.67%) were considered acceptable, 84 data (46.15%) were in the less acceptable category, and 44 data (24.18%) were considered not acceptable. These data indicate that most translations still need improvement, especially in terms of grammatical structure and the naturalness of English as the target language. Sentences included in the less acceptable and not acceptable categories generally have problems in terms of readability and conveying meaning, which affect the overall quality of the translation.

The majority of the translations are categorized as "less-acceptable," indicating that although they reflect certain aspects of the source text, they do not fully conform to the linguistic and cultural standards of the target language. A significant portion also falls under the "not acceptable" category, where the translations appear unnatural or do not convey the intended meaning.

## **2. About the Error Analysis**

The research conducted by the researcher identified a strong correlation between the grammatical aspects of acceptability and error analysis. In this study, the role of error analysis serves as a "scalpel" to identify and examine the types of errors that influence the acceptability level of the translation. To determine the degree to which a translation is acceptable to readers of the target language, conducting a thorough analysis of the existing linguistic errors is essential. By using the surface strategy taxonomy, errors can be systematically identified and classified such as omission, misformation, addition, and misordering.

The findings indicate that omission and misinformation are the most prevalent types of errors in translations and writings, accounting for nearly 80% of the total errors. This indicates that students often encounter difficulties with omitted elements in sentences or improper grammatical structure formation. Of the total 133 errors analyzed, the results indicated that omission errors accounted for 54 errors (41.2%), followed by misformation with 52 errors (39.7%), and addition with 25 errors (19.1%). Interestingly, no misordering



errors were identified in the analyzed text, suggesting that while the translation was primarily literal, the fundamental sentence structure was quite effective.

The elevated frequency of omission and misformation errors suggests that students frequently struggle to preserve essential components in translation, including the appropriate use of articles, prepositions, and verb forms relevant to the context. This leads to a low level of acceptability of sentences in the target language.

## **B. Suggestion**

Based on the findings of this study, it is essential to offer recommendations that can be implemented within the realms of education and future research. Considering the numerous errors identified in translation and their effect on acceptable levels, several recommendations can be made for teachers, students, and other researchers.

### **1. For Teachers**

Language teachers, particularly those focusing on translation, can utilize the findings of this study to improve the creativity and also critical analysis to students for the significance of grasping accurate grammatical structures in both languages, Indonesian language and English. Teachers can also instruct students on strategies to prevent common errors in order for preparing them with the fulfill and good basic grammar skill.

## **2. For Students**

From the study case above, it can be stated that the students should exercise greater caution when deal with narrative texts, particularly about grammatical structures and appropriate word usage in the target language. By recognizing the common types of errors that occur, hopefully the knowledge transfer in the high school, as the preparation to the university level, can better concentrate on enhancing their language skills, specifically in terms of grammatical structure, creative writing, and critical analysis of a discourse.

## **2. For the Researchers**

Further researchers can broaden this study by examining additional dimensions of translation quality, including accuracy and readability and the relational factors that can widely found and explained with a futuristic theories in the future. Furthermore, additional research may involve analyzing translations from various genres or cultural contexts to offer wider insights and also idea into the challenges to recognize Indonesian culture in another aspect of research.

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**YAYASAN PERGURUAN TINGGI SLAMET RIYADI SURAKARTA  
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Surakarta, 2 Desember 2024  
Yang membuat pernyataan,



Joshua Levi Setiawan Putra  
NPM. 21521007



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Judul Skripsi : THE ACCEPTABILITY WITH ERROR ANALYSIS OF THE TRANSLATED  
WAYANG SCRIPT BY 2022 MBKM MATCHING FUND STUDENTS OF  
UNIVERSITAS SLAMET RIYADI SURAKARTA.

Yang bertanda tangan di bawah ini adalah tim penguji skripsi  
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TELAH DIREVISI SEBAGAIMANA SEHARUSNYA

Tim Penguji Skripsi

Nama Terang

Ketua : Dr. Sri Handayani, S.Pd., M.Hum.

Sekretaris : Dr. Ayu Istiana Sari, S.Pd., M.Pd.

Anggota I : Dr. Sumardiono, S.S., M.Hum.

Anggota II : Dr. Imroatul Ma'fiah, S.Pd., M.Pd.

Tanda Tangan

(.....)  
(.....)  
(.....)  
(.....)

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YAYASAN PERGURUAN TINGGI SLAMET RIYADI SURAKARTA  
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**BERITA ACARA UJIAN SKRIPSI**

Nomor : 128/S5.20/BU/2024

Pada hari ini ..... tanggal .....bulan..... tahun ..... pukul ..... WIB, berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Slamet Riyadi Nomor ..... tanggal ..... perihal Susunan Tim Penguji Skripsi tingkat sarjana S-1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Slamet Riyadi, ditetapkan nama-nama yang termasuk dalam Tim Penguji Skripsi sebagai berikut :

1. Nama : Dr. Sri Handayani, S.Pd., M.Hum.  
Pangkat/Golongan : Pembina / IV-a  
Jabatan : Ketua
2. Nama : Dr. Ayu Istiana Sari, S.Pd., M.Pd.  
Pangkat/Golongan : Penata / III-c  
Jabatan : Sekretaris
3. Nama : Dr. Sumardiono, S.S.,M.Hum.  
Pangkat/Golongan : Penata Muda Tk. I/ III-b  
Jabatan : Penguji I
4. Nama : Dr. Imroatul Ma'fiah, S.Pd., M.Pd.  
Pangkat/Golongan : Penata / III-c  
Jabatan : Penguji II

Berdasar ujian skripsi yang telah dilaksanakan, maka diperoleh hasil bahwa mahasiswa tersebut di bawah ini

Nama : Joshua Levi Setiawan Putra  
NPM : 21521007  
Prodi : Pendidikan Bahasa Inggris  
Judul Skripsi : **THE ACCEPTABILITY WITH ERROR ANALYSIS OF TRANSLATED WAYANG SCRIPT BY 2022 MBKM MATCHING FUND STUDENTS OF UNIVERSITAS SLAMET RIYADI SURAKARTA**

Nilai : 86 (angka) ..... (equivalen)  
Keterangan : LULUS / TIDAK LULUS  
Dengan predikat .....

Demikian Berita Acara Ujian Skripsi ini dibuat untuk dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

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## APPENDICES

**Appendix 1: Researcher's Analysis of Error Analysis Using Surface Strategy Taxonomy**

**1. Omission Errors:**

No	Sentence	Omission Analysis
1	<p>“Bandung Nagasewu infront of his two son Nagadewa.”</p> <p>(“Bandung Nagasewu” play, scene 1)</p>	<p>There is an omission of to be “<b>was</b>”</p>
2	<p>“Sang talks about how they manage to overthrow Hastina Kingdom.”</p> <p>(“Bandung Nagasewu” play, scene 1)</p>	<p>There is an omission of article “<b>the</b>” to show the exact place that was pointed by the subject.</p>
3	<p>“The Assistants were joking <b>around, not long</b> after came Abimanyu.”</p> <p>(“Bandung Nagasewu” play, scene 2)</p>	<p>There is an omission of article “<b>and</b>” between “around” and “not long after”</p>
4	<p>“Came the giants who <b>wanted stop</b> their intentions,…”</p> <p>(“Bandung Nagasewu” play, scene 2)</p>	<p>There is an omission of the preposition “<b>to</b>”</p>

5	<p>“<b>Baladewa</b> wrath took its oak”          (“Bandung Nagasewu” play, scene 3)</p>	<p>There is an omission of          aphrosthope “<b>s</b>” to point on the          Balarama's anger</p>
6	<p>“Baladewa's wrath took its <b>peak</b>,  <b>nagadewa</b> was dragged outside the          palace”          (“Bandung Nagasewu” play, scene 3)</p>	<p>There is an omission of          conjunction “<b>and</b>” between the          noun “peak” and subject          “Nagadewa”</p>
7	<p>“<b>Kresna, Somba, Setyaki</b> welcomes the          presences of Baladewa” (“Bandung          Nagasewu” play, scene 3)</p>	<p>There is an omission of          conjunction “<b>and</b>” between          the subject.</p>
8	<p>“Bandung Nagasewu along with his          troops <b>accept</b> Nagadewa as his refugee”          (“Bandung Nagasewu” play, scene 4)</p>	<p>There is an omission of past          tense verb marker <b>-ed</b></p>
9	<p>“Came an angry Baladewa, which <b>start</b>          a conflict that soon turns into war”          (“Bandung Nagasewu” play, scene 4)</p>	<p>There is an omission of past          tense verb marker <b>-ed</b></p>
10	<p>“Both figure of Bima <b>accept</b> the          presence’s of Krisna....”          (“Bandung Nagasewu” play, scene 5)</p>	<p>There is an omission of past          tense verb marker <b>-ed</b></p>

11	“Eventually Krisna <b>ask</b> them both to do a duel,....”  (“Bandung Nagasewu” play, scene 5)	There is an omission of past tense verb marker <b>-ed</b>
12	“The duel <b>end up</b> not giving any result,....” (“Bandung Nagasewu” play, scene 5)	There is an omission of past tense verb marker <b>-ed</b>
13	“...so King krisna <b>look</b> for another way,....” (“Bandung Nagasewu” play, scene 5)	There is an omission of past tense verb marker <b>-ed</b>
14	“...not long after came Abimanyu <b>who wanted learn</b> from Tunggul Wulung,....” (“Bandung Nagasewu” play, scene 6)	There is an omission of infinitive marker “ <b>to</b> ”
15	“...then a war <b>happen</b> ,....”  (“Bandung Nagasewu” play, scene 7)	There is an omission of past tense verb marker <b>-ed</b>
16	“...a miracle <b>happen</b> ,....”  (“Bandung Nagasewu” play, scene 7)	There is an omission of past tense verb marker <b>-ed</b>
17	“Then a war <b>happen</b> ,....”  (“Bandung Nagasewu” play, scene 7)	There is an omission of past tense verb marker <b>-ed</b>

18	<p>“Then a war <b>happens, eventually</b> everyone turns back into their original forms.” (“Bandung Nagasewu” play, scene 7)</p>	<p>There is an omission of conjunction “<b>and</b>” between the verb “happens” and the adverb “eventually”</p>
19	<p>“...and both Bima’s <b>son</b> turn into Ontoreja and Ontonsena.” (“Bandung Nagasewu” play, scene 7)</p>	<p>There is an omission of plural marker “<b>s</b>”</p>
20	<p>“...<b>ask</b> Durga his mother to arrange his marriage with Batari Dresanala,...” (“Wiji Sejati” play, scene 1)</p>	<p>There is an omission of past tense verb marker <b>–ed</b></p>
21	<p>“Durga fulfilled her son’s <b>request, she</b> <b>immediately</b> told Guru Dewa about her intentions.” (“Wiji Sejati” play, scene 1)</p>	<p>There is an omission of conjunction “<b>and</b>” between the noun “<b>request</b>” and the subject “<b>she</b>”</p>
22	<p>“Arjuna and Dersanala are <b>making love, not long</b> after came Dewa Brama asking Arjuna to look for the seven months condition of Dresanala’s pregnancy, Arjuna bit his goodbye.” (“Wiji Sejati” play, scene 2)</p>	<p>There is an omission of conjunction “<b>and</b>” between phrase “making love” and “not long after”</p>

23	<p>“After Arjuna went away, Dewa Brama <b>ask</b> Dresanala to obey Guru Dewa’s order on being the wife of King Dewsrani.”</p> <p>(“Wiji Sejati” play, scene 2)</p>	<p>There is an omission of past tense verb marker <b>–ed</b></p>
24	<p>“....the assistants of Panakawan are joking around, then came Arjuna who <b>bring</b> his assistants to look for Holy Water”</p> <p>(“Wiji Sejati” play, scene 3)</p>	<p>There is an omission of simple present tense marker of the verb (the researcher is looking at the context of the sentence)</p> <p>–s</p>
25	<p>“Krisna, <b>Sena, Gathutkaca</b> looking for Arjuna”</p> <p>(“Wiji Sejati” play, scene 5)</p>	<p>There is an omission of conjunction “<b>and</b>” between the subject “Sena” and “Gathutkaca”</p>
26	<p>“....the came wisanggeni who were looking for their birth father, but they forgot the names of their <b>parent.</b>”</p> <p>(“Wiji Sejati” play, scene 5)</p>	<p>There is an omission of plural marker “s”</p>



27	<p>“But came Arjuna and Wisanggeni, a war happens, eventually Wisangeni <b>defeat</b> Dewasrani. Arjuna, Dresnala, and Wisanggeni became a family.”</p> <p>(“Wiji Sejati” play, scene 7)</p>	<p>There is an omission of past tense verb marker –ed</p>
28	<p>“A war <b>happen</b>,....”</p> <p>(“Semar Mbangun Kahyangan” play, scene 2)</p>	<p>There is an omission of past tense verb marker –ed</p>
29	<p>“Came Abimanyu, <b>who able</b> to find the Tunjugseta, he immediately done the order” (“Semar Mbangun Kahyangan” play, scene 3)</p>	<p>There is an omission of to be “is”</p>
30	<p>“...but the giant <b>end up</b> dead in the hands of Abimanyu and Gathutkaca”</p> <p>(“Semar Mbangun Kahyangan” play, scene 4)</p>	<p>There is an omission of past tense verb marker –ed</p>

31	<p>“But Semar <b>say</b> that the kahyangan he build arent a place for the gods, but a place for human to clean their soul and mind”</p> <p>(“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>There is an omission of present tense verb marker –s</p>
32	<p>“But Semar say that the kahyangan he <b>build</b> arent a place for the gods, but a place for human to clean their soul and mind”</p> <p>(“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>There is an omission of present tense verb marker –s</p>
33	<p>“But Semar say that the kahyangan he build <b>arent</b> a place for the gods, but a place for human to clean their soul and mind”</p> <p>(“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>There is an omission of apostrophe between letter “n” and “t” to abbreviate “<b>not</b>”</p>

34	<p>“But Semar say that the kahyangan he build arent a place for the gods, but a place for <b>human</b> to clean their soul and mind”</p> <p>(“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>There is an omission of plural marker “s”</p>
35	<p>“But Semar say that the kahyangan he build arent a place for the gods, but a place for human to clean their <b>soul and mind</b>”</p> <p>(“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>There is an omission of plural marker “s”</p>
36	<p>“Arjuna <b>obey</b> his order,...”</p> <p>(“Gathutkaca Krama” play, scene 1)</p>	<p>There is an omission of past tense verb marker –ed</p>
37	<p>“...and <b>command</b> Abimanyu to tell Jodipati that the Pregiwa and Gathutkaca’s wedding are cancelled”</p> <p>(“Gathutkaca Krama” play, scene 1)</p>	<p>There is an omission of past tense verb marker –ed</p>
38	<p>“War <b>happen</b>,...”</p> <p>(“Gathutkaca Krama” play, scene 2)</p>	<p>There is an omission of past tense verb marker –ed</p>

39	<p>“Senaperdapa <b>succeed</b> on defeating the giant,...”</p> <p>(“Gathutkaca Krama” play, scene 2)</p>	<p>There is an omission of past tense verb marker –ed</p>
40	<p>“...Senaperdapa was going to be accepted as Bima’s son if he <b>succed</b> on finding the Dewaretna Flower.”</p> <p>(“Gathutkaca Krama” play, scene 3)</p>	<p>There is an omission of past tense verb marker –ed</p>
41	<p>“...Hyang Daneswaea <b>waits Dewaretna</b> welcoming the presence of Godhayitma who wants to ask for Dewaretna.”</p> <p>(“Gathutkaca Krama” play, scene 4)</p>	<p>There is an omission of preposition “for”</p>
42	<p>“...Hyang Daneswaea <b>waits Dewaretna</b> welcoming the presence of Godhayitma who wants to ask for Dewaretna.”</p> <p>(“Gathutkaca Krama” play, scene 4)</p>	<p>There is an omission of relative pronoun “<b>who</b>”</p>
43	<p>“Godhakumara’s journey was stopped by Anoman and he <b>ask</b> for Dewaretna.”</p> <p>(“Gathutkaca Krama” play, scene 5)</p>	<p>There is an omission of past tense verb marker –ed</p>
44	<p>“...<b>feud</b> happen,....”</p> <p>(“Gathutkaca Krama” play, scene 5)</p>	<p>There is an omission of article “<b>a</b>” to point on the subject “feud”</p>

45	“...feud <b>happen</b> ,...”  (“Gathutkaca Krama” play, scene 5)	There is an omission of past tense verb marker –ed
46	“And <b>immediately got</b> married.”  (“Gathutkaca Krama” play, scene 6)	There is an omission of subject “they”
47	“Anggoda met the ape’s <b>warrior</b> in a war,...”  (“Anggoda Balik” play, scene 8)	There is an omission of plural marker “s”
48	“The servants were chatting when King Arjunasasra entered the woods to install <b>animal trap</b> as his comfort after losing Sumantri.”  (“Harjunasasrabahu Mokswa” play, scene 3)	There is an omission of article “an”
49	“Ngalatanwa then <b>came reported</b> that the soldiers fell against a Brahman”  (“Harjunasasrabahu Mokswa” play, scene 5)	There is an omission of conjunction “and”

50	<p>“He <b>wish</b> to become the winner of the battle and take control of Wirata Kingdom.”</p> <p>(“Ontran-Ontran Wirata” play, scene 1)</p>	There is an omission of simple present tense verb marker –es
51	<p>He wish to become the winner of the battle and <b>take</b> control of Wirata Kingdom.”</p> <p>(“Ontran-Ontran Wirata” play, scene 1)</p>	There is an omission of simple present tense verb marker –s
52	<p>“Krisna helped and <b>cure</b> Dewi Sruta’s baby born, so he could back to normal.”</p> <p>(“Supala Lair” play, scene 4)</p>	There is an omission of past tense verb marker –ed
53	<p>“Everyone who attended the event quickly <b>hunt</b> the kidnapper”</p> <p>(“Supala Lair” play, scene 5)</p>	There is an omission of past tense verb marker –ed
54	<p>“...but Arjuna survived and <b>continue</b> his journey”</p> <p>(“Sengkuni Merong” play, scene 3)</p>	There is an omission of past tense verb marker –ed

## 2. Addition Errors

No	Sentence	Addition Analysis
1	<p>“Came <b>an</b> angry Baladewa, which start a conflict that soon turns into war.”</p> <p>(“Bandung Nagasewu” play, scene 2)</p>	<p>There is an addition of article “<b>an</b>” in the sentence.</p>
2	<p>“After he was accepted, <b>came</b> Krisna asking for help for the Jodipati situation.”</p> <p>(“Bandung Nagasewu” play, scene 6)</p>	<p>There is an addition of the verb “<b>came</b>”</p>
3	<p>“Kresna, Somba, Setyaki <b>welcomes</b> the presences of Baladewa”</p> <p>(“Bandung Nagasewu” play, scene 3)</p>	<p>There is an addition of –s in the verb</p>
4	<p>“Kresna, Somba, Setyaki welcomes the <b>presences</b> of Baladewa”</p> <p>(“Bandung Nagasewu” play, scene 3)</p>	<p>There is an addition of –s (plural) in the noun “<b>presence</b>”</p>
5	<p>“Both figures of Bima accept the <b>presences</b> of Tunggul Wulung who wanted to get rid of the imposter”</p> <p>(“Bandung Nagasewu” play, scene 7)</p>	<p>There is an addition of –s (plural) in the noun “<b>presence</b>”</p>

6	<p>“Arjuna and Dersanala are making love, not long after <b>came</b> Dewa Brama asking Arjuna to look for the seven months condition of Dresanala’s pregnancy, Arjuna bit his goodbye”</p> <p>(“Wiji Sejati” play, scene 2)</p>	<p>There is an addition of the verb “came”</p>
7	<p>“the a war happen, but the giants eventually <b>dies</b> in the hands of Arjuna, so he continues his journey right away”</p> <p>(“Wiji Sejati” play, scene 3)</p>	<p>There is an addition of simple present marker –s in the verb.</p>
8	<p>“...and gave them <b>the</b> name Wisanggeni.” (“Wiji Sejati” play, scene 4)</p>	<p>There is an addition of the article “the” before noun “name”</p>
9	<p>“...and <b>that</b> Dresanala was at the residence of Dewasrani.”</p> <p>(“Wiji Sejati” play, scene 6)</p>	<p>There is an addition of the demonstrative pronoun “that”</p>
10	<p>“...he wanted to <b>raped</b> Dresanala,....”</p> <p>(“Wiji Sejati” play, scene 6)</p>	<p>There is an addition of –ed in the verb</p>



11	<p>“Puntadewa welcomes Kresna’s <b>presences.</b>”</p> <p>(“Semar Mbangun Kahyangan” play, scene 1)</p>	<p>There is an addition of –s (plural) in the noun “presence”</p>
12	<p>“<b>Came</b> Baladewa as the representative of King Hastina asking permission to borrow Amarta’s relics.”</p> <p>(“Semar Mbangun Kahyangan” play, scene 1)</p>	<p>There is an addition verb “<b>came</b>” before the subject.</p>
13	<p>“...<b>the</b> came Petruk sharing his intention,...” (“Semar Mbangun Kahyangan” play, scene 1)</p>	<p>There is an addition of article “the” before the verb “<b>came</b>”</p>
14	<p>“...<b>the came</b> Petruk sharing his intention,...”</p> <p>(“Semar Mbangun Kahyangan” play, scene 1)</p>	<p>There is an addition of verb “came” before the noun Petruk</p>
15	<p>“Baladewa’s anger <b>hit its</b> peak,...”</p> <p>(“Semar Mbangun Kahyangan” play, scene 1)</p>	<p>There is an addition of the phrase “hit its”</p>

16	“ <b>Came</b> Abimanyu, who able to find the Tunjugseta, <b>he</b> immediately done the order” (“Semar Mbangun Kahyangan” play, scene 3)	There is an addition of the verb “came”
17	“Came Abimanyu, who able to find the Tunjugseta, <b>he</b> immediately done the order” (“Semar Mbangun Kahyangan” play, scene 3)	There is an addition of the subject “he”
18	“Arjuna and his wife, are discussing <b>about</b> Pregiwa and Gathutkaca’s wedding” (“Gathutkaca Krama” play, scene 1)	There is an addition of adverb “about”
19	“Bima, Arimbi <b>with</b> Anoman and Gathutkaca are thinking about Gathutkaca and Pregiwa’s engagement” (“Gathutkaca Krama” play, scene 3)	There is an addition of preposition “with”
20	“....not long after <b>came</b> Abimanyu reporting that at their wedding they need to bring a gift in the form of Dewaretna Flower....” (“Gathutkaca Krama” play, scene 3)	There is an addition of the verb “came”

21	“...he <b>himself</b> would be killed...” (“Anggoda Balik” play, scene 3)	There is an addition of the reflexive pronoun “himself”
22	“Anggoda met the <b>ape’s</b> warrior in a war.” (“Anggoda balik” play, scene 8)	There is an addition of the apostrophe –‘s
23	“Balawa made a trick. Kincaka who was going to <b>proposed</b> Salindri” (“Ontran-Ontran Wirata” play, scene 7)	There is an addition of the –ed in the verb
24	“The condition <b>was</b> changed because Dewi Sruta’s baby born had four legs” (“Supala Lair” play, scene 4)	There is an addition of the verb “was”
25	“Ngalatanwa then came reported that the soldiers fell against <b>a Brahman</b> ” (“Harjunasrabahu Mokswa” play, scene 5)	There is an addition of the article “a”

### 3. Misinformation Errors

No	Sentence	Misinformation Analysis
1	<p>“Bandung Nagasewu <b>infront</b> of his two son Nagadewa , Nagakura, along with the commanders.”</p> <p>(“Bandung Nagasewu” play, scene 1)</p>	<p>There is a mistype of the word “<b>Infront</b>” that should be typed “<b>in front of</b>”</p>
2	<p>“Came the giants who wanted stop their intentions, that caused a conflict which then turn into a <b>fullon</b> war to happen.”</p> <p>(“Bandung Nagasewu” play, scene 2)</p>	<p>There is a mistype of the word “<b>Fullon</b>” should be typed “<b>full-on</b>”</p>
3	<p>“The giants died <b>on</b> the hands of Abimanyu, so he continues his journey right away.” (“Bandung Nagasewu” play, scene 2)</p>	<p>The preposition “<b>on</b>” should be typed “<b>at</b>”</p>
4	<p>“...not long after came Nagadewa who gave a letter to Krisna which <b>cotains</b> the invitation for Krisna to Hastina palace.”</p> <p>(“Bandung Nagasewu” play, scene 3)</p>	<p>The verb “<b>cotains</b>” should be typed “<b>contains</b>”</p>

5	<p>“Baladewa wrath took its <b>oeak</b>”</p> <p>(“Bandung Nagasewu” play, scene 3)</p>	<p>The noun “<b>oeak</b>” should be typed “<b>peak</b>”</p>
6	<p>“Came an angry Baladewa, which <b>start</b> a conflict that soon <b>turns</b> into war”</p> <p>(“Bandung Nagasewu” scene 4)</p>	<p>The verb “<b>turns</b>” should be typed “<b>turned</b>”</p> <p>(because the next clause is a type of simple past tense)</p>
7	<p>“...where he came with the intention <b>to figure</b> out who was the real king.”</p> <p>(“Bandung Nagasewu” play, scene 5)</p>	<p>The phrase “with the intention to <b>figure...</b>” should be typed “<b>intending to....</b>”</p>
8	<p>“...while the two figures of Bima <b>waited</b> on Jodipati.”</p> <p>(“Bandung Nagasewu” play, scene 5)</p>	<p>The verb “<b>waited</b>” should be changed into “<b>were / are waiting</b>”</p>
9	<p>“Tunggul Wulung was meditating when Ruci Dewa came to <b>gave</b> him an explanation that the one who will become the king are his grandson from Arjuna.”</p> <p>(“Bandung Nagasewu” play, scene 6)</p>	<p>The verb “<b>gave</b>” should be changed into “<b>give</b>”</p>

10	<p>“Tunggul Wulung was meditating when Ruci Dewa came to gave him an explanation that the one who will become the king are his grandson from Arjuna.”</p> <p>(“Bandung Nagasewu” play, scene 6)</p>	<p>The verb “<b>gave</b>” should be changed into “<b>give</b>”</p>
11	<p>“After he was accepted, came Krisna asking for help <b>for</b> the Jodipati situation”</p> <p>(“Bandung Nagasewu” play, scene 6)</p>	<p>Preposition “<b>for</b>” should be changed into “<b>with</b>”</p>
12	<p>“<b>menwhile</b> Tunggul Wulung himself turned into the real Bima”</p> <p>(“Bandung Nagasewu” play, scene 7)</p>	<p>Conjunction “<b>menwhile</b>” should be typed “<b>meanwhile</b>”</p>
13	<p>“Raja Dewasrani who was drunk <b>of</b> love with Batari Dresanala.”</p> <p>(“Wiji Sejati” play, scene 2)</p>	<p>The phrase “drunk <b>of</b> love” should be changed into “drunk in love”</p>

14	<p>“Arjuna and Dersanala are making love, not long after came Dewa Brama <b>asking</b> Arjuna to look for the seven months condition of Dresanala’s pregnancy, Arjuna bit his goodbye.”</p> <p>(“Wiji Sejati” play, scene 2)</p>	<p>The verb “<b>asking</b>” should be changed into “<b>asked</b>”</p>
15	<p>“Arjuna and Dersanala are making love, not long after came Dewa Brama asking Arjuna to look for the <b>seven months</b> condition of Dresanala’s pregnancy, Arjuna bit his goodbye.”</p> <p>(“Wiji Sejati” play, scene 2)</p>	<p>The noun phrase of “<b>seven months</b>” should be change into “<b>seven-month</b>”</p>
16	<p>“After Arjuna went away, Dewa Brama ask Dresanala to obey Guru Dewa’s order <b>on being the wife</b> of King Dewsrani.”</p> <p>(“Wiji Sejati” play, scene 2)</p>	<p>the phrase “<b>on being the wife</b>” should be changed into “<b>to be the wife</b>”</p>

17	<p>“<b>the a war happen</b>, but the giants eventually dies in the hands of Arjuna, so he continues his journey right away” (“Wiji Sejati” play, scene 3)</p>	<p>The clause “<b>the a war happen</b>” should be changed into “<b>then a war happened</b>”</p>
18	<p>“Dewa Brama <b>bring</b> the baby and put them in the crater to kill them.” (“Wiji Sejati” play, scene 4)</p>	<p>The verb “<b>bring</b>” should be changed into “<b>brought</b>”</p>
19	<p>“Dewa Brama bring the baby and put <b>them</b> in the crater to kill them, but a miracle happens.” (“Wiji Sejati” play, scene 4)</p>	<p>The object “<b>them</b>” should be changed into “<b>him</b>” because it refers to Gathotkaca, and Gathotkaca is a male.</p>
20	<p>“The baby didn’t die and <b>they</b> also kept growing” (“Wiji Sejati” play, scene 4)</p>	<p>The subject “<b>they</b>” should be changed into “<b>he</b>” because it refers to Gathotkaca, and Gathotkaca is a male.</p>
21	<p>“Came Narada who told them that <b>they are</b> the child of Arjuna , and gave them the name Wisanggeni.” (“Wiji Sejati” play, scene 4)</p>	<p>The clause “<b>they are</b>” should be changed into “<b>he is</b>”</p>



22	<p>“<b>the</b> came wisanggeni who were looking for their birth father, but they forgot the names of their parent.”</p> <p>(“Wiji Sejati” play, scene 5)</p>	<p>“<b>the</b>” should be changed into “<b>then</b>”</p>
23	<p>“the came wisanggeni who were looking for <b>their</b> birth father, but they forgot the names of their parent.”</p> <p>(“Wiji Sejati” play, scene 5)</p>	<p>the possessive pronoun “<b>their</b>” should be changed into “<b>his</b>”</p>
24	<p>“Eventually the <b>shoulders</b> was attacked by Wisanggeni till they all back down from fighting Wisanggeni.”</p> <p>(“Wiji Sejati” play, scene 5)</p>	<p>The noun “<b>shoulders</b>” should be changed into “<b>soldiers</b>”</p>
25	<p>“...not long after came Wisanggeni looking for Arjuna, came Narada <b>exolaining</b> that Wisanggeni was Arjuna’s Child.” (“Wiji Sejati” play, scene 6)</p>	<p>There is mystipe of verb “<b>exolaining</b>” that should be “<b>explaining</b>”</p>
26	<p>“Dresanala <b>welcome</b> Dewasrani who wanted her love,....” (“Wiji Sejati” play, scene 7)</p>	<p>The verb “<b>welcome</b>” should be changed into “<b>welcame</b>”</p>

27	“Came Baladewa as the representative of King Hastina <b>asking</b> permission to borrow Amarta’s relics,...” (“Semar Mbangun Kahyangan” play, scene 1)	The verb “ <b>asking</b> ” should be replaced into “ <b>asked</b> ”
28	“...., the came Petruk <b>sharing</b> his intention.” (“Semar Mbangun Kahyangan” play, scene 1)	The verb “sharing” should be replaced into “shared”
29	“....,that whoever could find the Tunjungseta Flower <b>theu</b> have the right to borrow the Amarta’s relics.” (“Semar Mbangun Kahyangan” play, scene 3)	There is mistype of noun “ <b>theu</b> ” that should be “ <b>they</b> ”
30	“...he immediately <b>done</b> the order.” (“Semar Mbangun Kahyangan” play, scene 3)	The verb “ <b>done</b> ” should be replaced into “ <b>does/did</b> ”
31	“ <b>In the midst</b> of Abimanyu’s journey,...” (“Semar Mbangun Kahyangan” play, scene 4)	The prepositional phrase of “ <b>In the midst...</b> ” should be changed into “ <b>During.....</b> ”

32	<p>“<b>with the intention of watching</b> Semar build kahyangan.” (“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>The phrase “...<b>with intention of watching</b>” is too long.</p> <p>Therefore, it should be changed into “<b>with the intention to watch</b>” or just preposition “<b>to</b>”</p>
33	<p>“with the intention of watching Semar <b>build</b> kahyangan.” (“Semar Mbangun Kahyangan” play, scene 5)</p>	<p>“<b>build</b>” should be changed into “<b>built</b>” or “<b>builds</b>”</p>
34	<p>“...., <b>with the purpose of matching</b> Pregiwa with Lesmana Brakumara” (“Gathutkaca Krama” play, scene 1)</p>	<p>The phrase “...<b>with the purpose of matching</b>” is too long. Therefore, it should be changed into just preposition “<b>to</b>”</p>
35	<p>“....,and command Abimanyu to tell Jodipati that the Pregiwa and Gathutkaca’s wedding <b>are</b> cancelled.” (“Gathutkaca Krama” play, scene 1)</p>	<p>The to be “<b>are</b>” should be replaced into “<b>to</b>”</p>
36	<p>“Senaperdapa succeed <b>on</b> defeating the giant,...” (“Gathutkaca Krama” play, scene 2)</p>	<p>Preposition “<b>on</b>” should be replaced into “<b>in</b>”</p>

37	<p>“not long after came Abimanyu <b>reporting</b> that at their wedding they need to bring a gift in the form of Dewaretna Flower”</p> <p>(“Gathutkaca Krama” play, scene 3)</p>	<p>The verb “<b>reporting</b>” should be replaced with “<b>reports</b>”</p>
38	<p>“Senaperdapa was going to be accepted as Bima’s son if he <b>succed</b> on finding the Dewaretna Flower”</p> <p>(“Gathutkaca Krama” play, scene 3)</p>	<p>There is a mistype of the verb “<b>succed</b>” that should be “<b>succeed</b>”</p>
39	<p>“...,but Daneswara <b>wont</b> give it to them,...”</p> <p>(“Gathutkaca Krama” play, scene 4)</p>	<p>There is a mistype of the verb “<b>wont</b>” that should be given aphostrophe –‘s. Therefore the correct typing should be “<b>won’t</b>”</p>
40	<p>“...,Dewartma <b>fell</b> on the hand of Senaperdapa.”</p> <p>(“Gathutkaca Krama” play, scene 5)</p>	<p>The verb “<b>fell on</b>” should be translated into “<b>fell into</b>”</p>

41	<p>“.....,Gatatkaca <b>wore</b> Dewaretna,....”</p> <p>(“Gathutkaca Krama” play, scene 5)</p>	<p>The verb “<b>wore</b> Dewaretna” is not correct. It should be changed into “<b>took</b> Dewaretna <b>as a wife</b>”.</p>
42	<p>“....,but <b>at the end</b> Korawa was defeated by Bima.”</p> <p>(“Gathutkaca Krama” play, scene 6)</p>	<p>The prepositional phrase of “<b>at the end</b>” is not correct. It should be changed into “<b>in the end</b>”</p>
43	<p>“....,but <b>at</b> the end Korawa was defeated by Bima.”</p> <p>(“Gathutkaca Krama” play, scene 6)</p>	<p>The prepositional phrase of “<b>at the end</b>” is not correct. It should be changed into “<b>in the end</b>”</p>
44	<p><b>[Foreest]</b> : “Anggoda accepted his punishment and stayed in the middle of the forest,....”</p> <p>(“Anggoda Balik” play, scene 7)</p>	<p>There is the mistype of noun “<b>Foreest</b>” that should be translated into “<b>Forest</b>”</p>
45	<p>“....,but Swandagni <b>dead</b> before answering Jamadagni’s question.”</p> <p>(“Harjunasasrabahu Mokswa” play, scene 2)</p>	<p>The word “<b>dead</b>” in the sentence is not correct. Therefore the word “<b>dead</b>” should be replaced with “<b>died</b>”</p>

46	<p>“Jamadagni felt <b>disappointment</b> and leave the hermitage to find a way to die.”</p> <p>(“Harjunasasrabahu Mokswa” play, scene 2)</p>	<p>The word “disappointment” is not correct. Therefore the word “<b>disappointment</b>” should be replaced with "<b>disappointed</b>"</p>
47	<p>“Jamadagni felt disappointment and <b>leave</b> the hermitage to find a way to die.”</p> <p>(“Harjunasasrabahu Mokswa” play, scene 2)</p>	<p>The verb “<b>leave</b>” should be replaced with "<b>left</b>” because the sentence context uses simple present tense.</p>
48	<p>“.....and other kings <b>was</b> installing animal traps when King Garba Sukendra and his soldiers came.”</p> <p>(“Harjunasasrabahu Mokswa” play, scene 4)</p>	<p>The to-be “<b>was</b>” is not correct. Therefore the correct to-be is “<b>were</b>”.</p>
49	<p>“When Ki Walakas and his wife celebrate <b>their happiness</b> of their new adapted son,...”</p> <p>(“Ontran-ontran Wirata” play, scene 2)</p>	<p>The phrase “<b>their happiness</b>” is not correct. Therefore the correct translation is “<b>the happiness</b>”</p>

50	<p>“When Ki Walakas and his wife celebrate their happiness of their new <b>adapted</b> son,...”</p> <p>(“Ontran-Ontran Wirata” play, scene 2)</p>	<p>The phrase “<b>adapted son</b>” is not correct. The correct translation is “<b>adopted son</b>”.</p>
51	<p>“On his journey, he met the giants, but he could knock them off <b>by a battle</b>.”</p> <p>(“Supala Lair” play, scene 2)</p>	<p>The phrase “<b>by a battle</b>” is not correct. The correct writing is “<b>in a battle</b>.”</p>
52	<p>“Sengkuni planned to take <b>revenge to</b> Rsi Nilakumbaya who underestimated him.”</p> <p>(“Sengkuni Merong” play, scene 4)</p>	<p>The phrase “<b>revenge to</b>” is not correct. The correct writing is “<b>revenge on</b>”</p>

**Appendix 2: The Acceptability Assessment by Mrs. Nur Saptaningsih, S.S.,  
M.Hum.**

No	TSU	TSA	Keberterimaan
1	Title : <b>BANDUNG NAGASEWU</b> → 1 → The title must be accompanied by its translation		
2	1. Kerajaan Hastina: Bandung Nagasewu dihadap kedua putranya yaitu Nagadewa, Nagakrura beserta para hulubalang.	1. Hastina Kingdom: Bandung Nagasewu <b>infront of his two son Nagadewa , Nagakura, along with the commanders.</b>	2 "in front of" → "stood in front of" "son" → "sons" → because "two"  Suggestion: 1. Hastina Kingdom: Bandung Nagasewu stood in front of his two sons, Nagadewa and Nagakura, along with the commanders.



3	Sang membicarakan telah berhasil meruntuhkan kerajaan Hastina.	Sang <b>talks</b> about how they <b>manage</b> to overthrow Hastina <b>Kingdom</b> .	2  “talk” → “talked”  “manage” → “managed”  There must not be a comma after “Kingdom”.  Sang talked about how they managed to overthrow the Hastina Kingdom.
4	Niat baiknya Kerajaan Hastina akan diberikan kepada Pandawa.	The intention was to give Hastina Kingdom to Pandawa.	3
5	Sang Raja segera mengutus Nagadewa untuk memberikan undangan kepada Raja Krisna ke Kerajaan Dwarawati. Nagadewa segera mohon diri menuju Dwarawati.	The King immediately <b>ordered</b> Nagadewa <b>to give</b> invitations to King Krisna at the Dwarawati Kingdom.	2  “to give” → “to send”  Suggestion:  The King immediately ordered Nagadewa to send an invitation to King Krishna at the Dwarawati Kingdom.

6	2. Tengah Hutan : Para abdi sedang bersendau gurau, tak lama kemudian datanglah Abimanyu.	2. In the middle of the woods: The Assistants were joking around, <b>not long after</b> came Abimanyu .	2 “not long after that” → “and not long after that”  There must not be a comma after “Abimanyu”.  The assistants were joking around and not long after that came Abimanyu.
7	Ia menceritakan kepada abdinya untuk membuka tabis di Jodhipati harus berguru kepada Brahmana Tunggul Wulung di Pertapaan Jamurdipa.	He told his assistants to open <b>the tabis</b> in Jodhipati and they <b>have</b> to study with Brahmana Tunggul Wulung at the Jamurdipa Hermitage.	2 “tabis” is not a familiar term in the target language. “have” → “had
8	Datanglah para raksasa yang menghalangi niatnya, perselisihan hingga pertempuran terjadi.	Came the giants who wanted <b>stop</b> their <b>intentions</b> , <b>that</b> <b>caused</b> a conflict <b>which then</b> turn into a <b>fullon</b> war to happen .	1 “stop” → “to stop” There must not be a comma after “intentions”. “that caused” → “which caused”  What is “fullon”? → This is perhaps “full-blown”.

9	Para raksasa mati ditangan Abimanyu, ia segera melanjutkan perjalanan.	The giants died on the hands of Abimanyu, so he <b>continues</b> his journey right away.	2  "continues" → "continued"
10	3. Kerajaan Dwarawati: Kresna, Somba, Setyaki menerima kehadiran Baladewa. Kedua raja memikirkan keadaan di Jodipati karena ada dua sosok Bima, tak lama kemudian datanglah Nagadewa memberikan surat kepada Krisna yang isinya mengundang Krisna ke Hastina.	3. Dwarawati Kingdom: <b>Kresna, Somba, Setyaki</b> <b>welcomes</b> the <b>presences</b> of Baladewa .	2  There must be an "and" to combine "Kresna, Somba, Setyaki" → "Kresna, Somba, and Setyaki"  "welcomes" → "welcomed"  "presences" → "presences"  Suggestion:  Kresna, Somba, and Setyaki welcomed Baladewa.

11	Both kings thought about the situation in Jodipati, because there are two figures of Bima, not long after came Nagadewa who gave a letter to Krisna which <b>cotains</b> the invitation for Krisna to Hastina <b>palace</b> .	Both kings thought about the situation in Jodipati, because there are two figures of Bima, not long after came Nagadewa who gave a letter to Krisna which <b>cotains</b> the invitation for Krisna to Hastina <b>palace</b> .	2  This sentence is too long and not combined properly. A conjunction is required to combine ideas.  “cotains” → “contained”  There must not be a space after “palace”.  Suggestion:  Both kings considered the situation in Jodipati, where there were two figures of Bima.  Shortly afterward, Nagadewa arrived and gave a letter to Krisna, which contained an invitation for him to visit the Hastina palace.
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12	Kemarahan Baladewa memuncak, Nagadewa diseret keluar keraton, Krisna memerintahkan para kerabat untuk membantu Baladewa, Krisna hendak mendahului pergi ke Jodipati.	Baladewa wrath <b>took its peak</b> , <b>nagadewa</b> was dragged outside <b>the palace</b> , Krisna ordered his siblings to help Baladewa, Krisna meant to go first to Jodiphati.	2  “took its peak” → reached its peak”  There must not a comma after “peak”.  “nagadewa” is a person’s name, so it must be “Nagadewa”.  Two ideas must be combined with a conjunction or separated into two sentences.  Suggestion:  Baladewa’s wrath reached its peak, and Nagadewa was dragged outside the palace. Krisna ordered his siblings to help Baladewa and decided to go to Jodipati first.
13	4. Perbatasan : Bandung Nagasewu beserta para prajurit menerima pelarian Nagadewa, melaporkan bahwa ia dianiaya oleh Baladewa.	4. Border: Bandung Nagasewu along with his troops <b>accept</b> Nagadewa as his <b>refugee</b> , Nagadewa reported that he was assaulted by Baladewa.	2  “accept” → “accepted”  There must not be a space after “refugee”.  Two ideas must be combined with a conjunction or separated into two sentences.

			<p>Suggestion:</p> <p>Bandung Nagasewu, along with his troops, accepted Nagadewa as a refugee. Nagadewa reported that he had been assaulted by Baladewa.</p>
14	<p>Datanglah Baladewa dengan kemarahan, perselisihan hingga peperangan terjadi, namun Baladewa beserta para prajuritnya dapat dikalahkan.</p>	<p>Came an angry Baladewa, which <b>start</b> a conflict that soon <b>turns</b> into <b>war</b> , but eventually Baladewa and his troops <b>was</b> able to be <b>defeated</b> .</p>	<p>1</p> <p>“start” → “started” → “starting” if preceded by a comma.</p> <p>“turns into” → “turned into”</p> <p>There must not be a comma after “war”.</p> <p>“war” must be preceded by “a”.</p> <p>“his troops was” → “his troops were”.</p> <p>There must not be a space after “defeated”.</p> <p>Suggestion:</p> <p>An angry Baladewa arrived, starting a conflict that soon turned into a war. However, Baladewa and his troops were defeated.</p>

15	Bandung Nagasewu dan prajuritnya segera membuat perkemahan di wilayah Dwarawati.	Bandung Negasewu and his troops, <b>immediately made</b> a camp at the Dwarawati area.	2  There must not be a comma after "troops".  Suggestion:  Bandung Nagasewu and his troops immediately set up camp in the Dwarawati area.
16	5. Jodhipati: Kedua sosok Bima menerima kehadiran Krisna yang hendak mengetahui siapa yang asli.	5. Jodhipati: Both figure of Bima <b>accept</b> the <b>presence's</b> of <b>Krisna</b> , <b>where</b> he came with the intention to figure out <b>who was</b> the real king .	1  "accept" → "accepted" → past event  The presence's → the presence  "presence" can be made implicit  There must not be a space after "Krisna".  "where" → "who"  "where he came" → "who came"

			<p>Suggestion:</p> <p>Both figures of Bima welcomed Krisna, who came with the intention of determining which one was the real king.</p> <p>Both figures of Bima welcomed Krisna, who came to determine which one was the real king.</p>
17	Raja Krisna memberikan teka-teki kepada keduanya, namun keduanya bias menjawab teka-teki tersebut.	King Krisna gave a riddle to both of them, but both could answer the riddle.	3
18	Akhirnya Krisna mengajukan syarat terakhir yaitu keduanya di adu berperang.	Eventually Krisna ask them both to do a duel, as a last resort to figure out who was the real king.	<p>2</p> <p>There must be a comma after “eventually”.</p> <p>“ask” → “asked” → past event</p> <p>There must not be a space after “a duel”.</p> <p>“who was the real king” → “the real king”.</p>

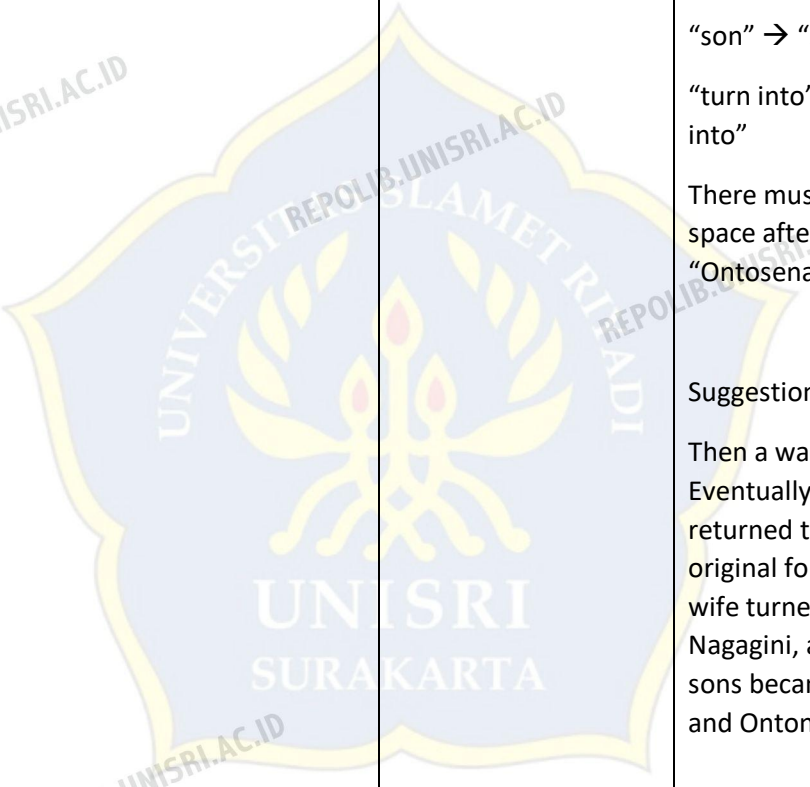


			<p>Suggestion:</p> <p>Eventually, Krisna asked them both to duel as a last resort to determine the real king.</p>
19	<p>Peperangan keduanya tidak membawa hasil, Raja Krisna segera mencari jalan lain, kedua sosok Bima menanti di Jodipati.</p>	<p>The duel <b>end up</b> not giving any <b>result</b>, so King <b>krisna</b> <b>look</b> for another <b>way</b>, while the two figures of Bima waited on <b>Jodipati</b>.</p>	<p>1</p> <p>“end up” → “ended up”</p> <p>There must not be a space after “result”.</p> <p>“krisna” → “Krisna” → a proper name</p> <p>There must not be a space after “way”.</p> <p>There must not be a space after “Jodipati”.</p>
20	<p>6. Jamurdipa: Tunggul Wulung sedang bertapa, datanglah Ruci Dewa memberi penjelasan bahwa yang dapat menjadi raja adalah anak cucu dari Arjuna.</p>	<p>6. Jamurdipa: Tunggul Wulung was meditating when Ruci Dewa came <b>to gave</b> him an explanation that the one who <b>will become</b> the king <b>are</b> his grandson from Arjuna.</p>	<p>2</p> <p>“to gave” → “to give” → to + V1</p> <p>“will become” → “would become” → past</p> <p>“are” → “was” → past</p>

			<p>Suggestion:</p> <p>Tunggul Wulung was meditating when Ruci Dewa came to explain that the one who would become king was his grandson from Arjuna.</p>
21	<p>Bima dapat memahaminya, Ruci Dewa menghilang dari hadapan Bima, tak lama kemudian datanglah Abimanyu ingin berguru kepada Tunggul Wulung.</p>	<p>Bima could understand, Ruci Dewa disappeared from Bima's sight, not long after came Abimanyu who wanted learn from Tunggul Wulung .</p>	<p>2</p> <p>The sentence must be divided into some sentences to make it more acceptable.</p> <p>Two ideas must be combined with a conjunction.</p> <p>Suggestion:</p> <p>Bima understood, and Ruci Dewa disappeared from his sight. Shortly afterward, Abimanyu arrived, seeking to learn from Tunggul Wulung.</p>
22	<p>Setelah diterima hadirsh Krisna meminta pertolongan untuk keadaan di Jodipati.</p>	<p>After he was accepted, came Krisna asking for help for the Jodipati situation .</p>	<p>2</p> <p>"for" must be eliminated.</p> <p>There must not be a space after "situation".</p>

			<p>Suggestion:</p> <p>After he was accepted, Krisna arrived and requested help with the situation in Jodipati.</p>
23	<p>7. Jodhipati: Kedua sosok Bima menerima kehadiran Tunggul Wulung yang ingin menyingkirkannya, terjadilah peperangan, keajaiban terjadi, kedua sosok Bima berubah wujud pusaka Bima, sedangkan Tunggul Wulung berubah wujud asli dari Bima sendiri.</p>	<p>7. Jodhipati: Both figures of Bima accept the presences of Tunggul Wulung who wanted to get rid of the imposter, then a war happen, a miracle happen, and both Bima turned into the arch of Bima, meanwhile Tunggul Wulung himself turned into the real Bima .</p>	<p>1</p> <p>“presences” → “presence”. But, this word is actually can be eliminated.</p> <p>There must not be a space after “imposter”.</p> <p>“happen” → “happened” → past</p> <p>“happen” → “happened” → past</p> <p>“menwhile” → “meanwhile”</p> <p>There must not be a space after “Bima”.</p> <p>The sentence must divided into some sentences.</p>

			<p>Suggestion:</p> <p>Both figures of Bima welcomed Tunggul Wulung, who wanted to identify the imposter. A war ensued, and a miracle occurred: both Bimas transformed into the arch of Bima, while Tunggul Wulung turned into the real Bima.</p>
24	Tak lama kemudian datanglah Bandung Nagasewu beserta prajuritnya. Peperangan pun terjadi, akhirnya kembali ke wujud semula yaitu istri Bima yaitu Nagagini dan kedua putra bima, yaitu Ontoreja dan Ontosena.	<p>not long after</p> <p>Bandung Nagasewu and his troops came.</p>	<p>2</p> <p>“not long after” → “not long after that,” or “Soon,”</p> <p>Shortly afterward/not long after that/Soon, Bandung Nagasewu and his troops arrived/came.</p>
25		<p>Then a war happen, eventually everyone turns back into their original forms, which are Bima’s wife turned into Nagagini, and both Bima’s son turn into Ontoreja and Ontonsena .</p>	<p>1</p> <p>“happen” → “happened”</p> <p>“eventually” → “Eventually” → beginning a new sentence is more acceptable.</p>

			<p>“turns” → “turned”</p> <p>There must not be a space after “forms”.</p> <p>“are” → “were”</p> <p>“son” → “sons”</p> <p>“turn into” → “turned into”</p> <p>There must not be a space after “Ontosena”.</p> <p>Suggestion:</p> <p>Then a war broke out. Eventually, everyone returned to their original forms: Bima’s wife turned into Nagagini, and Bima’s sons became Ontoreja and Ontonsena.</p>
26	<p>Title: <b>WIJI SEJATI → 1 → The title must be accompanied by its translation to make it more acceptable.</b></p>		
27	<p>1. Tunggul Malaya: Raja Dewasrani sedang mabuk cinta dengan Batari Dresanala, ia meminta kepada Durga ibundanya untuk meminangnya.</p>	<p>1. Tunggul Malaya: Raja Dewasrani who was drunk of love with Batari Dresanala , ask Durga his mother to arrange his marriage with Batari Dresanala .</p>	<p>1</p> <p>“Raja” → “King”</p> <p>“drunk of love” is not common in English. → “crazy in love”.</p> <p>There must not be a space after “Dresanala”.</p> <p>“ask” → “asked”</p>


			<p>Suggestion:</p> <p>King Dewasrani, who was crazy in love with Batari Dresanala, asked his mother, Durga, to arrange his marriage to her.</p>
28	<p>Durga memenuhi permintaan anaknya, ia segera mengutarakan niatnya kepada Guru Dewa, namun Dewa Narada tidak menyetujui karena Dresanala telah menjadi istri Arjuna.</p>	<p>Durga fulfilled her son's request, she immediately told Guru Dewa about her intentions, but Dewa Narada disagrees with the plan, because Dresanala has become Arjuna's wife.</p>	<p>1</p> <p>The sentence must be divided into two sentences. Ideas must be combined using conjunction.</p> <p>“she” can be eliminated because the subject is the same.</p> <p>A comma before “she” needs to be eliminated.</p> <p>There must not be a comma after “intentions”.</p> <p>“disagrees” → “disagreed”</p> <p>There must not be a comma after “the plan”.</p> <p>“has” → “had”</p>

			<p>Suggestion:</p> <p>Durga fulfilled her son's request and immediately informed Guru Dewa of her intentions. However, Dewa Narada disagreed with the plan because Dresanala had become Arjuna's wife.</p>
29	Uru Dewa memerintahkan Batara Brama untuk memisahkan Arjuna dengan Dresanala.	Uru Dewa ordered Batara Brama to separate Arjuna and Dresanala.	<p>2</p> <p>"Uru Dewa" or "Guru Dewa"?</p>
30	2. Argadahana: Arjuna dan Dersanala sedang memadu kasih, tak lama kemudian datanglah Dewa Brama meminta Arjuna mencari syarat tujuh bulan kehamilan Dresanala, Arjuna mohon pamit.	2. Argadahana: Arjuna and Dersanala are making love, not long after came Dewa Brama asking Arjuna to look for the seven months condition of Dresanala's pregnancy, Arjuna bit his goodbye.	<p>1</p> <p>"are" → "were"</p> <p>"making love" is not suitable because it is for a show. The expression must be made more polite. → perhaps "spending time together"</p> <p>The sentence must be divided into two sentences. Ideas must be combined using conjunction.</p> <p>"seven months condition" → The structure is not common.</p>

			<p>Suggestion:</p> <p>Arjuna and Dresanala were spending time together when Dewa Brama arrived, asking Arjuna to check on Dresanala's condition during her seventh month of pregnancy. Arjuna bid him goodbye.</p>
31	<p>Setelah kepergian Arjuna, Dewa Brama meminta Dresanala menuruti perintah Guru Dewa menjadi istri Raja Dewasrani.</p>	<p>After Arjuna <b>went away</b>, Dewa Brama ask Dresanala to obey Guru Dewa's order <b>on being</b> the wife of King Dewsrani.</p>	<p>2</p> <p>"went away" → "left" → simpler</p> <p>"on being" → "to be" or "to become"</p> <p>Suggestion:</p> <p>After Arjuna left, Dewa Brama asked Dresanala to follow Guru Dewa's order to become the wife of King Dewasrani.</p>
32	<p>Dresanala menolak hingga kemarahan Brama memuncak, dan Dresanala melahirkan seorang bayi secara mendadak.</p>	<p>Dresanala rejected <b>which</b> triggered Brama's anger, which caused Dresanala to suddenly <b>gave</b> birth.</p>	<p>2</p> <p>"which" is not needed.</p> <p>"triggered anger" → "angered" → simpler, more natural</p>




			<p>“ti gave birth” → “to give birth”</p> <p>Suggestion:</p> <p>Dresanala’s rejection angered Dewa Brama, which led to Dresanala unexpectedly going into labor.</p>
33	Bayi diambil Brama, Dresanala diculik Dewasrani.	The baby was taken by Brama and Dresanala was kidnapped by Dewasrani.	3
34	3. Tengah Hutan : Para abdi Panakawan sedang bersendau gurau, takla datanglah Arjuna mengajak para abdinya mencari Air Suci.	3. in the middle of the wood: the assistants of Panakawan are joking around, then came Arjuna who bring his assistants to look for Holy Water ,	1 <p>"the assistants of Panakawan are joking around" should be "The assistants of Panakawan were joking around" to maintain past tense consistency.</p> <p>"then came Arjuna who bring his assistants" should be "when Arjuna arrived with his assistants" for correct tense and phrasing.</p> <p>"to look for Holy Water" is correct but could be clearer if</p>

		<p>phrased as "to search for Holy Water."</p> <p>"came the giants, the a war happen" should be revised to "then giants arrived, leading to a battle."</p> <p>"but the giants eventually dies in the hands of Arjuna" should be "but the giants were eventually defeated by Arjuna" for subject-verb agreement and clarity.</p> <p>"so he continues his journey right away" should be "so he immediately continued his journey" to maintain past tense consistency.</p> <p>The sentence must be divided into some sentences.</p>
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			<p>Suggestion:</p> <p>The assistants of Panakawan were joking around when Arjuna arrived with his own assistants to search for Holy Water. Giants soon appeared, leading to a battle in which the giants were eventually defeated by Arjuna. He then continued his journey immediately.</p>
	<p>Datanglah para raksasa, terjadilah peperangan, namun para raksasa mati ditangan Arjuna, ia segera melanjutkan perjalanan.</p>	<p>came the giants, the a war <b>happen</b>, but the giants eventually <b>dies</b> in the hands of Arjuna, so he <b>continues</b> his journey right away .</p>	<p><i>Evaluasinya jadi 1 dengan atasnya ya.</i></p> <p>Soalnya yang dilihat kalimat bahasa sasaran. Saya sebagai penilai keberterimaan tidak memepertimbangan teks sumber.</p>
35	<p>4. Kawah Condramuka: Dewa Brama membawa bayi dan dimasukkan dalam kawah agar mati, namun keajaiban terjadi.</p>	<p>4. Condramuka Crater: Dewa Brama <b>bring</b> the baby and put <b>them</b> in the crater to kill <b>them</b> , but a miracle <b>happens</b>.</p>	<p>1</p> <p>"Dewa Brama bring the baby" should be "Dewa Brama brought the baby" for the correct past tense.</p> <p>"them" → "the baby/her/him" because the baby is only one. If the baby is more than one, it</p>

			<p>must be “the babies” and “them”.</p> <p>"but a miracle happens" should be "but a miracle happened" to maintain past tense consistency.</p> <p>There must not be a space after “them”.</p> <p>Suggestion:</p> <p>Dewa Brama brought the baby and placed him in the crater to kill him, but a miracle happened.</p>
36	Bayi tidak mati tetapi semakin tumbuh dewasa.	The baby didn't die and they also kept growing .	<p>1</p> <p>How many baby?</p> <p>“kept” → “continued” is more suitable.</p> <p>There must not be a space after “growing/grow”.</p> <p>Suggestion:</p> <p>The baby didn't die and continued to grow.</p> <p>The babies didn't die and continued to grow.</p>

37	Datanglah Narada memberitahukan bahwa ia adalah anak Arjuna, dan ia diberi nama Wisanggeni.	Came Narada who told them that they are the child of Arjuna , and gave them the name Wisanggeni .	1  From the context, since the baby was named Wisanggeni, it seems that there is one baby. So, it must not be "they" but "he/she".  "are" → "was" → singular, past  There must not be a space after "Arjuna".  There must not be a space after "Wisanggeni".  Suggestion:  Then Narada arrived and told them that he was the child of Arjuna and named Wisanggeni.
38	5. Tepi Jalan : Kresna, Sena, Gathutkaca mencari keberadaan Arjuna. Datanglah Wisanggeni hendak mencari ayah kandungnya, namun ia lupa nama orang tuanya.	5. on the side of the road: Krisna, Sena, Gathutkaca looking for Arjuna .the came wisanggeni who were looking for their birth father, but they forgot the names of their parent .	1  "on the side of the road" → "On the side of road"  "Krisna, Sena, Gathutkaca looking for Arjuna" → "Krisna, Sena, and Gathutkaca were looking for Arjuna" to include the

		<p>missing verb and conjunction.</p> <p>"the came wisanggeni" should be "then Wisanggeni arrived" for correct phrasing and verb tense.</p> <p>"wisanggeni" is a proper name, so it must be "Wisanggeni".</p> <p>"but they forgot the names of their parent" should be "but they had forgotten the names of their parents" for correct tense and pluralization.</p> <p>There must not be a space after "parents".</p> <p>The sentence must be divided into some sentences.</p> <p>The sentence must consider the suitability of pronouns.</p> <p>Suggestion:</p> <p>On the side of the road:</p> <p>Krisna, Sena, and Gathutkaca were looking for Arjuna. Then Wisanggeni arrived, also searching</p>
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		<p>for their birth father, but they had forgotten the names of their parents.</p> <p>On the side of the road:</p> <p>Krisna, Sena, and Gathukaca were looking for Arjuna. Then Wisanggeni arrived, also searching for his birth father, but he had forgotten the names of his parents.</p>
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39	Akhirnya para ksatria dihajar oleh Wisanggeni, hingga ia mundur menghadapi Wisanggeni.	Eventually the shoulders was attacked by Wisanggeni till they all back down from fighting Wisanggeni	1  "the shoulders" → "the soldiers"  "was attacked" should be "were attacked" to match the plural subject "soldiers."  "by Wisanggeni till they all back down" should be "by Wisanggeni, causing them all to back down" for correct grammar and clarity.  The sentence must be ended by a period (tanda titik).  Suggetsion:  Eventually, the soldiers were attacked by Wisanggeni, causing them all to back down from fighting.
40	Playon: Raja Krisna bertemu dengan Arjuna, memberitahukan bahwa ada anak kecil yang mencari ayah kandungnya, tak lama kemudian datanglah Wisanggeni mencari keberadaan Arjuna, Datang Narada menjelaskan bahwa Wisanggeni adalah anak	6. Playon: King Krisna came with Arjuna, telling them that there was a kid who was looking for their father, , not long after came Wisanggeni looking for Arjuna, came Narada exolaining that Wisanggeni was	1  "telling them that there was a kid who was looking for their father" should be adjusted to "telling them that a child was looking for his father"



	<p>Arjuna, dan saat ini Dresanala dikediaman Dewasrani.</p>	<p>Arjuna's Child , and that Dresanala was at the residence of Dewasrani .</p>	<p>for clarity and consistency.</p> <p>"not long after came Wisanggeni looking for Arjuna" should be "not long after, Wisanggeni arrived looking for Arjuna" for clarity and proper phrasing.</p> <p>"came Narada exolaining" should be "then Narada arrived and explained" to correct the verb tense and spelling ("exolaining" should be "explaining").</p> <p>"that Wisanggeni was Arjuna's Child" should be "that Wisanggeni was Arjuna's child" for consistency in capitalization.</p> <p>"and that Dresanala was at the residence of Dewasrani" is clear but could be rephrased for smoother flow.</p> <p>The sentence must be divided into some sentences.</p> <p>Suggetsion:</p> <p>King Krisna arrived with Arjuna and informed them that a child was looking for</p>
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			his father. not long after, Wisanggeni arrived searching for Arjuna. Then Narada arrived and explained that Wisanggeni was Arjuna's child and that Dresanala was at the residence of Dewasrani.
41	Arjuna dan Wisanggeni segera mencari ibu kandungnya.	Arjuna and Wisanggeni went to look for Dresanala.	3
42	6. Taman Tunggul: Dresanala menerima kehadiran Dewasrani yang menginginkan cintanya, namun Dresanala menolaknya, sehingga niat buruk Dewasrani muncul, ia ingin memperkosanya.	7. <b>Tunggul Garden;</b> Dresanala welcome Dewasrani who wanted her love , but Dresanala rejected them, which caused Dewasrani to have bad intentions, he wanted to raped <b>Dresanala .</b>	1 <p>"Tunggul Garden;" → "Tunggul Garden:"</p> <p>"Dresanala welcome Dewasrani" → "Dresanala welcomed Dewasrani" for correct verb tense (past).</p> <p>"who wanted her love" is correct but could be slightly clearer as "who sought her love."</p> <p>"but Dresanala rejected them" → "but Dresanala rejected him" for correct pronoun usage (assuming "Dewasrani" is singular).</p>

		<p>"which caused Dewasrani to have bad intentions, he wanted to raped Dresanala" → "which caused Dewasrani to harbor bad intentions; he wanted to rape Dresanala" for grammatical accuracy and clarity.</p> <p>"to raped Dresanala" → "to rape Dresanala." → past event</p> <p>There must not be a space after "Dresanala".</p> <p>This sentence must be divided into two/some sentences. Ideas must be combined using a conjunction.</p> <p>Suggestion:</p> <p>In Tunggul Garden, Dresanala welcomed Dewasrani, who sought her love. However, Dresanala rejected him, which led Dewasrani to harbor malicious intentions; he wanted to rape Dresanala.</p>
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43	Datanglah Arjuna dan Wisanggeni, peperangan terjadi, Dewasrani dapat dikalahkan oleh Wisanggeni.	But came Arjuna and Wisanggeni, a war happens, eventually Wisangeni defeat Dewasrani.	<p>2</p> <p>“But” → “However” → “but” must not be at the beginning of a sentence.</p> <p>"a war happens" → "a battle ensued" for correct past tense and to match the context.</p> <p>"eventually Wisangeni defeat Dewasrani" should be "eventually, Wisanggeni defeated Dewasrani" for correct verb tense and spelling.</p> <p>The sentence must be divided into two.</p> <p>Suggestion:</p> <p>Then Arjuna and Wisanggeni arrived, and a battle ensued. Eventually, Wisanggeni defeated Dewasrani.</p>
44	Arjuna, Dresanala dan Wisanggeni menjadi keluarga yang utuh.	Arjuna, Dresnala, and Wisanggeni became a family .	<p>2</p> <p>There must not be a space after “family”.</p>

45	Title : SEMAR MBANGUN KAHYANGAN → 1 → The title must be accompanied by its translation → SEMAR MBANGUN KAHYANGAN (SEMAR BUILT THE HEAVEN/PARADISE)		
46	1. Kerajaan Amarta: Puntadewa menerima kehadiran Kresna.	1. Amarta Kingdom: Puntadewa <b>welcomes</b> Kresna's <b>presences</b> .	2  "welcomes" should be "welcomed" → because this is a past event.  "presences" should be "presence" → although it can be plural, the most common form is "presence" and in this context, "presence" refers to the single presence of Kresna at Amarta Kingdom.
47	Sang Raja memikirkan Semar dalam beberapa waktu tidak hadir di Kerajaan Amarta.	The King <b>thinks</b> about Semar who had been absent from the Amarta Kingdom for a while.	2  "thinks" should be "thought" → a past event
48	Datanglah Baladewa sebagai utusan raja Hastina meminta ijin pinjam pusaka Amarta, datanglah Petruk mengutarakan niatnya, atas perintah Semar, ingin meminjam pusaka Amarta sebagai sarana untuk membangun kahyangan.	Came Baladewa as the representative of King Hastina asking permission to borrow Amarta's <b>relics</b> , <b>the</b> came Petruk sharing his <b>intention</b> , which by Semar's order <b>wants</b> to borrow	1  There must not be a space after "relic".  "the" → "Then came..."

		<p>Amarta's relics for building <b>kahyangan</b> (paradise for gods).</p>	<p>There must not be a space after "intention".</p> <p>"wants" → "wanted"</p> <p>"kahyangan" → italic</p> <p>Suggestion:</p> <p>Baladewa came as the representative of the ruler of Hastina Kingdom asking permission to borrow Amarta relic. Then, Petruk came to share his intention. Semar ordered him to borrow Amarta relic to build paradise.</p>
49	<p>Kemarahan Baladewa memuncak, perselisihan terjadi hingga meninggalkan persidangan.</p>	<p>Baladewa's anger <b>hit its peak</b>, causing a dispute to happen until he left the trial.</p>	<p>2</p> <p>"hit its peak" is not quite common in English. The more common one is "reached its peak".</p> <p>More acceptable form:</p> <p>Baladewa's anger reached its peak, leading to a dispute that caused him to leave the trial.</p>

50	2. Paseban: Korawa bertemu Baladewa dan diperintahkan untuk membunuh Petruk.	2. <b>Paseban</b> : Baladewa met Korawa and ordered them to kill Petruk.	2  “Paseban” is not common in English and there is no clue about it. What is it?  If it is a Javanese term, it must be written in italic → <i>“Paseban”</i>
51	Peperangan pun terjadi, tak lama kemudian datanglah Krisna memberikan jawaban, siapa saja bias mengambil pusaka Amarta dengan syarat harus mencari Bunga Tunjungseta.	A war <b>happen</b> , but not long after that, Krisna came and gave an answer, that anyone <b>can take</b> the Amarta’s relics if they could find Tunjungseta Flower.	2  “happen” → “happened” → a past event  “can take” → “could take” → a past event  There must not be a space after “happened”
52	3. Klampis Ireng: Para abdi sedang bersendau gurau, datanglah Semar.	3. <b>Klampis Ireng</b> : The maids were joking around, then came Semar.	2  “Klampis Ireng” → it is not common in English and there is no clue about it.

			<p>If it is a Javanese term, it must be written in italic → "Klampus Ireng"</p>
53	<p>Petruk menghadap dan melaporkan, siapa bias mencari Bunga Tunjungseta berhak meminjam pusaka Amarta.</p>	<p>Petruk faced Semar and told him, that whoever could find the Tunjungseta Flower <b>theu</b> have the right to borrow the Amarta's <b>relics</b> .</p>	<p>2</p> <p>"theu" → "they"</p> <p>There must not be a space after "relics".</p>
54	<p>Datanglah Abimanyu, ia sanggup mencari Tunjungseta, segera melaksanakan perintah.</p>	<p>Came Abimanyu, <b>who</b> <b>able</b> to find the Tunjugseta, <b>he</b> immediately <b>done</b> the order.</p>	<p>1</p> <p>"who able to" → "who was able to"</p> <p>"done" → the verb form is incorrect and the word "done" is also V3, which must appear with an auxiliary verb. → it must be "He immediately carried out/fulfilled the order."</p> <p>The sentence must be divided into two.</p> <p>"Came Abimanyu, who was able to find the Tunjugseta. He immediately carried out the order."</p>



			<p>The sentence can remain one sentence if the two clauses are connected with a conjunction.</p> <p>More acceptable form:</p> <p>“Came Abimanyu, who was able to find the Tunjugseta and he immediately carried out the order.”</p>
55	<p>4. Tengah Hutan : Perjalanan Abimanyu dihadang oleh raksasa, namun raksasa tersebut mati ditangan Abimanyu dan Gathutkaca, berubah wujud Dewa Kamajaya, memberikan Tunjungseta kepada Abimanyu dan Gathutkaca.</p>	<p>4. In the middle of the forest: In the midst of Abimanyu’s <b>journey</b> , a giant blocked his way, but the giant <b>end</b> up dead <b>in</b> the hands of Abimanyu and <b>Gathutkaca</b> , <b>afterward</b> the giant turned into <b>the form</b> of Dewa Kamajaya, and gave Abimanyu and Gathutkaca the Tunjungseta.</p>	<p>1</p> <p>There must not be a space between “journey” and “coma (,)”</p> <p>There must not be a space between “Gathutkaca” and “coma (,)”</p> <p>The sentence is too long and without conjunction to combine two clauses. It must be divided into two sentences.</p> <p>More acceptable form:</p>

			<p>“In the middle of the forest: During Abimanyu’s journey, a giant blocked his way. However, the giant ended up dead at the hands of Abimanyu and Gathutkaca. Afterward, the giant turned into Dewa Kamajaya and gave Abimanyu and Gathutkaca the Tunjungseta.”</p>
56	<p>5. Klampis Ireng: Semar menerima kehadiran Abimanyu + Gathutkaca membawa Tunjungseta, tak lama kemudian datanglah Krisna dan Pandawa, ingin menyaksikan Semar yang akan membangun kahyangan.</p>	<p>5. <b>Klampis Ireng:</b> Semar <b>welcomes</b> Abimanyu and Gathutkaca who brought the Tunjungseta, not so long after Krisna came with Pandawa, <b>with the intention of watching</b> Semar build <b>kahyangan</b>.</p>	<p>2</p> <p>“welcomes” → “welcomed” → a past event</p> <p>“with the intention” → “to” → shorter</p> <p>“kahyangan” is a Javanese term → it must be written in italic → “<i>kahyangan</i>”</p>
57	<p>Akhirnya Tunjungseta berubah wujud Kanestren istri Semar.</p>	<p>At the end Tunjungseta turned into <b>Kanestren</b> Semar’s <b>wife</b>.</p>	<p>2</p> <p>“at the end” → “in the end”</p>

			<p>There must be “ a coma” after “in the end”</p> <p>“Kanestren Semar’s wife” → “Kanestren, who was Semar’s wife” or “Semar’s wife, Kanestren”.</p> <p>There must not be a space before the period (.).</p> <p>More acceptable form:</p> <p>“In the end, Tunjungseta turned into Semar’s wife, Kanestren.”</p>
58	Datanglah Gurudewa mencari tahu kebenaran, Semar yang akan membangun kahyangan.	Then came Gurudewa seeking the truth behind Semar building kahyangan.	<p>2</p> <p>“kahyangan” is a Javanese term → it must be written in italic → “<i>kahyangan</i>”</p>
59	Namun Semar menuturkan bahwa kahyangan yang akan dibangun bukanlah tempat para dewa, melainkan hati dan pikiran manusia yang kotor supaya kembali bersih.	But Semar say that the kahyangan he build arent a place for the gods, but a place for human to clean their soul and mind.	<p>1</p> <p>“But” → at the beginning of a sentence, it more applicable to use “However”.</p>

			<p>“say” → “said” → a past event</p> <p>“kahyangan” is a Javanese term → it must be written in italic → “kahyangan”</p> <p>“build” → “built”</p> <p>“arent” → singular and no contraction → “was not”</p> <p>“to clean” → for soul, it is more acceptable to use “to purify”</p>
60	Title: <b>GATHUTKACA KRAMA</b> → 1 → The Javanese title must be followed by its translation → for example → <b>GATOTKACA KRAMA (THE MARRIAGE OF GATOTKACA)</b>		
61	1. Madukara: Arjuna bersama istrinya. Sedang berembuk tentang perkawinan Pergiwa dengan Gathutkaca, namun tak lama kemudian datanglah Drona ingin menggagalkan perkawinan Pergiwa dengan Gathutkaca, dengan dalih ia melamar Pergiwa untuk Lesmana Brakumara.	1. Madukara: Arjuna and his <b>wife, are</b> discussing <b>about</b> Pergiwa and Gathutkaca’s <b>wedding, but</b> not long after came Drona who <b>wants</b> to ruin Pergiwa and Gathutkaca’s wedding, <b>with the purpose of</b> matching	1  “are dicussing” → “were dicussing” → a past event  After “discussing” must be without “about”

		Pregiwa with Lesmana Brakumara.	<p>“wants” → “wanted” → a past event</p> <p>“with the purpose of” → “to”</p> <p>More acceptable form:</p> <p>1. Madukara: Arjuna and his wife were discussing Pregiwa and Gathutkaca's wedding. However, not long after, Drona arrived to ruin the wedding because he wanted to match Pregiwa with Lesmana Brakumara.</p>
62	Karena takut akan gurunya, Arjuna menuruti perintah gurunya, dan memerintahkan Abimanyu untuk memberitahu ke Jodipati bahwa perkawinan Pregiwa dengan Gatotkaca digagalkan.	Out of fear of his teacher, Arjuna obey his order, and command Abimanyu to tell Jodipati that the Pregiwa and Gathutkaca's wedding are cancelled.	<p>1</p> <p>“obey” → “obeyed”</p> <p>“command” → “commanded”</p> <p>“order, ...” → it must be “order, ...”</p> <p>“are” → “was” → the subject is singular “wedding” and the event was past</p> <p>More acceptable form:</p>


			Out of fear of his teacher, Arjuna obeyed his command and ordered Abimanyu to inform Jodipati that Pregiwa's marriage to Gatotkaca was canceled.
63	2. Tengah Hutan : Senapradapa Bersama para abdinya ingin mencari ayah kandungnya di Jodipati, namun perjalanannya dihadap oleh raksasa.	2. Inside the woods: Senapradapa along with his assistants wanted to find his biological father at Jodipati, but on their journey, a giant attacked them.	3  This form is also acceptable:  2. Inside the woods: Senapradapa and his assistants were searching for his biological father in Jodipati, but during their journey, a giant attacked them.
64	Peperangan terjadi, raksasa dapat dihalau oleh Senaperdapa, ia segera melanjutkan perjalanan.	War <b>happen</b> , Senaperdapa <b>succeed</b> <b>on</b> defeating the <b>giant</b> , <b>then</b> he continued his journey.	1  "happen" → "happened" or "occurred" → past event  "succeed" → "succeeded" → past event

			<p>There must not be a space after “the giant”.</p> <p>In a sentence, “then” must be accompanied by “and” → “and then”. It can appear without “and” it is put in a new sentence.</p> <p>More acceptable form:</p> <p>A battle occurred and Senaperdapa defeated the giant. He then continued his journey.</p>
65	<p>3. Yodhipati: Bima, Arimbi dihadap Anoman dan Gathutkaca, memikirkan pertunangan Gathutkaca dengan Pregiwa, tak lama kemudian datanglah Abimanyu melaporkan bahwa perkawinannya harus membawa serah-serahan berwujud Kembang dewaretna.</p>	<p>3. Yodhipati: Bima, Arimbi with Anoman and Gathutkaca <b>are thinking</b> about Gathutkaca and Pregiwa’s <b>engagement</b>, not long after came Abimanyu reporting that at their wedding <b>they</b> need to bring a gift in the form of Dewaretna Flower.</p>	<p>1</p> <p>“are thinking” → “were thinking/were discussing”</p> <p>There must not be a space after “engagement”.</p> <p>“they” → “they” can be ambiguous whether it refers to “Gathutkaca and Pregiwa” or “Abimanyu and his family”.</p>

			<p>The sentence is better divided into two.</p> <p>More acceptable form:</p> <p>3. Yodhipati: Bima, Arimbi, Anoman, and Gathutkaca were discussing the engagement of Gathutkaca and Pregon. Soon after, Abimanyu arrived to report that they needed to bring a gift in the form of the Dewaretna Flower for Gathutkaca's wedding with Pregon.</p>
66	Mendengar pernyataan Abimanyu, Anoman bersedia mencari Kembang Dewaretna.	Hearing Abimanyu's statement, Anoman was willing to find the Dewaretna Flower.	3
67	Datanglah Senaperdapa mencari ayah kandungnya yaitu Bima, ia diterima sebagai anak apabila dapat mencari Kembang Dewaretna.	But then Senaperdapa came looking for his biological father which was Bima, Senaperdapa was going to be accepted as Bima's son if he succeeded on finding the Dewaretna Flower.	<p>1</p> <p>"But" must not appear at the beginning of a sentence. → "However"</p> <p>"which" is not suitable for a person. → "who was"</p>



			<p>“was going to” → “would be” is better for this context.</p> <p>“succeed” → “succeeded” → past event</p> <p>There must not be a space after “Flower”.</p> <p>More acceptable form:</p> <p>However, Senaperdapa arrived, searching for his biological father, Bima. Senaperdapa would be accepted as Bima’s son if he succeeded in finding the Dewaretna Flower.</p>
68	<p>4. Kahy. Retnadumilah: Hyang Daneswara menunggu Dewaretna menerima kedatangan Godhayitma ingin meminta Dewaretna, namun Daneswara tidak memberikannya, sehingga Daneswara dianiaya.</p>	<p>4. Kahy. Retnadumilah: Hyang Daneswaraa <b>waits</b> Dewaretna welcoming <b>the</b> <b>presence</b> of Godhayitma who <b>wants</b> to ask for Dewaretna, but Daneswara <b>wont give</b> it to <b>them</b>, so Daneswara was tortured.</p>	<p>1</p> <p>“Kahy. Retnadumilah” → This term is not familiar and natural in the target language.</p> <p>“waits” → “waited” → past event</p>

		<p>“the presence” →  “the arrival” is more suitable in this context, particularly to come with  “welcome” →  “welcomed the arrival” not  “welcomed the presence”</p> <p>“wants” → “wanted”  “wont give” →  “would not give”</p> <p>There must not be a space after “them”.</p> <p>The sentence is too long to be put on a screen.</p> <p>More acceptable form:</p> <p>4. <i>Kahyangan</i>  Retnadumilah: Hyang Daneswaea awaited the arrival of Godhayitma, who wanted to ask for the Dewaretna Flower. However, Daneswaea refused to give it to them, leading to Daneswaea being tortured.</p>
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69	Setelah kepergian Godhayitma, Anoman datang memohon ijin memetic Dewaretna.	After Godhayitma left, Anoman came asking for permission to take Dewaretna.	3
70	Daneswara mengutarakan kejadian yang berlangsung, Anoman segera memburunya.	Daneswara told Anoman what happened to them, so then Anoman went ahead and hunt Godhayitma.	2  “happened” → “had happened” → this is for something that had happened before something that happened in the past (sesuatu yang terjadi di waktu lampau, lebih lampau dari peristiwa lain. Terjadi sebelum Anoman bercerita.)  “so then” → “and then”  “hunt” → “hunted”  More acceptable form: Daneswaea informed Anoman of what had happened, prompting Anoman to set out in pursuit of Godhayitma.

71	5. Awang-awang: Perjalanan Godhakumara dihentikan Anoman dan akan meminta Dewaretna, perselisihan terjadi, Dewaretna dapat direbut Anoman.	5. Awang-awang: Godhakumara's journey was stopped by Anoman and he ask for Dewaretna , feud happen , eventually Anoman got his hand on Dewaretna.	1  What is "awang-awang"? → It is not quite acceptable and familiar in the target language. It must also be written in italic. The term "heaven", "paradise", or other term is more familiar and acceptable.  "he" in "he asked" is ambiguous with this structure. It is better to make it explicit.  "ask" → "asked"  "happen" → "happened"  There must not be any space after "happen".  The sentence must be divided into two or three sentences to make it acceptable to be put on screen.  More acceptable form:
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			5. The sky/ the heaven/ the paradise: Anoman interrupted Godhakumara's journey and demanded the Dewaretna Flower. A conflict ensued, but ultimately, Anoman seized the Dewaretna.
72	Datanglah Senaperdapa juga menginginkan Dewaretna, karena tipu daya Sena Perdapa Dewaretna dapat beralih ditangan Sena Perdapa.	Then came Senaperdapa who also wanted Dewaretna, because of his tricks, Dewaretna fell on the hand of Senaperdapa.	2  The sentence must be divided into two.  There must be a comma after "Sanaperdana".  Suggestion:  Then came Senaperdapa, who also wanted Dewaretna. Because of Senaperdana's tricks, Dewaretna fell into his hand.
73	6. Madukara: Arjuna menerima kehadiran Bima dan sanak saudara, Gatotkaca telah sumping Dewaretna, segera dinikahkan.	6. Madukara: Arjuna <b>welcomes</b> Bima and his family, Gatotkaca wore Dewaretna , and immediately got married .	2  "welcomes" → "welcomed"

			<p>Suggestion:</p> <p>Arjuna welcomed Bima and his family. Gatotkaca wore the Dewaretna Flower and then Gatotkaca and Pregiwa soon married.</p>
74	<p>Datanglah Korawa tidak terima perlakuan Arjuna, peperangan terjadi, namun Korawa dapat dihalau oleh Bima.</p>	<p>Korawa came they got angry at Arjuna for what he had done, which caused a war to happen, but at the end Korawa was defeated by Bima .</p>	<p>2</p> <p>The sentence must be divided into some sentences.</p> <p>There must not be a space after "Bima".</p> <p>Suggestion:</p> <p>Then the Korawa arrived and were angered by Arjuna's actions, which led to a war. In the end, Bima defeated the Korawa.</p>
75	<p>Title : <b>ANGGODA BALIK → 1 → The Javanese title must be followed with its translation to make it more acceptable and familiar → for example → ANGGADA RETURNED</b></p>		

76	1. Kerajaan Bikukungpura: Kuntalabahu (putra Indrajit) menghadap kakeknya Pulontani, Patih Japamantri dan para prajurit.	1. <b>[Bikukungpura Kingdom]</b> Kuntalabahu (son of Indrajit) faced his grandfather Pulontani, Patih Japamantri and the soldiers.	3  It can also be like this:  1. <b>[Bikukungpura Kingdom]</b> Kuntalabahu (son of Indrajit) faced his grandfather Pulontani, Patih Japamantri, and the soldiers.
77	Sang raja hendak membalas dendam atas kematian ayah dan kakeknya ditangan Ramawijaya.	The king <b>wanted a revenge</b> for the death of his father and grandfather at the hands of Ramawijaya.	2  The phrase "wanted a revenge" is not commonly used in English. The more natural phrase is "sought revenge" or "wanted revenge." The word "revenge" is usually used without the article "a" in this context.  Suggestion:  The king sought revenge for the deaths of his father and grandfather at the hands of Ramawijaya.

78	Tak lama kemudian datanglah Dasawilukrama yang akan membantu agar Kuntalabahu dapat mendekat Raja Ramawijaya sehingga mudah untuk membunuhnya.	Later, Dasawilukrama came and offered to help Kuntalabahu to approach King Ramawijaya and kill him.	2  It is more natural to omit the second "to" when it follows "help."  Later, Dasawilukrama arrived and offered to help Kuntalabahu approach King Ramawijaya and kill him.
79	2. Hutan Dandaka: Laksmana Bersama para abdinya tidak setuju atas keputusan Ramawijaya yang akan menobatkan Dasawilukrama menduduki tahta Kerajaan Alengka.	2. <b>[Dandaka Forest]</b> Laksmana and his servants <b>disagree</b> on the decision of Ramawijaya <b>which would crown</b> Dasawilukrama to <b>the throne</b> of the Kingdom of Alengka.	2  "disagree" → "disagreed" → past event  "which would crown" → "to crown"  To focus more on the individual in charge, "the ruler" would be better than "the throne"  Suggestion:  Laksmana and his servants disagreed with Ramawijaya's decision to crown Dasawilukrama as the ruler of the Kingdom of Alengka.



80	la segera mencari cara untuk menggagalkannya.	He immediately found a way to thwart it.	3
81	3. Gunung Ngungrungan: Dasawilukrama sedang bertapa, tak lama kemudian Godhakumara mendekatinya dan memberikan senjata untuk membunuh Ramawijaya.	3. <b>[Ngungrungan Mountain]</b> Dasawilukrama was meditating, when Godhakumara approached him and gave him weapons to kill Ramawijaya.	3
82	Godhakumara juga berpesan, apabila Dasawilukrama tak dapat membunuh Ramawijaya, justru ia sendiri yang akan dibunuh.	Godhakumara also advised, if Dasawilukrama could not kill Ramawijaya, <b>he himself</b> would be killed.	2  Godhakumara also advised that if Dasawilukrama failed to kill Ramawijaya, he would be killed.
83	4. Kerajaan Ayodya: Ramawijaya, Laksmana pra kapi dan Dasawilukrama.	4. <b>[Ayodya Kingdom]</b> Ramawijaya, Laksmana, <b>Pra kapi</b> and Dasawilukrama came to the trial.	2  "pra kapi" is not familiar in English. The word "monkeys" is perhaps more familiar.
84	Raja Ramawijaya segera menobatkan Dasawilukrama sebagai raja.	King Ramawijaya immediately crowned Dasawilukrama as a king.	3

85	Setelah dinobatkan, Dasawilukrama membuat peraturan yang sangat membebani.	After being crowned, Dasawilukrama made a very burdensome rule.	3
86	Anggada yang tidak rela bahkan mengumbat Dasawilukrama, akhirnya ia meninggalkan persidangan.	Anggada who was unwilling about the crown of Dasawilukrama, finally left the trial.	2  There must be a comma before “who”.  Anggada, who was unwilling to accept Dasawilukrama's claim to the crown, finally left the trial.
87	5. Beteng: Dasawilukrama merasa senang dan bahagia sudah menjadi Raja Alengka, ia segera mencari cara akan membunuh Ramawijaya.	5. <b>[Fortress]</b> Dasawilukrama felt happy <b>and happy</b> to be King of Alengka, he immediately looked for a way to kill Ramawijaya.	2  Redundancy of “happy”.  There must be “the” before “King of Alengka”.  The sentence is better divided into two sentences.  Suggestion:  5. <b>[Fortress]</b> Dasawilukrama was pleased to become the King of Alengka.

			He soon began seeking a way to kill Ramawijaya.
88	Datanglah Anggoda yang sudah mengetahui niat busuk Dasawilukrama, ia segera melihat apa yang akan dilakukan Dasawilukrama kepada Ramawijaya.	Anggoda who had known the foul intentions of Dasawilukrama, immediately saw what Dasawilukrama would do to Ramawijaya.	2  There must be a comma before “who”.  Suggestion:  Anggada, who was aware of Dasawilukrama’s foul intentions, quickly realized what Dasawilukrama planned to do to Ramawijaya.
89	6. Peraduan : Ramawijaya terlelap tidur, dating Dasawilukrama yang hendak membunuhnya.	6. [Peraduan] Ramawijaya was asleep when Dasawilukrama came.	3
90	Namun tindakannya diketahui Anggoda, lalu berteriak pencuri.	But his action was known by Anggoda, then he shouted “thieves!”.	2  “he” is less acceptable to be put here, because it can also cause ambiguity.  “thieves” must be “Thieves”

			<p>Suggestion:</p> <p>But his actions were known by Anggada, who then shouted, 'Thieves!'</p>
91	<p>Selang beberapa tahun, setelah penobatan katungka Dasawilukrama ingin membunuh Ramawijaya, namun dapat dihalangi oleh Anggada.</p>	<p>After several years of the coronation, Dasawilukrama still wanted to kill Ramawijaya, but could be prevented by Anggada.</p>	<p>2</p> <p>“to kill Ramawijaya, but could be...” →</p> <p>Suggestion:</p> <p>Several years after the coronation, Dasawilukrama still wanted to kill Ramawijaya, but Anggada managed to prevent him.</p>
92	<p>Ada kesalahan pahaman sehingga sebagai terdakwa justru Anggada.</p>	<p>There was a misunderstanding.</p>	<p>3</p>
93	<p>Ramawijaya memerintahkan untuk memberikan hukuman buang kepada Anggada.</p>	<p>Ramawijaya ordered the banishment of Anggada.</p>	<p>3</p>
94	<p>7. Tengah Hutan : Anggada menerima hukuman ditengah hutan, tak lama kemudian Godhakumara menyatu dalam diri Anggada dan ingin membunuh Dasawilukrama.</p>	<p>7. [Foreest] Anggada accepted his punishment and stayed in the middle of the forest, soon Godhakumara merged in Anggada</p>	<p>2</p> <p>“Foreest” → “Forest” or “In the Forest”</p>

		and wanted to kill Dasawilukrama.	<p>The two clauses must be connected using a conjunction. The clauses can also be divided into two sentences.</p> <p>Suggestion:</p> <p>7. In the Forest: Anggada received his punishment in the forest. Soon, Godhakumara merged with him, fueling a desire to kill Dasawilukrama.</p>
95	Playon: Anggada bertemu dengan prajurit kera terjadilah peperangan, para kera dapat dikalahkan.	8. [Playon] Anggada met the <b>ape's warrior</b> in a <b>war</b> , but they <b>can</b> easily be defeated.	<p>1</p> <p>"ape's warrior" → "ape warriors"</p> <p>What is "Playon"? This term is unfamiliar in English.</p> <p>There must be no space after "war".</p> <p>"Can" → "could" → a past event</p>

			<p>Suggestion:</p> <p>Anggada encountered the ape warriors in battle, but they were easily defeated.</p>
96	Dasawilukrama maju dalam peperangan dan terbunuh oleh Anggada.	Dasawilukrama joined the war and was killed by Anggada.	3
97	Kemarahan Ramawijaya memuncak memerintahkan untuk mencekal Anggada.	Ramawijaya was angry and he ordered to block Anggada.	3
98	Anggada dapat ditikung Godhakumara keluar dari badan Anggada. Ramawijaya mengakui kesalahannya.	Godhakumara then <b>out of</b> Anggada's body and Ramawijaya admitted his mistake.	<p>2</p> <p>“out of” → “emerged” → lacing of verb</p> <p>Godhakumara then emerged from Anggada's body, and Ramawijaya admitted his mistake.</p>
99	<p>Title : <b>HARJUNASASRABAHU MOKSWA → 1 → The Javanese title must be followed with its translation to make it more acceptable and familiar</b></p>		
100	1. Kerajaan Jonggarba: Raja Garba Sukendra dihadap Garbayuda, Garbapati dan para prajuritnya.	1. [ <b>Jonggarba Kingdom</b> ] King Garba Sukendra was faced against Garbayuda, Garbapati and their soldiers.	3

101	Sang raja hendak membalas dendam atas kematian ayahnya yaitu Kala Wirupagsa, yang dibunuh oleh Raja Mahespati Arjunasasra.	The king was going to take revenge for his belated father, Kala Wirupangsa.	3
102		He was killed by King Mahespati Arjunasasra.	3
103	la segera mempersiapkan para prajurit untuk menggempur Mahespati.	Garba Sukendra then prepared his soldiers to attack Mahespati.	3
104	2. Jatisarono: Rsi. Swandagni merasakan kesedihan yang mendalam karena kematian kedua anaknya yaitu Sumantri dan Sukasarana.	2. [Jatisarono] Rsi Swandagni <b>was mourn</b> the death of his two children, Sumantri and Sukasarana.	2 <p>“was mourn” is gramatically incorrect. It must be “mourned”.</p> <p>What is “Rsi”?</p> <p>Rsi Swandagni mourned the deaths of his two children, Sumantri and Sukasarana.</p>
105	Tak lama kemudian datanglah Jamadagni adiknya yang mengutarakan niatnya untuk mencari jalan kematian.	Later, Jamadagni, his brother came to find a way to die, but Swandagni <b>dead</b> before answering Jamadagni’s <b>question</b> .	2 <p>Grammatical error → “Dead” is not a verb. It must be replaced with the verb “died”.</p>

			<p>It can also be made into “was dead”.</p> <p>There must not be a space after “question”.</p> <p>Suggestion:</p> <p>Later, Jamadagni, his brother came to find a way to die, but Swandagni died before answering Jamadagni’s question.</p>
106	<p>Sebelum menjawab keinginan adiknya, Swandagni telah mendahului meninggal. Jamadagni kecewa berat, ia segera meninggalkan pertapaan untuk mencari jalan kematian.</p>	<p>Jamadagni felt <b>disappointment</b> and <b>leave</b> the hermitage to find a way to die.</p>	<p>2</p> <p>“felt disappointment” is not natural.</p> <p>“leave” → “left” → past event</p> <p>Jamadagni was disappointed and left the hermitage to find a way to die.</p> <p>Jamadagni, feeling disappointed, left the hermitage to find a way to die.</p>
107	<p>3. Hutan Belantara :Para abdi sedang bersendau gurau, tak lama kemudian datanglah</p>	<p>3. <b>[Forest]</b> The servants were chatting when King</p>	<p>2</p>



	Raja Arjunasasra hendak masuk dalam hutan untuk memasang perangkap hewan sebagai pelipur hatinya karena kehilangan Sumantri.	Arjunasasra entered the woods to install <b>animal</b> trap as his comfort after losing <b>Sumantri</b> .	<p>“animal trap” → It must be “an animal trap” or “animal traps”.</p> <p>There must be no space after “Sumantri”.</p> <p>The servants were chatting as King Arjunasasra entered the woods to set animal traps, seeking solace after losing Sumantri.</p>
108	4. Hutan Minangsraya : Raja Ngalatanaya dan Kalinggapati beserta para raja sedang memasang perangkap hewan, datanglah raja Garba Sukendra lengkap dengan prajuritnya.	4. [ <b>Minangsraya Forest</b> ] King Ngalatanaya, Kalinggapati, and other kings <b>was installing</b> animal traps when King Garba Sukendra and his soldiers <b>came</b> .	<p>2</p> <p>“was installing” → The subject consists of more than three persons, the “to be” must be “were”.</p> <p>There must be no space after “came”.</p> <p>Ngalatanaya, Kalinggapati, and other kings were setting animal traps when King Garba Sukendra and his soldiers arrived.</p>

109	Peperangan terjadi, namun dapat ditumpasnya. Jamadagni datang minta petunjuk jalan kematian, para ksatria tak dapat menunjukkan, akhirnya para ksatria mati ditangan Jamadagni.	A battle happened.	3
110		Jamadagni then came in the middle of the battle and asked for a clue about a way to die, but no one <b>can</b> answer his question.	2 “can” → “could” → past event  Jamadagni then arrived in the midst of the battle and asked for a way to die, but no one could answer his question.
111	Para ksatria melarikan diri, Jamadagni memburunya.	All of the kings and soldiers were killed by Jamadagni.	3
112	5. Perkemahan : Harjunasasra Bersama istrinya merasakan kesedihan, tak lama kemudian datanglah Ngalatanaya melaporkan bahwa para ksatriya telah gugur melawan seorang brahmana.	5. [ <b>Campsite</b> ] Arjunasasra with his wife were sad.	2  “Arjunasasra with his wife” is not a proper construction.  Suggestion:  Arjunasasra and his wife were sad.

113		Ngalatanwa then came reported that the soldiers fell against a Brahman.	3
114	Kemarahan Arjunasasra memuncak, ia sendiri yang akan menghadapi brahmana tersebut.	Arjunasasra was angry and said that he would fight the Brahman himself.	3
115	6. Medan Pertempuran : Harjunasasra bertemu Rama Bargawa yang menginginkan kematian, peperangan terjadi namun Arjunasasra mati oleh pusaka Bargawastra milik Jamadagni.	6. <b>[Battlefield]</b> Arjunasasra met Rama Bargawa who wanted to die.	3
116		The battle happened but Arjunasasra died against Jamadagni's weapon, Bargawastra.	3
117	Title: <b>ONTRAN-ONTRAN WIRATA → 1 → The Javanese title must be followed with its translation to make it more acceptable and familiar</b>		
118	1. Kabutulan: Kicaka dihadap kedua adiknya yaitu Upakinca dan Rajamala.	1. <b>[Kabutulan]</b> Kicaka was faced against his two brothers, Upakinca and Rajamala.	3
119	Kincaka merasa bahagia karena permohonan adu tarung dikabulkan denagn harapan ia menang dan dapat	Kicaka was happy because his battle request was accepted.	3

	merebut kekuasaan Kerajaan Wirata.		
120		He wish to become the winner of the battle and take control of Wirata Kingdom .	2  "wish" → "wished" → past event  Suggestion:  He wished to win the battle and take control of the Wirata Kingdom.
121	2. Pejagalan: Ki Walakas dan istrinya merasakan kebahagiaan karena telah mempunyai putra angkat, tak lama kemudian datanglah Sweta dan Kangka mencari petarung untuk mengimbangi kekuatan Rajamala.	2. <b>[Slaughterhouse]</b> When Ki Walakas and his wife <b>celebrate</b> their happiness of their new adapted <b>son</b> , Sweta and Kangka came to find a fighter to face Rajamala.	2  "celebrate" → "celebrated"  There must be no space after "son".  Suggestion:  As Ki Walakas and his wife celebrated the arrival of their new adopted son, Sweta and Kangka arrived to find a fighter to face Rajamala.

122	Walakas menyarankan Balawa sebagai petarung, namun ia sedang istirahat di halaman belakang.	Walakas suggested Balawa, but he was resting in his backyard.	3
123	Sweta segera menemui Balawa dan memintanya untuk mewakili petarung dari Kerajaan Wirata.	Sweta immediately met Balawa and asked him to fight for Wirata Kingdom.	3
124	3. Hutan Tunggul: Panakawan sedang bersenang-senang, datanglah Brihatnala hendak bertapa.	3. <b>[Tunggul Forest]</b> When Punakawan was having fun, Brihatnala came to meditate.	3
125	Dalam pertapaannya ia diberi senjata Bramastra oleh Dewa Brama sebagai sarana membantu Balawa dalam pertandingan adu tarung.	In his meditation, Dewa Brama gave him a Bramastra (a weapon) that <b>can</b> help Balawa in the battle.	2 "can" → "could" → past event
126	Perjalanan Brihatnala dihadap para raksasa, namun para raksasa dapat dikalahkan oleh Brihatnala.	Brihatnala's journey was obstructed by giants, but Brihatnala beat them easily.	3
127	4. Taman Wiratha: Sudhesna dihadap Utari dan Salindri.	4. <b>[Wiratha Garden]</b> Sudhesna met Utari and Salindri when Salindri was commanded to deliver a letter to Kabutulan.	3

128	Salindri diperintahkan untuk mengantar surat ke Kabutulan, ia segera mohon pamit.	Thus, she immediately said goodbye.	3
129	5. Medan Pertempuran : Pertempuran antara Rajamala dan Balawa telah dimulai, Brihatnala segera menceburkan senjata Bramastra ke dalam sendang Watari.	5. <b>[War place]</b> The battle of Rajamala and Balawa was begun.	2  “The battle ... was begun” is not a natural construction. The more natural one is “The battle ... began”.  Suggestion:  The battle between Rajamala and Balawa began.
130		Brihatnala then threw Bramastra weapon right away to <b>Watari spring.</b>	2  “Watari spring” → “the Watari Spring”
131	Akhirnya Rajamala lebur luluh setelah diceburkan ke dalam sendang Watari.	<b>All of sudden,</b> Rajamala vanished after the weapon <b>was</b> <b>threw</b> into <b>Watari spring.</b>	2  Passive voice → “was threw” → “was thrown”  “Watari spring” → “the Watari Spring”

			<p>Suggestion:</p> <p>Suddenly, Rajamala vanished after the weapon was thrown into the Watari Spring.</p>
132	<p>Kemarahan Kincaka memuncak hingga ia mengamuk.</p>	<p>Kincaka was angry and rampage Balawa prevented another battle with Kincaka but Kincaka searched for Balawa.</p>	<p>2</p> <p>“rampage” → “went on a rampage” → past event must use V2</p> <p>“rampage” → collocation → The common use is “went on a rampage”</p> <p>The sentence is better divided into two sentences.</p> <p>Suggestion:</p> <p>Kincaka was angry/enraged and went on a rampage. Although Balawa tried to prevent another battle, Kincaka continued to search for him.</p>
	<p>Balawa menghindari perlawanan dengan Kincaka, namun Kincaka terus mencari keberadaan Balawa.</p>		

133	6. Tepi Hutan : Perjalanan Kincaka bertemu dengan Salindri.	6. <b>[Near the forest]</b> On his journey, Kincaka met Salindri.	3
134	Setelah mengetahui kecantikan Salindri, Kincaka berniat meminangnya, namun Salindri menolak karena ia sudah bersuami, bahkan kalau Kincaka ingin memperistri ia harus ijin kepada suaminya.	Kincaka was amazed by Salindri's beauty and expected to propose her, but Salindri refused.	3
135		Salindri had a husband, thus if Kincaka wanted to propose her, he should ask her husband.	3
136	Kincaka hendak merebut Salindri dari suaminya.	Kincaka was going to snatch Salindri from her husband.	3
137	7. Beteng: Ballawa menerima kehadiran Salindri melaporkan bahwa, saat senja Kincaka akan datang melamarnya.	7. <b>Setting : Fortress</b> Salindri came to Balawa and told him that Kincaka was going to come to propose her.	2 There must be no space after "Setting".
138	Balawa membuat tipu daya. Kincaka datang yang hendak merebut Salindri, justru ia mati ditangan Balawa.	Balawa made a trick.	3



139		Kincaka who was going to proposed Salindri , died.	<p>1</p> <p>There must be a comma after “Kincaka”</p> <p>“to” must be followed by V1 “propose”</p> <p>There must be “to” after “propose”.</p> <p>There must not be a space after “Salindri”</p> <p>Suggestion:</p> <p>Kincaka, who was going to propose to Salindri, died.</p>
140	Title : SUPALA LAIR → 1 → The Javanese title must be followed with its translation to make it more acceptable and familiar		
141	1. Kerajaan Tratebang : Raja Kurandhasura dihadap Jayamurti, patih Suradibya, Surapanggih dan para prajurit.	<p>1. [Tratebang Kingdom]</p> <p>Kurandhasura king was faced against Jayamurti, Suradibya’s soldier, Surapanggih, and other soldiers.</p>	3

142	Sang raja jatuh cinta kepada Dewi Sruta dari Kerajaan Cedhi, sang raja ingin merebut dari tangan Raja Damagosa, ia beserta prajuritnya segera berangkat.	The king fell in love with Dewi Sruta from Cedhi kingdom.	3
143		He, along with his soldiers planned to take her away from Damagosa king.	1  There must be a comma after "soldiers".  "Darmagosa king" → The structure must be "King Damagosa" because "Damagosa" is a name of a king.  Suggestion:  He, along with his soldiers, planned to win her over from King Damagosa.
144	2. Tengah Hutan : Pamadi Bersama para abdinya menuju Kerajaan Cedhi, namun dalam perjalanan bertemu dengan para raksasa, peperangan terjadi, para raksasa mati ditangan Permadi.	2. <b>[In the middle of the woods]</b> Pamadi with his servants went to Cedhi kingdom.	3

145		<p>On his journey, he met the giants, but he could knock them off by a battle .</p>	<p>2</p> <p>"Defeat them in battle" is more appropriate for describing a confrontation with giants, instead of "knock them off".</p> <p>"by" is not required.</p> <p>There must not be a space after "battle".</p> <p>Suggestion:</p> <p>On his journey, he encountered giants, but he managed to defeat them in battle.</p>
146	<p>3. Perkemahan : Baladewa Bersama Narayana berniat ke Kerajaan Cedhi untuk menyaksikan perhelatan agung yaitu kelahiran anak pertama dari Dewi Sruta.</p>	<p>3. <b>[Camp site]</b> Baladewa with Narayana planned to go to Cedhi kingdom to see Dewi Sruta's first baby born ceremony.</p>	<p>2</p> <p>"with" is more natural if replaced by "and".</p> <p>"to attend" is more appropriate and applicable in this context than "to see".</p> <p>"baby born ceremony" → "baby's birth ceremony"</p>

			<p>Suggestion:</p> <p>Baladewa and Narayana planned to go to the Cedhi kingdom to attend Dewi Sruta's first baby's birth ceremony.</p>
147	<p>4. Kerajaan Cedhi: Raja Damagosa dan istri menerima kehadiran para sanak saudara ingin menyaksikan kelahiran anak pertama Dewi Sruta.</p>	<p>4. [Cedhi Kingdom] Damagosa king and his wife accepted every relative who wanted to see Dewi Sruta's first son.</p>	<p>2</p> <p>"Darmagosa king" → The structure must be "King Damagosa" because "Damagosa" is a name of a king.</p> <p>"accepted" is less common in this concept. → "welcomed" is more natural.</p> <p>Suggestion:</p> <p>King Damagosa and his wife welcomed all relatives who wished to see Dewi Sruta's first son.</p>
148	<p>Setelah melahirkan keadaan berubah karena Dewi Sruta melahirkan anak yang aneh karena kaki dan tangan berjumlah empat, mata ada tiga.</p>	<p>After the baby was born, the condition was changed because Dewi Sruta's baby born had four legs, four hands, and three eyes.</p>	<p>2</p> <p>"was changed" → "changed" → It is</p>

			<p>active voice, not passive voice.</p> <p>“Dewi Sruta’s baby born” → “Dewi Sruta’s baby”</p> <p>Suggestion:</p> <p>After the baby was born, everything changed because Dewi Sruta’s baby had four legs, four arms, and three eyes.</p>
149	Berkat pertolongan Krisna, anak tersebut segera dibersihkan sehingga seperti anak pada umumnya.	Krisna helped and cure Dewi Sruta’s baby born, so he could back to normal .	<p>1</p> <p>“cure” → “cured” → past event (V2)</p> <p>“Dewi Sruta’s baby born” → “Dewi Sruta’s baby”</p> <p>“back to normal” → “restored to normal”</p> <p>There must not be a space after “normal”.</p> <p>Suggestion:</p> <p>Krishna helped and cured Dewi Sruta’s baby, restoring him to normal.</p>

150	Damagosa dan Sruta menyerahkan kehidupan anaknya kepada Narayana atau Krisna. Anak tersebut diberi nama Supala.	Damagosa and Sruta gave their son to Narayana or Krisna.	1
151		The baby born named Supala.	1  “The baby born” → “The baby” → born is not required.  “named” → “was named”  Suggestion: The baby was named Supala. The newborn baby was named Supala.
152	Tak lama kemudian datanglah Jayamurti menculik dewi Sruta.	Jayamurti then came and kidnapped Dewi Sruta.	2  Dewi Sruta → Goddess Sruta
153	Semua yang hadir segera memburu penculik Dewi Sruta.	Everyone who attended the event quickly hunt the kidnapper.	2  “hunt” → “hunted” or “went to hunt”

			<p>Suggestion:</p> <p>Everyone who attended the event quickly went to hunt down the kidnapper.</p>
154	<p>5. Tepi Hutan : Jayamurti hendak memperkosa Sruta, namun permadi dating menghajarnya, datanglah Damagosa memerintahkan Pandawa untuk memburu dan mencari tau asal penculiknya.</p>	<p>5. <b>[Forest]</b> Jayamurti was going to rape Sruta, but Permadi came to beat him up.</p>	<p>2</p> <p>“rape” is too harsh. “assault” is more suitable.</p> <p>Suggestion:</p> <p>Jayamurti intended to assault Sruta, but Permadi arrived and fought him off.</p>
155		<p>Damagosa came and asked Pandawa to hunt and search for the kidnapper.</p>	<p>3</p>
156	<p>Playon: Kurandhasura bertemu dengan Jayamurti, melaporkan kealahannya, hingga ia kena senjata Permadi.</p>	<p>6. <b>[Playon]</b> Kurandhayagsa was angry to see his brother <b>died</b>.</p>	<p>2</p> <p>“died” → “dead”</p> <p>Suggestion:</p> <p>Kurandhayagsa was angry to see his brother dead.</p>
157	<p>Kemarahan Kurandhayagsa memuncak setelah adiknya mati kehabisan darah,</p>		

	datanglah Pandawa, perselisihan terjadi, perang tak dapat dihindari, namun Pandawa tak seimbang melawan kurandhayagsa.		
		When Pandawa came, a battle happened between Pandawa and Kurandhayagsa, but Pandawa could not beat him.	2 “happened” is less natural in this context. “Broke out” is more natural, because after Pandawa came, a battle then broke out.  Suggestion: When the Pandawa arrived, a battle broke out between them and Kurandhayagsa, but they could not defeat him.
158	Narayana mencari cara, menemui Sruta untuk meminjam Supala untuk menghadapi Kurandhayagsa.	Narayana searched for a way to meet Sruta and brought Supala to face Kurandhayagsa.	2 “sought a way” is a better collocation used in this context than “searched a way”.  “confront” is more natural in this context than “face”.



			<p>Suggestion:</p> <p>Narayana sought a way to meet Sruta and brought Supala to confront Kurandhayagsa.</p>
159	Supala kecil dapat membunuh Kurandhayagsa.	Little Supala then killed Kurandhayagsa	3
160	<p>Title : <b>SENGKUNI MERONG → 1 → The Javanese title must be followed with its translation to make it more acceptable and familiar</b></p>		
161	<p>1. Kerajaan Hastina: Raja Duryudana kemarahannya memuncak karena keinginannya untuk menduduki tahta berlapis emas akan gagal, karena semua cara yang ditempuh Sakuni tanpa hasil, Sakuni membujuk sang raja.</p>	<p>1. [Hastina Kingdom] King Duryudana was angry when he couldn't take the gold throne.</p>	<p>2</p> <p>“couldn’t”</p> <p>“couldn’t take” → “could not claim → In the context of taking the throne from others.</p> <p>Suggestion:</p> <p>King Duryodhana was angry when he couldn't claim the golden throne.</p>

162		Every way that Sengkuni took failed.	2  "way" → "attempt"  Suggestion: Every attempt that Sengkuni made failed.
163	Tak lama kemudian datanglah Rsi Nilakumbaya yang sanggup mencuri tahta emas.	Later, Rsi Nilakumbaya came and claimed that he could take the throne.	2  What is Rsi? This is unfamiliar.
164	Mendengar kesanggupan Rsi. Nilakumbaya, Sakuni marah karena merasa diremehkan.	Sengkuni was angry because he felt underestimated by Rsi Nilakumbaya's existence.	2  What is Rsi? This is unfamiliar.  "overshadowed" is more natural than "underestimated" to convey the feeling of being made to feel less important,  "presence" is more natural than "existence" for a more natural expression.
165	Perdebatan terjadi hingga Sakuni meninggalkan persidangan.	Sengkuni left the court after having a debate.	3

166	Raja Duryudana memerintahkan Dursasana untuk menghibur dan mengajak Sakuni kembali ke Hastina.	King Duryudana then asked Dursasana to invite Sengkuni back to Hastina.	3
167	2. Alun-alun: Sengkuni merasa tersinggung dan mengumpat, datanglah Dursasana mengajak untuk tetap Bersatu, namun Sengkuni menolak, hingga terjadi peperangan.	2. [City hall] Sengkuni felt offended.	3
168		Dursasana then came and asked him to back, but he refused, and a battle happened.	2 "to back" → "to go back"
169	Sengkuni melarikan diri.	Sengkuni escaped.	3
170	3. Tengah Hutan : Para panakawan sedang bersendau gurau, tak lama kemudian datanglah Arjuna hendak mengembara, datanglah para raksasa ingin menghalangi perjalanan Arjuna.	3. [Forest] Panakawan was chatting when Arjuna came to wander.	2 Panakawan → a group of people → not "was" but "were". "came by" is more suitable instead of "to wander" for a more natural expression of Arjuna's presence

			<p>Suggestion:</p> <p>The Punakawan were chatting when Arjuna came by.</p>
171		On his way, Arjuna met some giants.	3
172	Perselisihan hingga pertempuran terjadi, para raksasa mati ditangan Arjuna, ia segera melanjutkan perjalanan.	A battle between them happened, but Arjuna survived and <b>continue his journey</b> .	<p>2</p> <p>“continue” → “continued”</p> <p>There must not be a space after “journey”.</p> <p>Suggestion:</p> <p>A battle between them happened, but Arjuna survived and continued his journey.</p>
173	4. Krendhayana: Sengkuni bertapa, datanglah Bathari Durga.	4. <b>[Krendhayana]</b> Sengkuni was <b>doing his meditation</b> when Bathari Durga came.	<p>2</p> <p>Suggestion:</p> <p>Sengkuni was meditating when Bathari Durga arrived.</p>
174	Sengkuni berniat membalas kepda Rsi. Nilakumbaya yang telah memermalukannya.	Sengkuni planned to take <b>revenge to Rsi</b> Nilakumbaya who underestimated <b>him</b> .	<p>1</p> <p>What is Rsi? This is unfamiliar.</p>

			<p>There must not be a space after “him”.</p> <p>“revenge to” → “revenge on” → collocation</p>
175	Sengkuni diberi sarana dengan berubah wujud seorang raja, dan segera membalas sakit hatinya.	Sengkuni was helped by Bhatari Durga and turned into a king to do his revenge.	3
176	5. Alun-alun Umbul Sewu: Sasramurdaka, dihadap oleh Kumbarayuda-Kumbarapati beserta para prajurit.	5. [Umbul Sewu City Hall] Sasramurdaka met Kumbarayuda-Kumbarapati and their soldiers.	3
177	Datanglah Hardasangkara ingin merebut kerajaan Umbul Sewu.	Hadrasangkaran then came to take Umbul Sewi kingdom.	<p>2</p> <p>“take” → “seize”</p> <p>“Umbul Sewi kingdom” → “Umbul Sewu Kingdom”</p> <p>Suggestion: Hadrasangkaran then came to seize the Umbul Sewu Kingdom.</p>
178	Peperangan terjadi namun Sasramurdaka beserta prajuritnya takluk kepada Hardasangkara, ia segera diperintahkan menggempur kerajaan Hastina.	A battle happened, but Sasramurdaka and his soldiers gave up. Hardasangkara then asked them to attack Hastina.	3

179	6. Peraduan : Duryudana dihadap Nilakumbaya memikirkan kepergian Sengkuni, tak lama kemudian datanglah Kartamarma melaporkan bahwa Kerajaan Hastina kedatangan musuh.	6. <b>[Peraduan]</b> Duryudana <b>with</b> Nilakumbaya <b>thought</b> about Sengkuni's escape.	2 "with" → "and" "thought" → "discussed" Suggestion: Duryudana and Nilakumbaya discussed Sengkuni's escape.
180		Kartamarma then came to inform that Hastina Kingdom had been attacked.	3
181	Nilakumbaya mohon izin untuk maju dalam peperangan.	Nilakumbaya went to the fight.	2 "went to the fight" → "went into the battle" Suggestion: Nilakumbaya went into the battle.
182	7. Medan Pertempuran : Hardasarkara bertemu dengan Nilakumbaya, peperangan terjadi namun akhirnya mereka berdua berubah ke wujud semula yaitu Sengkuni dan Drona.	7. <b>[Battlefield]</b> Hadasarkara met Nilakumbaya and the battle happened, but then they turned into their original form as Sengkuni and Drona.	3

*Instrumen Penilai Tingkat Keberterimaan Terjemahan*

<b>Kategori Terjemahan</b>	<b>Skor</b>	<b>Parameter Kualitatif</b>
Berterima	3	Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca; frasa, klausa, dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia.
Kurang Berterima	2	Pada umumnya, terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal.
Tidak Berterima	1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca; frasa, klausa, dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia.



## Appendix 3: The Interview Result with Dr. Drs. Eddy Pursubaryanto, Dipl. TESL, M.Hum. from Faculty of Lettering and Arts of Universitas Gadjah Mada Yogyakarta

12/4/24, 10:39 PM Gmail - Permohonan Wawancara untuk Penelitian Skripsi Mengenai Aspek Keberterimaan Hasil Terjemahan Cerita Wayang Won...



Levi Setiawan <levisetya03@gmail.com>

### Permohonan Wawancara untuk Penelitian Skripsi Mengenai Aspek Keberterimaan Hasil Terjemahan Cerita Wayang Wong Sriwedari

4 pesan

Levi Setiawan <levisetya03@gmail.com>  
Kepada: eddyp0033@gmail.com

6 Agustus 2024 pukul 12.03

Kepada Yth. Bapak Eddy Pursubaryanto,

Salam Sejahtera. Rahayu.

Selamat siang Bapak Eddy. Saya adalah Joshua Levi Setiawan Putra, Mahasiswa PBI Universitas Slamet Riyadi Surakarta yang pagi ini tadi menghubungi Bapak. Mohon izin Bapak saya meneruskan apa yang sudah saya sampaikan kepada Bapak terkait penelitian skripsi saya dari percakapan WhatsApp yang saya utarakan kepada Bapak.

Material penelitian saya adalah sebuah narasi singkat atau sinopsis cerita Wayang Wong Sriwedari dalam dua bahasa (Bahasa Indonesia dan Bahasa Inggris) yang mana naskah asli lakon dalam bahasa Indonesia dibuat oleh Wayang Orang Sriwedari Surakarta (Dinas Pariwisata dan Kebudayaan Kota Surakarta) dan naskah terjemahan adalah diterjemahkan oleh Mahasiswa MBKM Universitas Slamet Riyadi Surakarta yang melaksanakan program Magang Riset Matching Fund di Wayang Orang Sriwedari pada tahun 2022.

Secara singkatnya, adapun tujuan dari wawancara ini secara garis besar adalah untuk mendapatkan informasi dan pemahaman yang lebih mendalam mengenai aspek-aspek keberterimaan hasil terjemahan cerita Wayang Wong Sriwedari, termasuk teknik-teknik terjemahan yang digunakan, tantangan yang dihadapi, serta respon dari Bapak sebagai budayawan saat melihat gaya bahasa dan juga bagaimana lakon dalam Wayang Orang Sriwedari tersebut jika dilihat dari konteks pedhalangan yang sesungguhnya.

Untuk lebih lengkapnya, serta menjawab apa yang Bapak tanyakan dari WhatsApp kepada saya, akan saya paparkan maksud daripada penelitian saya lewat Email ini.

1. Mengenai aspek keberterimaan : Aspek keberterimaan yang saya maksudkan di sini adalah aspek keberterimaan atas penerjemahan dari bahasa sumber (Bahasa Indonesia) ke bahasa sasaran (bahasa Inggris). Aspek keberterimaan ini yang saya ingin tanyakan kepada Bapak adalah bagaimana pendapat Bapak mengenai adaptasi konteks budaya, penggunaan istilah dan konsep lokal, serta penyesuaian gaya bahasa ke bahasa Inggris dari cerita Wayang yang diterjemahkan.
2. Yang saya ingin tanyakan kepada Bapak adalah mengenai bagaimana keberterimaan cerita Wayang baik dari bahasa sumber (bahasa Indonesia) dan bahasa sasaran ini. Kemudian, bagaimana pendapat Bapak sebagai juga seorang seniman mengenai lakon Wayang Wong? Apakah lakon Wayang Wong Sriwedari bisa dikatakan pakem dan sesuai dengan lakon Wayang Kulit? Atau sudah sebagai bentuk pengembangan?
3. Harapan saya dari pertanyaan penelitian saya adalah mendapatkan jawaban mengenai bagaimana tanggapan Bapak mengenai lakon yang dibuat oleh sutradara Wayang Orang Sriwedari dan bagaimanakah tanggapan Bapak mengenai hasil terjemahan tersebut dilihat dari sudut pandang Budaya bahasa sasaran?
4. Untuk perlu Bapak ketahui, terjemahan sinopsis cerita yang saya berikan kepada Bapak ini adalah sinopsis cerita yang nantinya akan ditampilkan dalam slide di projector Wayang Orang Sriwedari dan dapat membantu memberikan keterangan mengenai scene dalam lakon yang ditampilkan kepada wisatawan mancanegara yang berkunjung ke Wayang Orang Sriwedari.
5. Penerjemah adalah mahasiswa dari semester 5 dan 6 dan saat itu sangat antusias dalam bidang kebudayaan namun masih sangat minim pengetahuan mengenai pedhalangan dan pewayangan.
6. Kalau sejauh dari saya error analysis menggunakan Surface Strategy Taxonomy, diketahui mahasiswa MBKM sepertinya sebagian besar tidak menggunakan mesin penerjemah seperti Google Translate, Grammarly, atau semacamnya. Namun ada beberapa kalimat yang diterjemahkan secara literal / word by word sehingga terjadi error mungkin dalam hal penempatan subjek, objek, predikat, dan sebagainya.

<https://mail.google.com/mail/u/0/?ik=98110a83c8&view=pt&search=all&permthid=thread-a-r-7814744884916204627&siml=msg-a-r-58714237673971...> 1/3



12/4/24, 10:39 PM Gmail - Permohonan Wawancara untuk Penelitian Skripsi Mengenai Aspek Keberterimaan Hasil Terjemahan Cerita Wayang Won...

Untuk lebih jelasnya dari poin-poin di atas, berikut mohon izin saya kirimkan lampiran berupa contoh dari sinopsis lakon Wayang Orang Sriwedari sebagai materi untuk dapat Bapak pelajari.

Saya mengharapkan bahwa wawancara ini dapat dilakukan dalam waktu dan metode yang fleksibel sesuai dengan kesediaan Bapak yang ahli dalam bidang pedhalangan.

Saya sangat berharap Bapak dapat berkenan meluangkan waktu untuk membantu saya dalam penelitian ini. Atas perhatian dan kesediaan Bapak, saya ucapkan terima kasih yang sebesar-besarnya.

Hormat saya,

Joshua Levi Setiawan Putra

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113K

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**Eddy De Mino** <eddyp0033@gmail.com>  
Kepada: Levi Setiawan <levisetya03@gmail.com>

11 Agustus 2024 pukul 23.47

Yth. Mas Joshua,  
Terlampir catatan saya. Mohon maaf bila banyak kekurangan.

Salam,  
Eddy Pursubaryanto  
[Kutipan teks disembunyikan]

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**2 lampiran**

 **CATATAN.docx**  
20K

 **KOMENTAR SINOPSIS.docx**  
32K

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**Levi Setiawan** <levisetya03@gmail.com>  
Kepada: Eddy De Mino <eddyp0033@gmail.com>

12 Agustus 2024 pukul 06.07

Kepada Yth. Bapak Eddy Pursubaryanto,

Dengan ini saya ucapkan terima kasih yang mendalam kepada Bapak atas tanggapan atas wawancara untuk penelitian skripsi saya.

Catatan dan juga apa yang bapak berikan sangat bermanfaat untuk mendukung lengkapnya skripsi saya. Saya sekali lagi sangat berterima kasih atas waktu dan juga atas pikiran yang Bapak berikan pada wawancara saya.

Semoga Tuhan Yang Maha Kuasa senantiasa melimpahkan berkah kepada Bapak.

Hormat saya,  
Joshua Levi Setiawan Putra  
[Kutipan teks disembunyikan]

## CATATAN

Yth. Joshua Levi Setiawan Putra

01. Menonton wayang mestilah tahu tentang sejarah/silsilah setiap tokoh wayang yang dihadirkan, baik yang bersumber dari epik Ramayana atau Mahabharata. Setiap tokoh baku mempunyai sejarah hidup sendiri mulai dari lahir (bahkan sebelum dilahirkan sampai mati (bahkan sesudah mati). Oleh karena itu, ketika orang menonton lakon tertentu dia mestilah harus mengetahui apa dan siapa tokoh baku dalam lakon tersebut. Di sini salah satu tantangan dalam membuat sinopsisnya (bagi yang bertugas membuat synopsis), kemudian juga dalam penerjemahannya.
02. Apakah synopsis yang dibuat oleh Sriwedari itu sebetulnya “urutan adegan” saja? Dan bukan synopsis?
03. Penerjemah dituntut untuk fasih berbahasa Jawa.
04. Sebelum menerjemahkan, penerjemah HUKUMNYA WAJIB melakukan *library research* tentang dunia wayang Jawa, misalnya buku-buku terjemahan (lakon) wayang (Jawa) ke Bahasa Inggris, artikel tentang wayang kulit Jawa baik yang berbahasa Jawa maupun berbahasa Inggris (banyak terdapat di perpustakaan ISI Surakarta dan UNS). Salah satunya adalah dari Kathryn Emerson (Kitsie Emerson).

Mas Joshua Silakan buka website ini:

<https://www.amazon.com/Ramas-Crown-Wayang-Educational-Package/dp/979808397>

Mudah-mudahan buku ini ada di perpustakaan ISI Ska.

Banyak yang dapat dipelajari oleh siapapun yang ingin tahu bagaimana “meng-inggriskan” wayang.

05. Apakah judul lakon memang tidak diterjemahkan? Apa alasannya?
06. Penerjemah harus paham tentang tokoh-tokoh dalam wayang baik Ramayana maupun Mahabharata. (Bagaimana kalau Sriwedari menyajikan lakon dari Panji Cycles (cerita Panji)?

07. Pembuatan judul lakon saat ini cenderung mengubah judul lakon (agar berbeda) yang sudah familiar di kalangan pedalangan atau penggemar wayang. Sebagai contoh lakon “Wiji Sejati” lebih populer disebut dengan judul “Wisanggeni Lair” atau “Laire Wisanggeni”. Lakon “Ontran-ontran Wiratha” sekarang sering disebut “Wiratha Parwa”.

08. Penerjemah harus paham istilah-istilah yang digunakan dalam wilayah keraton (sebutan tempat, pusaka, kereta pusaka)

09. Penerjemah harus paham struktur (drama) wayang kulit purwa dalam semalam.

10. Apakah synopsis diterima oleh penerjemah seperti itu - apa adanya? Dengan berbagai kesalahan ketik?

11. Apakah ada konsultasi antara penerjemah dengan pihak Sriwedari tentang synopsis/lakon yang akan diterjemahkan? Tampaknya pembuat synopsis dari Sriwedari juga belum faham betul bagaimana membuat synopsis – yang tujuannya untuk konsumsi orang berbahasa Inggris.

12. Maaf, saya hanya mencuplik satu contoh lakon saja. Mudah-mudahan mewakili. Mohon maaf bila banyak kekurangan. Semoga skripsinya lancar.

Eddy Pursubaryanto

**Appendix 4: The Examples of Translated Wayang Orang Script by 2022  
MBKM Students of Universitas Slamet Riyadi Surakarta**

**BANDUNG NAGASEWU**

(Sumber cerita *Serat Pedhalangan Ringgit Purwa*)

Translated by Azzah Anziah Aljabbar

1. Kerajaan Hastina: Bandung Nagasewu dihadap kedua putranya yaitu Nagadewa, Nagakrura beserta para hulubalang. Sang membicarakan telah berhasil meruntuhkan kerajaan Hastina. Niat baiknya Kerajaan Hastina akan diberikan kepada Pandawa. Sang Raja segera mengutus Nagadewa untuk memberikan undangan kepada Raja Krisna ke Kerajaan Dwarawati. Nagadewa segera mohon diri menuju Dwarawati.
2. Tengah Hutan: Para abdi sedang bersendau gurau, tak lama kemudian datanglah Abimanyu. Ia menceritakan kepada abdinya untuk membuka tabis di Jodhipati harus berguru kepada Brahmana Tunggul Wulung di Pertapaan Jamurdipa. Datanglah para raksasa yang menghalangi niatnya, perselisihan hingga pertempuran terjadi. Para raksasa mati ditangan Abimanyu, ia segera melanjutkan perjalanan.
3. Kerajaan Dwarawati: Kresna, Somba, Setyaki menerima kehadiran Baladewa. Kedua raja memikirkan keadaan di Jodipati karena ada dua sosok Bima, tak lama kemudian datanglah Nagadewa memberikan surat kepada Krisna yang isinya mengundang Krisna ke Hastina. Kemarahan Baladewa memuncak, Nagadewa diseret keluar keraton, Krisna memerintahkan para kerabat untuk membantu Baladewa, Krisna hendak mendahului pergi ke Jodipati.
4. Perbatasan: Bandung Nagasewu beserta para prajurit menerima pelarian Nagadewa, melaporkan bahwa ia dianiaya oleh Baladewa. Datanglah Baladewa dengan kemarahan, perselisihan hingga peperangan terjadi, namun Baladewa beserta para prajuritnya dapat dikalahkan. Bandung Nagasewu dan prajuritnya segera membuat perkemahan di wilayah Dwarawati.

5. Jodhipati: Kedua sosok Bima menerima kehadiran Krisna yang hendak mengetahui siapa yang asli. Raja Krisna memberikan teki-teki kepada keduanya, namun keduanya bias menjawab teka-teki tersebut. Akhirnya Krisna mengajukan syarat terakhir yaitu keduanya di adu berperang. Peperangan keduanya tidak membawa hasil, Raja Krisna segera mencari jalan lain, kedua sosok Bima menanti di Jodipati.
6. Jamurdipa: Tunggul Wulung sedang bertapa, datanglah Ruci Dewa memberi penjelasan bahwa yang dapat menjadi raja adalah anak cucu dari Arjuna. Bima dapat memahaminya, Ruci Dewa menghilang dari hadapan Bima, tak lama kemudian datanglah Abimanyu ingin berguru kepada Tunggul Wulung. Setelah diterima hadirsh Krisna meminta pertolongan untuk keadaan di Jodipati.
7. Jodhipati: Kedua sosok Bima menerima kehadiran Tunggul Wulung yang ingin menyingkirkannya, terjadilah peperangan, keajaiban terjadi, kedua sosok Bima berubah wujud pusaka Bima, sedangkan Tunggul Wulung berubah wujud asli dari Bima sendiri. Tak lama kemudian datanglah Bandung Nagasewu beserta prajuritnya. Peperangan pun terjadi, akhirnya kembali ke wujud semula yaitu istri Bima yaitu Nagagini dan kedua putra bima, yaitu Ontoreja dan Ontosena.

## BANDUNG NAGASEWU

(Source of Story from Serat Pedhalangan Ringgit Purwa)

1. Hastina Kingdom: Bandung Nagasewu in front of his two sons Nagadewa, Nagakura, along with the commanders. Sang talks about how they manage to overthrow Hastina Kingdom. The intention was to give Hastina Kingdom to Pandawa. The King immediately ordered Nagadewa to give invitations to King Krisna at the Dwarawati Kingdom.
2. In the middle of the woods: The Assistants were joking around, not long after came Abimanyu. He told his assistants to open the tabis in Jodhipati and they have to study with Brahmana Tunggul Wulung at the Jamurdipa Hermitage. Came the giants who wanted to stop their intentions, that caused a conflict which then turned into a full-on war to happen. The giants died on the hands of Abimanyu, so he continues his journey right away.
3. Dwarawati Kingdom: Kresna, Somba, Setyaki welcomes the presence of Baladewa. Both kings thought about the situation in Jodhipati, because there are two figures of Bima, not long after came Nagadewa who gave a letter to Krisna which contains the invitation for Krisna to Hastina palace. Baladewa's wrath took its toll, Nagadewa was dragged outside the palace, Krisna ordered his siblings to help Baladewa, Krisna meant to go first to Jodhipati.
4. Border: Bandung Nagasewu along with his troops accept Nagadewa as his refugee, Nagadewa reported that he was assaulted by Baladewa. Came an angry Baladewa, which started a conflict that soon turns into war, but eventually Baladewa and his troops were able to be defeated. Bandung Nagasewu and his troops, immediately made a camp at the Dwarawati area.
5. Jodhipati: Both figures of Bima accept the presence of Krisna, where he came with the intention to figure out who was the real king. King Krisna gave a riddle to both of them, but both could not answer the riddle. Eventually Krisna asked them both to do a duel, as a last resort to figure out who was the real king. The duel ended up not giving any result, so King Krisna looked for another way, while the two figures of Bima waited on Jodhipati.

6. Jamurdipa: Tunggul Wulung was meditating when Ruci Dewa came to give him an explanation that the one who will become the king are his grandson from Arjuna. Bima could not understand, Ruci Dewa disappeared from Bima's sight, not long after came Abimanyu who wanted to learn from Tunggul Wulung. After he was accepted, came Krisna asking for help for the Jodhipati situation.
7. Jodhipati: Both figures of Bima accept the presence of Tunggul Wulung who wanted to get rid of the imposter, then a war happened, a miracle happened, and both Bima turned into the arch of Bima, meanwhile Tunggul Wulung himself turned into the real Bima. Not long after Bandung Nagasewu and his troops came. Then a war happened, eventually everyone turned back into their original forms, which are Bima's wife turned into Nagagini, and both Bima's son turned into Ontoreja and Ontonsena.

## **SENGKUNI MERONG** (*Lakon Carangan*)

Translated by Ericka G. Fernanda

1. Kerajaan Hastina: Raja Duryudana kemarahannya memuncak karena keinginannya untuk menduduki tahta berlapis emas akan gagal, karena semua cara yang ditempuh Sakuni tanpa hasil, Sakuni membujuk sang raja. Tak lama kemudian datanglah Rsi Nilakumbaya yang sanggup mencuri tahta emas. Mendengar kesanggupan Rsi. Nilakumbaya, Sakuni marah karena merasa diremehkan. Perdebatan terjadi hingga Sakuni meninggalkan persidangan. Raja Duryudana memerintahkan Dursasana untuk menghibur dan mengajak Sakuni kembali ke Hastina.
2. Alun-alun: Sengkuni merasa tersinggung dan mengumpat, datanglah Dursasana mengajak untuk tetap Bersatu, namun Sengkuni menolak, hingga terjadi peperangan. Sengkuni melarikan diri.
3. Tengah Hutan : Para panakawan sedang bersendau gurau, tak lama kemudian datanglah Arjuna hendak mengembara, datanglah para raksasa ingin menghalangi perjalanan Arjuna. Perselisihan hingga pertempuran terjadi, para raksasa mati ditangan Arjuna, ia segera melanjutkan perjalanan.
4. Krendhayana: Sengkuni bertapa, datanglah Bathari Durga. Sengkuni berniat membalas kepda Rsi. Nilakumbaya yang telah memermalukannya. Sengkuni diberi sarana dengan berubah wujud seorang raja, dan segera membalas sakit hatinya.
5. Alun-alun Umbul Sewu: Sasramurdaka, dihadapi oleh Kumbarayuda-Kumbarapati beserta para prajurit. Datanglah Hardasangkara ingin merebut kerajaan Umbul Sewu. Peperangan terjadi namun Sasramurdaka beserta prajuritnya takluk kepada Hardasangkara, ia segera diperintahkan menggempur kerajaan Hastina.
6. Peraduan : Duryudana dihadapi Nilakumbaya memikirkan kepergian Sengkuni, tak lama kemudian datanglah Kartamarma melaporkan bahwa



Kerajaan Hastina kedatangan musuh. Nilakumbaya mohon ijin untuk maju dalam peperangan.

7. Medan Pertempuran : Hardasarkara bertemu dengan Nilakumbaya, peperangan terjadi namun akhirnya mereka berdua berubah ke wujud semula yaitu Sengkuni dan Drona.



## SENGKUNI MERONG

(Lakon Carangan)

1. [Hastina Kingdom] King Duryudana was angry when he couldn't take the gold throne. Every way that Sengkuni took failed. Later, Rsi Nilakumbaya came and claimed that he could take the throne. Sengkuni was angry because he felt underestimated by Rsi Nilakumbaya's existence. Sengkuni left the court after having a debate. King Duryudana then asked Dursasana to invite Sengkuni back to Hastina.
2. [City hall] Sengkuni felt offended. Dursasana then came and asked him to back, but he refused, and a battle happened. Sengkuni escaped.
3. [Forest] Punakawan was chatting when Arjuna came to wander. On his way, Arjuna met some giants. A battle between them happened, but Arjuna survived and continue his journey.
4. [Krendhayana] Sengkuni was doing his meditation when Bathari Durga came. Sengkuni planned to take revenge to Rsi Nilakumbaya who underestimated him. Sengkuni was helped by Bhatari Durga and turned into a king to do his revenge.
5. [Umbul Sewu City Hall] Sasramurdaka met Kumbarayuda-Kumbarapati and their soldiers. Hadasangkara then came to take Umbul Sewi kingdom. A battle happened, but Sasramurdaka and his soldiers gave up. Hadasangkara then asked them to attack Hastina.
6. [Peraduan] Duryudana with Nilakumbaya thought about Sengkuni's escape. Kartamarma then came to inform that Hastina Kingdom had been attacked. Nilakumbaya went to the fight.
7. [Battlefield] Hadasarkara met Nilakumbaya and the battle happened, but then they turned into their original form as Sengkuni and Drona.

## Appendix 5: Research Permission from the Faculty



YAYASAN PERGURUAN TINGGI SLAMET RIYADI SURAKARTA  
UNIVERSITAS SLAMET RIYADI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

E-mail : info\_fkip@unisri.ac.id Homepage : www.unisri.ac.id  
Jl. Sumpah Pemuda No. 18, Joglo, Banjarsari, Surakarta Kode Pos 57136 Telp. (0271) 851147 Fax. (0271) 851147

Nomor : 498/S5/AK/2024 20 Maret 2024  
Hal : Ijin Penelitian  
Yth. : Kepala Museum Radya Pustaka  
Surakarta

Dalam rangka menyelesaikan studi program S-1, dengan ini perkenankan kami mohon bantuan ijin untuk mengadakan penelitian/survey bagi mahasiswa kami sebagai berikut :

Nama : Joshua Levi Setiawan Putra  
NIM : 21521007  
Program Studi : Pendidikan Bahasa Inggris  
Tahun Akademik : 2023/2024  
Dengan Judul : The acceptability with error analysis of the translated wayang script by 2022 MBKM matching Fund Students of Universitas Slamet Riyadi Surakarta

Adapun rencana waktu penelitian akan dilaksanakan pada : Maret – April 2024.

Atas terkabulnya permohonan, diucapkan terima kasih.



Dr. Anita Trisiana, S.Pd., M.H.  
NIPY. 0109.0249

Unisri

**Appendix 6: Research Permission from the Surakarta City Regional Research Agency (BRIDA Surakarta) to Museum Radya Pustaka Surakarta**

**PEMERINTAH KOTA SURAKARTA**  
**BADAN RISET DAN INOVASI DAERAH**  
Jalan Jenderal Sudirman No.2 Kampung Baru,Pasar Kliwon,Telp:(0271) 636426  
Website <http://brida.surakarta.go.id> dan E-mail: [brida@surakarta.go.id](mailto:brida@surakarta.go.id); [bridasurakarta@gmail.com](mailto:bridasurakarta@gmail.com)  
**SURAKARTA**  
57111

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Nomor : 070/3760.LIT/IV/2024  
Perihal : Izin Penelitian  
Dasar : Surat Izin Rekomendasi Dari Instansi Pemohon  
Mengingat : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 07 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian  
2. Peraturan Wali Kota Surakarta Nomor 13 Tahun 2023 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi Serta Tata Kerja Badan Daerah

Dijinkan Kepada : Nama : Joshua Levi Setiawan Putra  
No Identitas : 3372041002970021  
Alamat : Gang Merapi II/2 Cengklik RT 002 / RW 019  
instansi : Universitas Slamet Riyadi Surakarta  
Alamat Instansi : Jl. Sumpah Pemuda No.18, Kadipiro, Kec. Banjarsari, Kota Surakarta, Jawa Tengah 57136  
Keperluan : THE ACCEPTABILITY WITH ERROR ANALYSIS OF THE TRANSLATED WAYANG SCRIPT BY 2022 MBKM MATCHING FUND STUDENTS OF UNIVERSITAS SLAMET RIYADI SURAKARTA  
Lokasi : 1. UPTD. MUSEUM  
Penanggung Jawab : Dr. Anita Trisiana, S.Pd., M.H.  
Waktu : 25 Maret 2024 - 30 April 2024

Surakarta, 01 April 2024

Telah Diverifikasi Oleh :

a.n. Kepala Badan Kesatuan Bangsa dan Politik Kota Surakarta  
Kepala Bidang Politik Dalam Negeri dan Organisasi Masyarakat

  
**Sri Lestari, SH, MM**  
NIP. 19700207 199311 2 001

a.n Kepala Badan Riset dan Inovasi Daerah Kota Surakarta  
Kepala Bidang Riset

  
**Gunawan Adi Pratio, ST, MT**  
NIP. 19820805 199603 1 006



## Appendix 7: Turnitin Result



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Submission ID trnoid::1:3033616152

### Joshua Levi Setiawan Putra\_21521007\_skripsi - JOSHUA LEVI SETIAWAN PUTRA\_21521007\_SKRIPSI

- Quick Submit
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