ANALYSIS OF EQUIVALENCE
IN STUDENTS' INDONESIAN-ENGLISH INTERPRETING

(A Case Study of 6th Semester students of the English Department Semarang State University in Academic Year 2013/2014)

a final project
submitted in partial fulfillment of the requirement
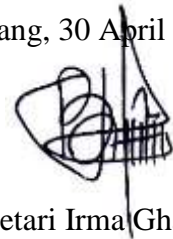for the degree of *Sarjana Pendidikan*
in English

by
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ENGLISH DEPARTMENT
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DECLARATION OF ORIGINALITY

I Betari Irma Ghasani hereby declare that this final project entitled Analysis of Equivalence in Students' Indonesian-English Interpreting (A Case Study of 6th Semester students of the English Department Semarang State University in Academic Year 2013/2014) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education information derived from the published and unpublished work or others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 30 April 2015

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APPROVAL

This final project has been approved by the board of examiners of the English Department of Faculty of languages and Arts Semarang State University on 13th of May 2015

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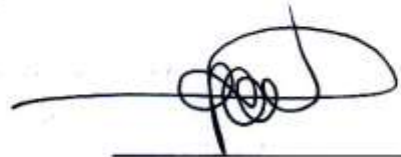   Prof. Dr. Agus Nuryatin, M.Hum
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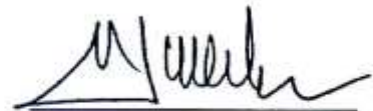   NIP. 196204271989011001

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MOTTO AND DEDICATION

"La Tahzan Innallaha Ma'ana" (QS 9:40)

Don't be sad. Allah is with us

"Fabiayyi Ala I Robbikuma Tukadziban" (QS 55:13)

Then which of the favours of your Lord will you deny?

To my parents,

Joko Nugroho and Sus Emawati

I dedicate all my love, hopes and dreams

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Semarang, April 2015

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ABSTRACT

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Key Words: Consecutive Interpreting, Non equivalences, word-level, above word level, grammatical level

This descriptive qualitative study was intended to find out the kinds of non-equivalences which occurred in consecutive interpreting by 6th semester students of the English Department of Semarang State University in academic year 2013/2014. The non-equivalences under this study included word-level, above word level, grammatical level non-equivalences.

The data were collected by comparing Indonesian original text and the English interpreted text produced by 6th semester students of the English Department of Semarang State University in academic year 2013/2014. Furthermore, the collected data were analyzed to find their non-equivalences by using Baker's classification of equivalence.

The result of this study showed that all level of non-equivalences, word-level, above word level, grammatical level non-equivalences occurred. There were thirty one (or 3.01%) non-equivalences at word level, thirteen (or 18.05%) non-equivalences at above-word level, and fourty three (52.43%) non-equivalences at grammatical level.

Findings also revealed that the contexts of the word level non-equivalences mostly occur due to using inappropriate word when interpret a word. In addition, the problems related to above word level non-equivalences mostly deal with collocation, combination of 2 words or more in particular language that makes or constructs a new meaning. Furthermore, the occurrences of grammatical non-equivalences vary on three types of grammatical level such as number, tense and aspect, and voice.

Due to the different systems between the source language and the target language, interpreters have to make some adjustment in interpreting. To put in a nutshell, since this study focused only at word level, above word level and grammatical level without considering the quality of interpreting and the rendering of meaning, it is recommended that a study which examines the interpreting quality is undertaken.

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CHAPTER 1

INTRODUCTION

This chapter describes the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

1. 1 Background of the Study

Everyone in this world needs communication. They have to communicate with each other to continue their life. Working, studying and all everyone does need communication. Deetz (1994) in Applying Communication Theory for Professional Life states that communication is viewed as simply one activity among many others, such as planning, controlling, and managing. People who want to do everything need to communicate to each other. The have to make both interpersonal and transactional conversation. In order to communicate with each other in their life, they need language as a tool. Language is a medium for communicating their need to continue their life.

In communication, we must understand people whom we talk with. People who make a conversation must understand the context and the meaning of the conversation. They have to transfer their ideas and information. In transferring and sharing their idea, people have to master their language first. Deetz (1994) states that "good" communication means different things to different people in different situations.

In mastering a language, we need a system. It is called linguistics. It is a systematic study of the structure and development of a language in general or of a particular language. In linguistics, there are some parts which are studied. Those are phonology, morphology, and syntax (also called as grammar).

Translation and interpreting are very young discipline in academic terms. Therefore, it needs to draw a new theory and finding. Baker (1992:4) states that linguistics is no longer restricts itself to the study of language *per se* but embraces such sub-disciplines as textlinguistics (the study of text as a communicative event rather than as a shapeless string of words and structures) and pragmatics (the study of language in use rather than language as an abstract system). Because linguistics is a discipline which studies language in its own right and as a tool for generating meanings, it should therefore have a great deal to offer to the budding discipline of translation studies as Baker (1992;3) states

When people with different languages make a conversation orally and they do not master each other's language they use, they need something as a tool to transfer the information. In avoiding misunderstanding, someone mastering both languages helps rendering the information given. Here, interpreting plays role. Not only rendering the meaning of each word orally, the interpreter also has to deliver the meaning of the whole text.

As Nolan (2005:2) states that interpret is to convey understanding. In other words, it explains the meaning of; to conceive the significance of; to translate orally. Interpreting is used to change or transfer what someone said in source

language into the target language. Interpreter uses a different language to deliver the meaning which must be equivalent.

Generally, interpreting is different with translation. Nolan (2005:2-3) states that the major difference between the two terms is that an interpreter relays on message orally; whereas a translator works with the written word. In interpreting, someone must interpret appropriately. When they misinterpret information, the meaning can be misunderstood. Sometimes errors can happen when the interpreter doesn't make equivalent meaning. When they are committed, they can caused problem between the people who have the conversation.

There are two basic types of interpreting, consecutive and simultaneous interpreting. Mathewson (2006) states in consecutive interpretation, the interpreter will alternate with the speaker, each of you speaking a few sentences at a time. On the other hand, in simultaneous interpretation, the interpreter will be speaking at the same time as the speaker. When someone interprets the source language into the target language, there are some L1 interferences that can cause non-equivalence meaning.

In this paper, I would like to analyze what are non-equivalence at word level, non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence which occur in consecutive interpreting by 6th semester students of English Department of Semarang State University in academic year 2013/2014.

1. 2 Reasons for Choosing Topic

The first reason for analyzing the equivalence in interpreting from Indonesian into English language of 6th semester students of the English Department of Semarang State University is that the writer wants to know the 6th semester students' non-equivalence in interpreting.

The second reason in researching this topic is to describe the specific non-equivalence which happens when someone interprets.

1. 3 Research Problems

The research problems of this study are

1. What are the non-equivalence at word level that occur in consecutive interpreting by 6th semester students of the English Department of Semarang State University in academic year 2013/2014?

2. What are the non-equivalence above word level that occur in consecutive interpreting by 6th semester students of English Department of Semarang State University in academic year 2013/2014?

3. What are the grammatical non-equivalence that occur in consecutive interpreting by 6th semester students of English Department of Semarang State University in academic year 2013/2014?

1. 4 Purposes of the Study

The purposes of this study are

1. to describe the non-equivalence at word level that occur in consecutive interpreting by 6th semester students of the English Department of Semarang State University in academic year 2013/2014.

2. to describe the non-equivalence above word level that occur in consecutive interpreting by 6th semester students of the English Department of Semarang State University in academic year 2013/2014.

3. to describe the grammatical non-equivalence that occur in consecutive interpreting by 6th semester students of the English Department of Semarang State University in academic year 2013/2014.

1. 5 Significance of the Study

The writer hopes that this research would give some advantages as follow

1. Theoretically, the findings of this study give additional information about non-equivalence in consecutive interpreting.

2. This research can encourage the students to improve the consecutive interpreting ability.

3. This research can be used as reference to other research in consecutive interpreting of university students.

1. 6   Limitation of the Study

This study is limited on non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence that occur in interpreting. This study is conducted to the sixth semester students of English Department of Semarang State University in academic year of 2013/2014

1. 7   Outline of the Study

The first chapter presents some basic elements such as the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study and outline of the study.

The second chapter deals with the theory underlying the thesis writing. This chapter contains the review of previous study, the basic matter of consecutive interpreting, the differentiation between translation and interpreting, and the general classification of non-equivalence at word, non-equivalence above word and grammatical non-equivalence based on Baker' theory.

The third chapter concludes the research methodology in accordance with subject of the study, target of the study, role of the researcher, types of the data, Instruments for collecting the data, procedures of collecting the data, and procedures of analyzing the data.

The fourth chapter contains of the data analysis which is designed in order to explain the final result of the study.

The last chapter, which is chapter five, deals with conclusion and suggestion.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is about review of related literature that can support the writing of this study. It discusses the previous studies, review of theoretical background which contains of interpreting, the definition of grammatical and lexical errors, and the classification of equivalence, and framework of analysis.

2. 1 Review of the Previous Studies

In order to make this study in line with the current body of knowledge, the writer takes some previous researches to encourage this study. The review of previous studies are those that were held to support this study and explored interpreting and equivalence.

The first study is from Dzikrullah (2009). He conducted a study whose tittle was "Word, above Word, and Grammatical Equivalence is the written of Troy". In his study, he found that there were some strategies which were used by the translator in Troy movies. He further described the review of some related literature that discussed things concerning the topic. He used observation and document to collect the data that was analyzed descriptively. The data itself was the printed form of English-Indonesia movie transcript. The result showed that there were some strategies in word, above word, and grammatical level used by the translator. In word level, the strategies used by the translator were using more neutral/ less expressive word, using more general word, using more specific word,

using loan word, paraphrasing using related word, paraphrasing using unrelated word and omission. Furthermore, in above word level, the strategy used was collocation. Also, in grammatical category, the problem of equivalence could be found in the categories of number, person, tense, aspect and voice.

The context of analysis of this previous study relates to this study because it discusses equivalence in word level, above word level and grammatical level. The difference takes on the equivalence and the object of the study. The previous study analyzed equivalence in written text. On the other hand, this study examines non-equivalence in interpreting which have been done by 6th semester students who have been taught both Indonesian-English or vice versa translation before.

The next study was conducted by Retnomurti and Imran (2010) from Gunadarma University. Their study whose tittle was "The Equivalence and Shift in the English Translation of Indonesian Noun Phrases studied about the equivalence of translated noun phrase". The Indonesian noel as source language "Ronggeng Dukuh Paruk" by Ahmad Tohari and its English translation "The Dancer" that was translated by Rene T.A Lysoff were sources of the data. The research was designed as a qualitative study which focused more on data of understanding efforts and draw a conclusion. She categorized the translated text as the data into two main categories, the equivalence and shift. The result of her study showed that the shift occured more than equivalence, with the percentage of 58 % shift and the equivalence with the percentage of 42 %.

The similarities from previous study with this study which aims to analyzed language transfer from the source language into target language. However, the

kind of the text is different. The previous study uses written text of translation when this study uses spoken text in the form of interpreting.

Moreover, Hakim (2014) conducted a study about non-equivalence. His study, entitled "Non-equivalence in the Indonesian-English Translation of Semarang Tourism Map" discussed about all level of non-equivalence in word level, above word level and grammatical level. The object of his study was tourism maps in Semarang. The result of his research showed that there were 21 times (56%) of above word level, followed by grammatical level with the frequency of 10 times (28%), the least was word level non-equivalence which comprised 5 occurrences (16%). Further learning about the cultural factors of English and Indonesia were recommended, as suggested by the researcher in his study.

This previous study is almost similar with this study which analyzes non-equivalence of a kind of text produced by second language learners. Both studies also reveal non-equivalence at word level, above word level, and grammatical level based on Baker's theory. Though this study also uses Baker's theory, the object of study is different. On the previous study uses written translation of Semarang tourism maps, on the other hand, this current study uses 6th semester consecutive interpreting result as the object of the study.

Next was the study from ĐẶNG HỮU CHỈNH (2010) about consecutive interpreting. The title of his study was "A Study on Mistakes and Errors in Consecutive Interpretation from Vietnamese to English". Recorded cassettes in the final exam of fifth term, as the source of the data, were analyzed and classified

into two groups including mistakes in pronunciation and grammar and lexical errors which contain incomplete sentences, repeated words or phrases, unclear sentences, and unneeded self-correction. In this study, the researcher used descriptive-qualitative method.

The previous study is almost similar with this current study that aims to analyze interpreting. Both study analyze student in different grade. The first study aims to know errors happen in interpreting while this study aims to analyze non-equivalence based on Baker's theory.

Based on the previous study above, generally, in transferring the source language into the target language is needed an equivalence of meaning in both of language involved. As this study focusses on non-equivalence analysis, the text employed on the previous studies also varied in either equivalence or non-equivalence through interpreting. Those studies are highly considered relevant to the theory of this study.

2. 2 Review of Theoretical Background

This review of theoretical background will give explanation about some theories related to the study. It will be about (1) Interpreting, (2) difficulties in interpreting (3) translation vs interpreting, (4) non-equivalence in translation: Baker's Theory, (5) Context

2.2.1. *Interpreting*

Generally, interpreting is defined as an effort for rendering the source language into the target language orally. As stated by Nolan (2005: 2), interpretation can be

described in a nutshell as conveying understanding. Its usefulness stems from the fact that a speaker's meaning is expressed in his or her native tongue, but it is best understood in the languages of the listeners. Everyone who communicates with others must understand the meaning and the context of the conversation.

Interpreting can be used in every interaction that is made by people. Pochhacer (2004: 13) conveys if we approach the phenomenon of interpreting from a historical perspective, the most obvious criterion for categorization and labelling is the social context of interaction or setting. He states that there are 2 settings, inter-social setting (contacts between social entities) and intra-social settings (within heterolingual societies). He depicts his theory as follow.

Figure 2.1. Interpreting in Different Spheres of Social Interaction in Pochhacer (2004: 13)

isolated contact   institutionalized contacts
- →

EXPEDITION

TRANSACTION

ADMIRATION

Exploration   Trade/Business
Warfare   Military
                        Diplomacy

Conquest   (Colonial) Administration
                                         Law & Justice
                                       Religious Services

Missionary work
          Scientific/Technical Cooperation
                                      Public Services
                        Media
- →
INTER - INTRA
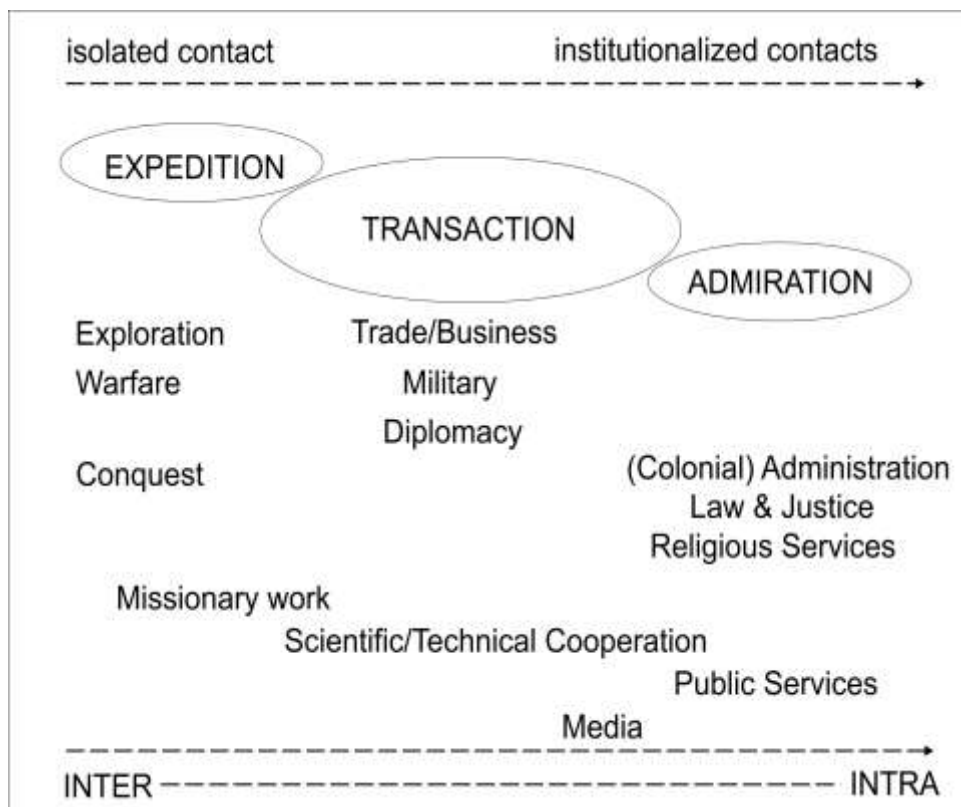
An interpreter is an advocator. Someone who decides to use an interpreter must rely on her/him. They trust the interpreter will work as a professional one. In addition, an interpreter is also a facilitator who facilitates communication between individual and a group.

As a medium to deliver meaning, interpreter must interpret the source language as accurate as the meaning in the target language. In the Language Interpretation Guidelines, accuracy is taking the meaning, and intent of the speaker's statements and translating that to the listener's language. This means giving the listener the complete message, including the part carried by pauses, hesitations, or other silent or non-verbal signals that are culturally bound.

On the other hand, though an interpreter participates in the conversation as a medium to deliver the meaning, she/he is not a part of interaction made by the people. She/he should decline all request for his/her opinion, advice and recommendation about the topic.

In addition, there are domains and specific theory of interpreting as illustrated in the Figure below.

Figure 2.2. Domains and Dimensions of Interpreting in Pochhacer (2004:

13)
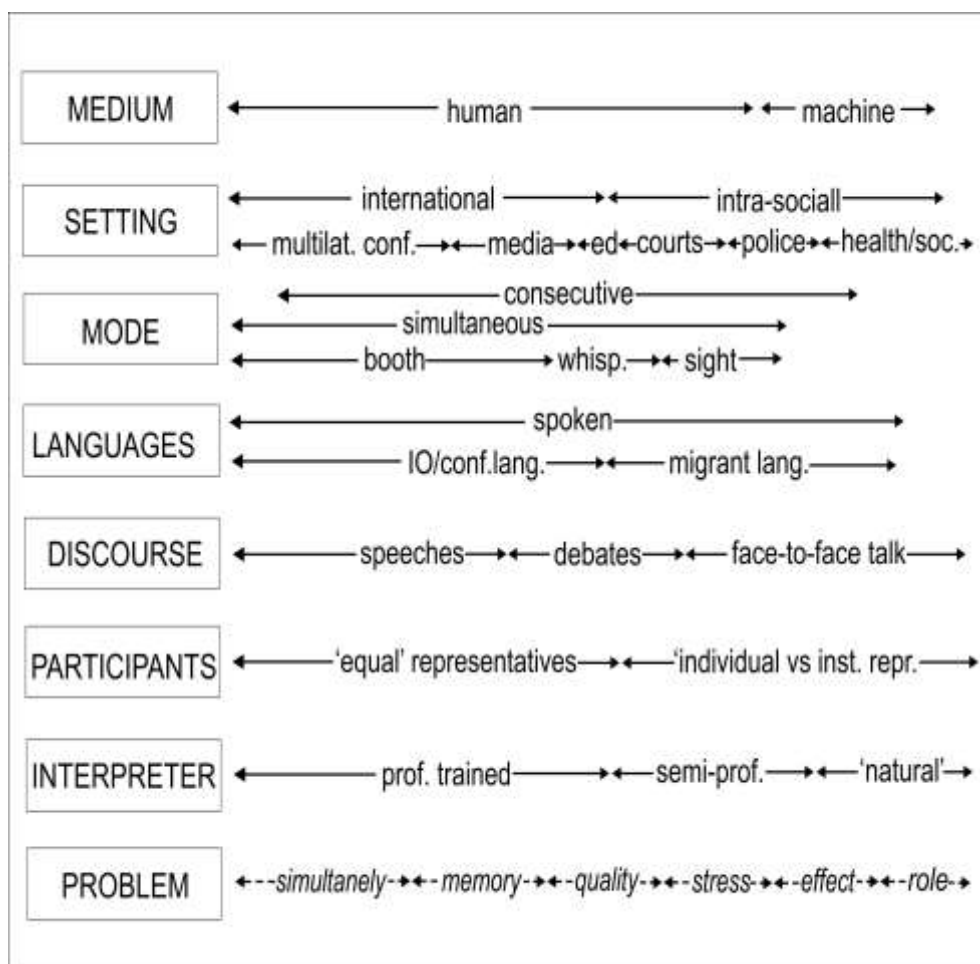
As a medium, human and machine can be used in interpreting. Human functions as a media who transfers and renders the source language into the target language. For machine, earphone is one of the examples that is used in simultaneous interpreting in a conference. Here, the writer will only concern in the mode.

In general, interpreting can be distinguished as consecutive interpreting and simultaneous interpreting.

2.2.1.1 Consecutive Interpreting

Consecutive interpreting is one of interpreting kinds that needs note-taking in the process of interpreting the speaker. As stated by Nolan (2005: 3), a consecutive interpreter listens to the speaker, takes notes, and then reproduces the speech in the target language. In addition, Jin (2010:2) says that consecutive interpreting refers to the rendition of the whole source speech segment by segment; the interpreter has chances to take notes during the interpreting process. It depends on the length of the speaker. When the length is short, it can be done at one go. Rather, when the length is too long, the interpreter can do it in several segments.

Furthermore, Pochhacer (2004: 18) states that consecutive interpreting does not presuppose a particular duration of the original act of discourse. He illustrates his theory by the Figure below.

Figure 2.3. Continuum of Consecutive Interpreting in Pochhacer (2004: 13)
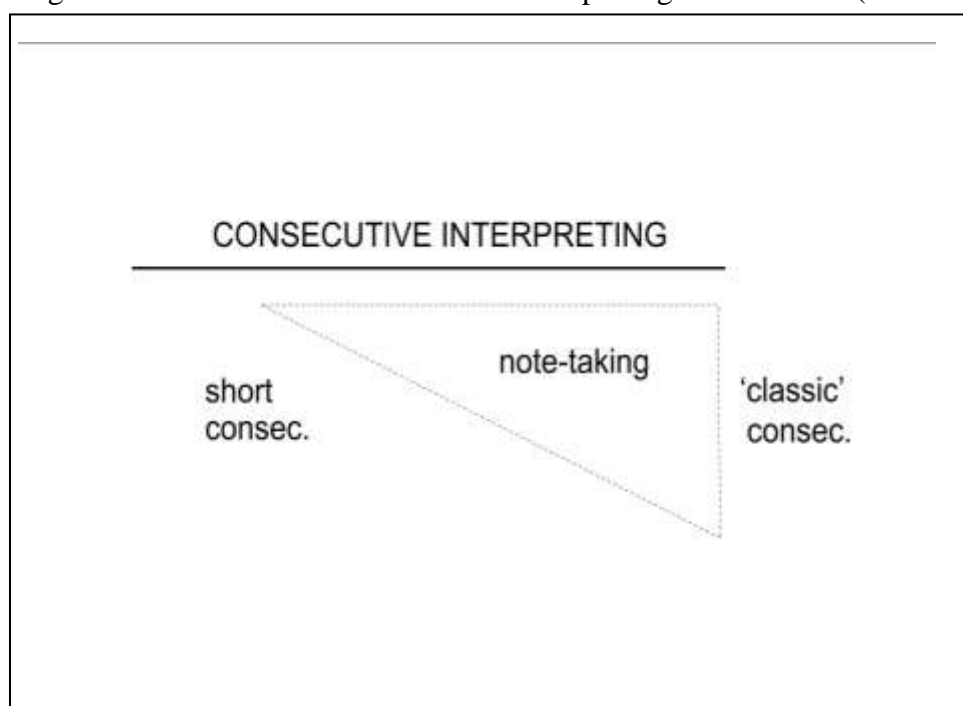
Further, he divides the notion 'consecutive interpreting' into two categories: classic versus short. "Consecutive interpreting with the use of systemic note taking is sometimes referred to as 'classic' consecutive, in contrast to short consecutive without notes, which usually implies a bidirectional mode ina liaison constellation" (ibid.)

Now, though, consecutive interpreting is seen as a classical one, several occasion still use it as the best method since it does not need much equipment. One-on-one interviews, confidential hearings, and brief public appearanced by prominent person, or some legal proceedings are the examples.

Consecutive interpreting can be done both for individuals and groups. Here, there are some examples showing the role of th interpreting

Figure 2.4. Interpreter for Individuals of Consecutive Interpreting in
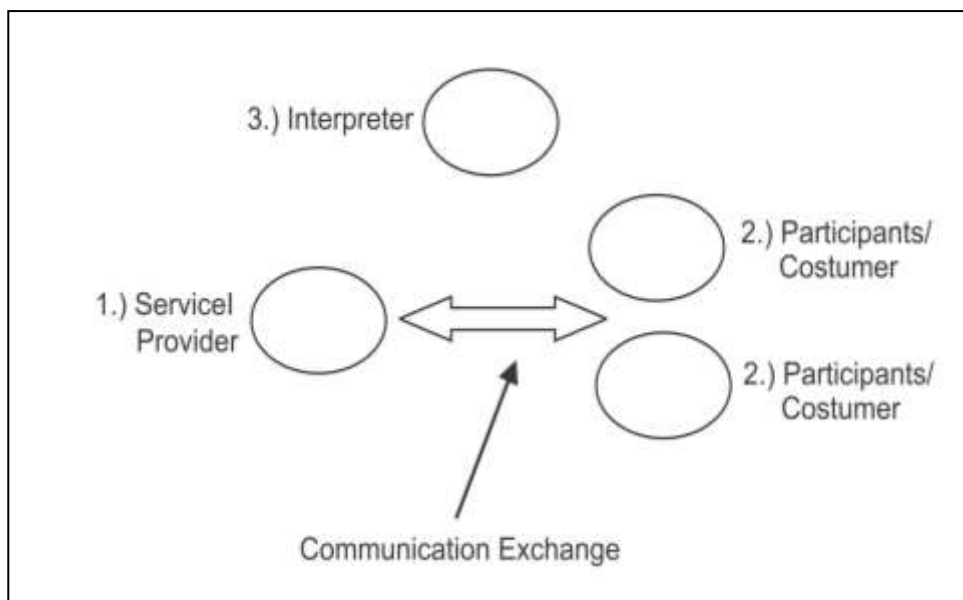
Pochhacer (2004: 13)

Figure 2.5. Interpreter for Groups of Consecutive Interpreting in Pochhacer

(2004: 13)
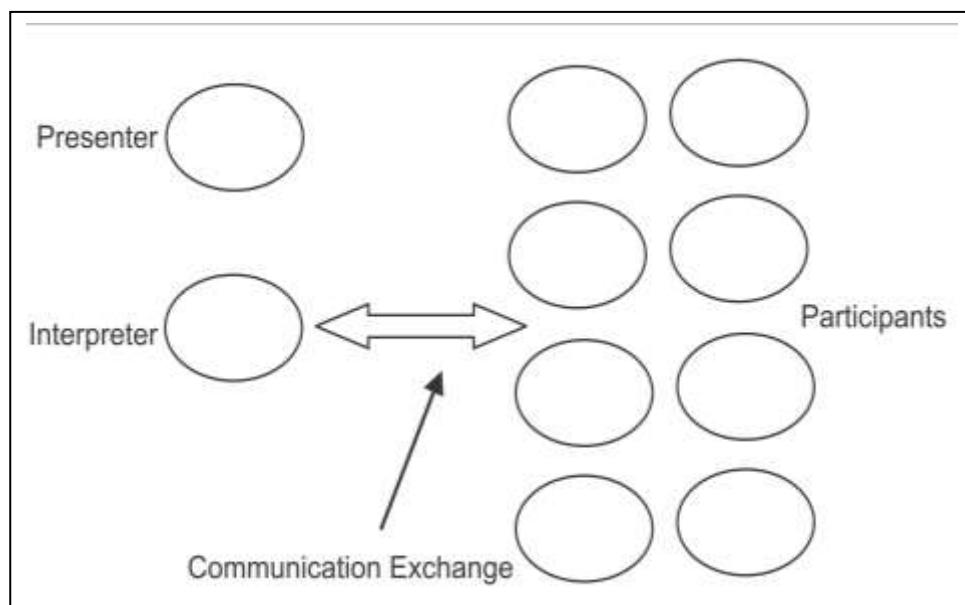
More importantly, Gile (1992:191) proposes two stages in consecutive interpreting. According to him, consecutive interpreting consists of two phases: a listening and reformulation phrase and a reconstruction phase. Phase one are influenced by listening and analyzing the source language speech, memory required between the time information is heard and the time it is written, and note-taking. Besides, on phase two, some elements which influence the interpreter are retrieving massages from short-term memory and reconstruct the speech, reading the note, and producing the target language speech.

2.2.1.2 Simultaneous Interpreting

Nolan (2005: 3) conveys that a simultaneous interpreter, usually sits in a soundproof booth, listen to the speaker through earphones and, speaks into a microphone, reproduces the speech in the target languages, and it is being in the

source language. When the interpreter interprets, by using simultaneous interpreting, she/he renders the source language directly into the target language.

Well known as "sight interpreting", this simultaneous interpreting becomes the most widely used method. Much less time-consuming and enabling a multilingual conference are the advantages of this method. Simultaneous interpreters do interpreting by working in teams of two per booth. They work only into their best language or mother tongue. In special occasion, known as "petite equip", a single team of three people will work together.

As consecutive interpreting, simulateous interpreting can be done both for individuals and groups. Here, there are some examples of simultaneous interpreting the role of the interpreter.

Figure 2.6. Interpreter for Individuals of Consecutive Interpreting in Pochhacer
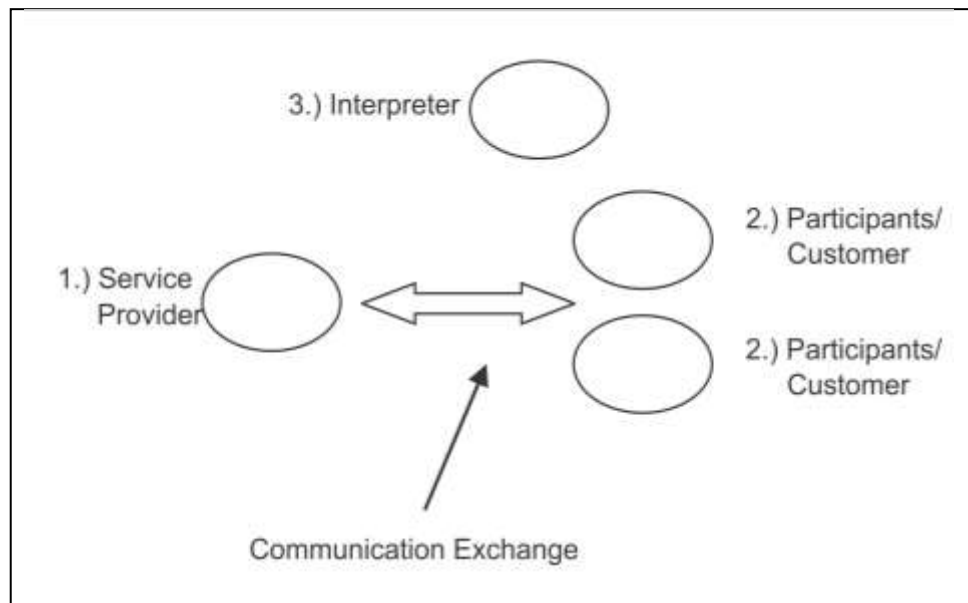
(2004: 13)

Figure 2.7. Interpreter for Groups of Consecutive Interpreting in Pochhacer (2004:

13)
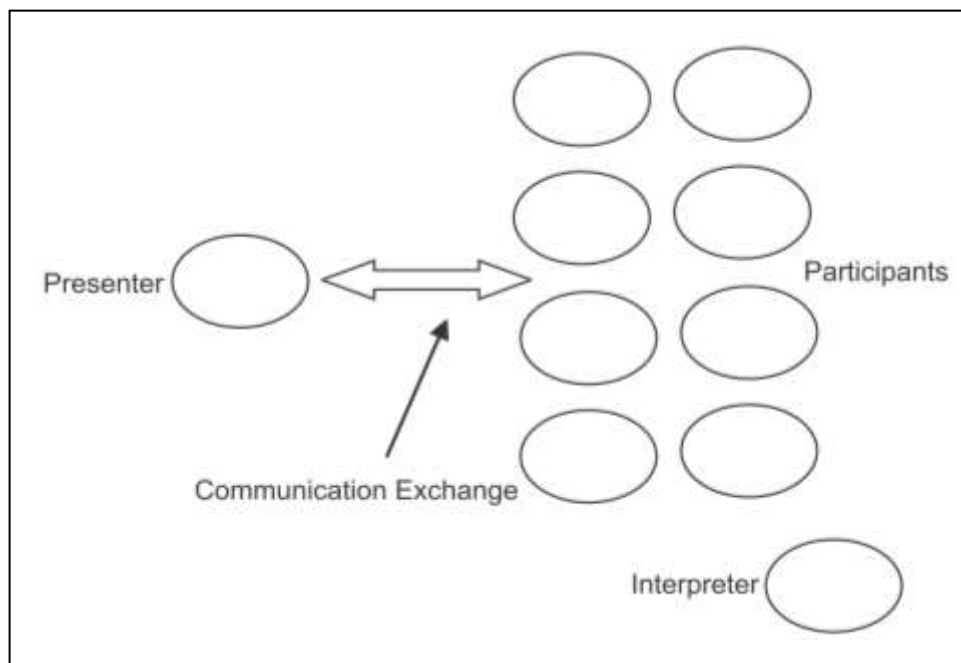
On the simultaneous interpreting there is only one stages according to Gile
(1995a:93). Some elements which influence are, first, listening and analysis. In
this element, it includes all the mental operations between perception of a
discourse by auditory mechanisms and the moment at which the interpreter either
assigns, or decides not to assign, a meaning (or several potential meanings) to the
segment which he has heard. Second is Short-term Memory which includes all the
mental operations related to storage in memory of heard segments of discourse
until either their restitution in the target language, their loss if they vanish from
memory, or a decision by the interpreter not to interpret them. The last one is
production which includes all the mental operations between the moment at which
the interpreter decides to convey a datum or an idea and the moment at which he
articulates (overtly produces) the form he has prepared to articulate

2.2.2. Difficulties in Interpreting

Austermuhl (2003) and Amato and Mead (2002) say that globalization has enhanced the public's demand for more qualified translators and interpreters. Interpreters must interpret what someone said either simultaneously or consecutively. They present the exact meaning of what is uttered in the source language into the target language completely. Saleskovitch (1978) states that in the interpreting market, there are clients who are very strict with the completeness of information and do need the thinking time, especially during the process of negotiation. Since they hold a hard duty, it is clearly speech that this profession is demanding and challenging

There are two methods in doing interpreting, as stated before, simultaneous and consecutive interpreting. For each method, they have their own challenges and difficulties. Gile (2001:8) states that consecutive interpreting was found superior in incomplete sentences and simultaneous interpreting was superior as regards digressions and unimportant modifiers. In consecutive mode, interpreters have the possibility of listening to and assimilating the ideas before starting to produce their own speech, yet in simultaneous interpreting, they cannot afford to lag behind the speaker and therefore must start their speech as soon as possible. More importantly, he proposes some specific difficulties in both consecutive and simultaneous interpreting such as false start, incomplete sentences, unimportant modifiers, elements without direct "equivalents" in the target language, digression.

The first difficulties is false start. It happens when interpreters may tend to start to translate speech from the source language before having time to analyze them through and identify them as false start. Difficulties are likely to be more numerous in simultaneous than in consecutive because there is no need to start reformulating before the source-language statement is fully processed in consecutive interpreting.

Next, interpreters are more likely to leave out a word or expression with no immediate target-language equivalent or with equivalents requiring the construction of multi-word structures. In addition, interpreters may also reduce the lag behind the speaker because they fell difficult to translate since the time given is limited. Another methodological difficulty is variability in the informational density of the sentences around the potentially problematic segments.

Moreover, Jin (2010:3) proposes a cognitive difficulty in doing consecutive interpreting. The main cause of cognitive difficulties can be attributes to the phenomenon of cognitive overload, in which cognitive processing capacity, such as memory and attention, which is limited in humans, clashes with processing requirements.

Interpreting, related cognitive overloads mainly manifest themselves in three aspect. First, there is too much information in doing interpreting. The interpreter is faced with constant inflows of information and is expected to give instant feedback during interpreting under time pressure. Therefore, the interpreter has to have a great mental and psychological pressure in doing interpreting.

Second, there are too many tasks at different stages of the multi-tasked interpreting process in which the tasks of listening, note-taking and speaking overlap. It means that the completion of note-taking may be at the cost of comprehension of the speaker and reproduction of the target language. In other words, the comprehension of the speaker may lead to the degradation of note-taking and reproduction of the target discourse.

Third, cognitive overload may come about through too many distraction. In interpreting's context, distraction may come any time since physical requirements (e.g. fatigue, need to go to the restroom), psychological instability (e.g. anxiety), or poor working conditions (e.g. noise, equipment breakdowns). If these difficulties cannot be solved promptly, the interpreter can become increasingly anxious and depressed that affect the quality of his or her interpreting performance later.

2.2.3. *Translation vs Interpreting*

Pochhacer (2004: 13) states that interpreting is a form of translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language. There is a similarity on interpreting and translation. Both interpreter and translator are producing the target language from the source language. They must have mastery of the target language as well as a very good passive understanding of the source language with which they work for.

Generally, a good translator provides a good foundation for becoming a good interpreter. Though interpreting is a form or translation, there are some differences which can be seen on the table below.

Table 2.1. Differences of Translation and Interpreting

No	Differences	Translation	Interpreting
1	Form	Written	Spoken
2	Metode	Word-for-word translation translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.	Simultaneous and consecutive
3	Relies on	Thorough research with background material and dictionaries	Ability to get the gist of the message across to the target audience on the spot
4	Meaning	Reproducing	Rendering
5	Accuracy and completeness	High standard accuracy and completeness	High standard accuracy and low completeness
6	Role	Writer	Actor

As stated by Nolan (2005: 2) a translator studies written material in one language and reproduce it in written form in another language. An interpreter listens to a spoken message in the source language and renders it orally, consecutively or simultaneously, in the target language. Based on the theory, translator must reproduce the text. On the other hand, an interpreter must deliver the idea of the spoken text.

For delivering a good message, translator must rely on the research and dictionaries. They have to have a background of the text before. It is different with interpreter. Interpreter relies mainly on the ability to get the gist of the message on the spot without knowing the background deeply before.

In fact, translator is usually held to a higher standard of accuracy and completeness. A good translator have to reproduce the text from the source language into the target language, while interpreter is just expected to convey the meaning of the message directly.

The translator's activity is like a writer who reproduces the source language into the target language. Nevertheless, the interpreter's performance is more like an actor.

2.2.4. *Non-Equivalence in Translation: Baker's Theory*

Panou (2013) argues that equivalence is one of the pivotal definitory axes of translation since it functions as a reminder of the central problems a translator encounters during the translation process. The main purpose of translation and

interpreting is to gain the equivalent from the source language into the target language, as Newmark (2001:48) states

"It has sometimes been said that the overriding purpose of any translation should be to achieve 'equivalent effect, i.e. to produce the same effect or one as close as possible) on the readership of the translation as Has obtained on the readership of the original. (This is also called the 'equivalent response' principle. Nida calls it "dynamic equivalence." As I see it, 'equivalent effect is the desirable result, rather than the aim of any translation, bearing in mind that it is an unlikely result in two cases: (a) if the purpose of the SL text is to affect and the TL translation is to inform (or vice versa); (b) if there is a pronounced cultural gap between the SL and the TL text.

In other words, error is one form of failure in gaining equivalence in translation. Baker uses the notion of equivalence 'for the sake of convenience' not because of scientific reason, it is used because the term of 'equivalence' has become well known between translators. Though among translators have known it, discussions related to non-equivalence are rarely found, or if it can be said, there is no specific discussion about non-equivalence. As Baker says (1992: 6) that equivalence can be obtained through some extents and thus, it is influenced by a variety of linguistic and cultural factors. When a text does not obtain the extents and factors (i.e. linguistic and cultural) of equivalence, it can be concluded that the text is not equivalence.

As the main concept of this study that is built on baker's equivalence theory, indeed it is worth to explain the theory itself. Based on Baker's point of view, equivalence is divided into four main levels, namely (1) equivalence at word level, (2) equivalence above word level, (3) grammatical equivalence, and (4) Pragmatic equivalence. But since this research will only focus on the first three levels, the fourth (i.e. pragmatic level) will not be discussed.

2.2.4.1 Baker's equivalence theory at word level: Lexical meaning

When talking about language, it is hard to separate word with text and its meaning. Baker acknowledges that in a bottom up approach of translation, equivalence at word level is the first element to be taken into consideration by the translator. In fact, when a translator starts analyzing the source text s/he looks at the words as single unit in order to find a direct "equivalent" term in the TL.

Halliday states in Baker (1992:6) meanings are realized through wordings, and without a theory of wordings, there is no way of making explicit one's interpretation of the meaning of a text. This statement is the best explanation why word equivalence level in translation should be discussed in one isolated topic. Furthermore, Baker also explained (1992:6) that text meaning is realized through form and without understanding the meanings of individual forms one cannot interpret the meaning of the text as a whole. Baker (1992:6) also says:

> "Translating words and phrases out of context is certainly a futile exercise, but it is equally unhelpful to expect a student to appreciate translation decisions made at the level of text without a reasonable understanding of how the lower levels, the individual words, phrases, and grammatical structures, control and shape the overall meaning of the text."

Word is the smallest unit of language that can be used by itself. Baker (1992:11) said that word is not merely the basic meaningful element in a language, she further explained that units smaller than word can carry meaning. Elements of meaning which are represented by several orthographic words in a particular language may be represented by one orthographic word in another, and vice versa. She further states that there is no one-to-one correspondence between

orthographic words and elements of meaning within/across language as she stated in her book:

> "The lexical meaning of a word or lexical unit may be thought of as the specific value it has in a particular system and the 'personality' it acquires through usage within that system. It is rarely possible to analyze a word, pattern, or structure into distinct components of meaning; the way in which language works is much too complex to allow that."

Based on Cruise in Baker (2001), it can be distinguished from words and utterances four main types of meaning as (1) propositional meaning, (2) expressive meaning, (3)presupposed meaning, and (4) evoked meaning.

(1) Propositional meaning

Propositional meaning arises from the relation between it and what it refers or describes in a real/imaginary world, as conceived by the speakers of the particular language to which the word or utterance belong. In short, it can be said that it is the type of meaning which provides the basis on which we can judge an utterance as true or false, for instance:

The propositional meaning of shirt is "a piece of clothing worn on the upper part of body" and not "worn on the foot."

(2) Expressive meaning

In short, expressive meaning can be judged as true or false because it relates to the speakers' feelings or attitude rather than to what words and utterances refer to. For example:

(a) "Don't complain!"

(b) "Don't whinge!"

Or it can also be said that expressive meaning is two or more words or utterances can therefore have the same meaning (propositionally) but differ in their expressive meanings. This would happen from different languages. The meaning of word or lexical meaning, however, can be both propositional and expressive, e.g.: whinge (propositional / expressive), book (propositional), and bloody (expressive only).

(3) Presupposed meaning

Presupposed meaning arises from co-occurrence restrictions; i.e. restrictions on what other words or expressions we expect to see before or after a particular lexical unit. This restriction is divided into two part, namely selectional restrictions and collocational restrictions.

(a) Selectional Restrictions

Selectional restriction is the function of the propositional meaning of a word. We expect a human subject for the adjective (studious) and inanimate one for (geometrical). Selectional restrictions are violated in the case of figurative language.

(b) Collocational restrictions

It is an arbitrary restrictions which do not follow from the propositional meaning of a word, example:

In English: Law is broken

In Arabic: Law is contradicted

In English, teeth are brushed, but in German and Italy teeth are polished, while in Polish teeth are washed. Because collocational restrictions are

arbitrary, they show more variation across languages the selectional restrictions do.

(4) Evoked meaning

Evoked meaning arises from dialect and register variation. Dialect is a variety of language which has currency within a specific community or group of speaker. The classifications are: (1) geographical (i.e. Scottish or American dialect), (2) temporal (different age groups within a community), and (3) social (words or structure used by members or different social classes).

While register, in the other hand, is a variety of language that a language user considers appropriate to specific situation. Register variation arises from variations in the following: (1) field of discourse, (2) tenor of discourse, and (3) mode of discourse.

Different groups within each culture have different expectations about what kind of language is appropriate to particular situations. From those four types of meaning above, the only one which relates to the truth or falsehood of an utterance and which can be challenged by a reader is the propositional meaning.

The main question emerges in this section (i.e. word-level equivalence) is "how then, if non-equivalence occurs in (translating) at word level?" Baker (1992:11) explained that the target language then has no direct equivalent for a word which occurs in the source text if non-equivalence occurs at word level. She further explained that the type and level of difficulty posed can vary tremendously depending on the nature of non-equivalence.

As a learner, when someone translates or interprets a text, there are some non-equivalence happens. Baker states the common non-equivalence as follows

(1) Culture specific concepts

(2) The source language concepts is not lexicalized in the target language

(3) The source language word is semantically complex

(4) The source and target languages make different distinctions in meaning

(5) The target language lacks a super ordinate

(6) The target language lacks specific term (hyponym)

(7) Differences in physical or interpersonal perspective

(8) Differences in expressive meaning

(9) Differences in form

(10) Differences in frequency and purpose of specific forms

(11) The use of lloan words in the source text

2.2.4.2 Baker's equivalence theory above word level: Lexical meaning

Baker (1992:46) explains that equivalence above word level means equivalence when words are combined with other words to form stretches of language. She, furthermore, states that words are not strung together at random in any language; there are always restrictions which admit no exceptions, and particularly those which apply to classes of words rather than individual words are usually written down in the form of rules.

Equivalence above word level deals with two main headings, namely which are collocation and idioms. In this level, we will go one step further to consider

what happens when words start combining with other words to form stretches of language.

That goes without saying that words rarely occur on their own; they almost always occur in the company of other words; but words are not strung together at random in any language. There are always restrictions on the way they can be combined to convey meaning. Equivalence in this level is often associated with lexical pattern which dealt under two main headings. They are (1) collocation and (2) fixed expressions/idioms.

(1) Collocation

Collocation is the way in which words are used together regularly. In other words, it also can be said that collocation is the restrictions on how words can be used together. However, the patterns of collocation are largely arbitrary and independent of meaning, this is so both within and across languages as Baker stated (1992:14). As an example, people will say break the rule not break the regulation

(2) Idioms and fixed expressions

Baker states that "Translation is exacting art". Idioms and fixed expressions are at the extreme and of the scale from collocations in flexibility of patterning and transparency of meaning. They are frozen patterns of language which allow little or no variation in form and often carry meanings which can't be deduced from their individual components. For instance: people will say Ladies and Gentleman than man and woman.

Moreover, there are some factors that affect non-equivalence above word level. One of them is register and its relation to collocation particularly and translation in common. A translator of computer literature must also be familiar with the way in which the equivalent of data is used in her corresponding target texts, that is, with the set of collocates which are compatible with the equivalent of data.

Being a native speaker of a language does not automatically mean that the translator can assess the acceptability or typicality of register- specific collocation. This is largely why courses in specialized and technical language form (is) and important component of translation training syllabuses as stated by Gile (1992: 53).

When the translation of a word or a stretch of language is criticized as being inaccurate or inappropriate in a given context, the criticism may refer to the translator's inability to recognize a collocation pattern with a unique meaning different from the sum of the meanings of its individual element. This suggests that what a word means often depends on its association with certain collocates.

2.2.4.3 Baker's equivalence theory: Grammatical equivalence

Grammar has become one of the central issues in translation and interpretation study, since every language, without any doubt, has its own grammar, as the definition of the grammar itself, as Baker (1992:83) and the other grammarians state that grammar is the set of rules which determine the way in which units such

words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances.

As every language has its own grammar, or it can be said its own system of language, and there is no language which has the same grammar system worldwide, grammar has become one of the main difficulties in translation (process).

One important aspect that should be firmly gripped is to differentiate between grammatical and lexical (word level) aspect in their relations to equivalences in translation. Baker (2001:83) in brief stated grammatical category mainly deals with morphology and syntax. Further she explains that morphology mainly focuses on the structure of words, the way in which the form of a word changes to indicate specific contrasts in the grammatical system. While syntax mainly concerns about the grammatical structure of groups, clauses, and sentence; the linear sequences of classes of words such as noun, verb, adverb, and adjective, and functional elements such as subject, predicator, and object, which are allowed in a given language.

The most important difference between grammatical and lexical choices, as far as translation is concerned, is that grammatical choices are largely obligatory while lexical choices are largely optional. Languages which have morphological resources for expressing a certain category such as number, tense, or gender, have to express these categories regularly; those which do not have morphological resources for expressing the same categories do not have to express them except when they are felt to be relevant. Because a grammatical choice is drawn from a

closed set of options, it is 1) obligatory and 2) rules out other choices from the same system by default.

This process of translation then includes two different languages worldwide, the source text and the target text. And this is appropriate to the basic intention of translation itself, namely establishing communication between different languages. This process does include changing between two different languages that have their own unique. This, then, becomes the constraints in translation process. Since there is no exact language exists. There are, however, another several factors which cause these constraints. Baker states some problems which may cause problems in rendering and changing between two different languages, because (1) culture specific concept, (2) the source-language concept is not lexicalized in the target language, (3) the source and target languages make different distinctions in meaning, (4) the target language lacks a super ordinate, and (5) the target language lacks a specific term.

Because every language has its own unique (i.e. different grammar principle, different lexical principle, different cultural meaning) and due to some problems mentioned above, reaching equivalence in translating a text sometimes becomes difficult task to accomplish. According to Baker and Kirsten (2001:77), theorists who maintain that translations is predicated upon some kind of equivalence have, for the most part, concentrated on developing typologies if equivalence. Focusing on the rank (word, sentence or text level) at which equivalence is said to obtain (seem for example Baker 1992), or on the type of meaning (denotative, connotative, pragmatic, etc.) that is said to be held constant in translation.

Among these grammatical categories, which might cause problems in translation, Baker focuses on number, gender, person, tense and aspect, and voice.

(1) Grammatical category of number deals with the idea of accountability. Some languages distinguish between one and more than one singular and plural. Some distinguish between one, two and more than two. Some others do not even have such distinction.

(2) Gender is "a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some languages" (Baker, 1992). French distinguishes between masculine and feminine gender in nouns. In English, the gender distinction exists in some semantic area and in the person system. In Indonesian, some nouns can be made feminine or masculine by adding certain suffixes.

(3) The category of person relates to the notion of participants' roles. According to Baker (1992), "In most languages, participant roles are systemically defined through a closed system of pronoun which may be organized along a variety of dimension". These dimensions include number, gender, formality/politeness, social status, and degree of intimacy between participants.

(4) Tense and aspect are grammatical categories, which can be seen from the form of verb. In some languages, different forms are used to indicate two main types of information: time relations and aspectual differences. Time relations have to do with locating an event in time. Aspectual differences have to do with the temporal distribution of an event.

(5) Voice is "a grammatical category which defines the relationship between a verb and its subject" (Baker, 1992). In an active clause, the subject is the affected entity. Each language has different rule for constructing active from passive or vice versa.

2. 3 Framework of Analysis

Interpreting is a process to transfer the meaning of the source language into the target language. Both source and target language have different system in their own language.

Interpreting is generally divided into 2 kinds, simultaneous and consecutive. To be a good interpreting, interpreter must be able to render the meaning from the source language. In rendering the meaning from the source language into the target language, we must notice the meaning which is rendered is still the same.

In interpreting from Indonesian into English, an error can occur at the same time. Learner of English in EFL context can be interfered their L1 that can cause some errors. There are some kinds of errors. That are the difference between errors relating to the source text, the difference between functional errors and absolute errors, the difference in individual translators between systematic errors (recurrent) and random errors (isolated), and the difference between errors in the product and errors in the process.

An error in the product and error in the process can happen when translator and interpreter does not make an equivalent meaning from the source language

into the target language. Based on the equivalence theory of Baker, the writer will analyze the non-equivalence of meaning.

This study was designed as a qualitative research and the nature of the study will be descriptive and explorative. The writer analyzed the non-equivalences that occur in consecutive interpreting done by 6th semester students of the English Department of State University of Semarang Academic year 2013/2014.

The method of collecting data that I used is observation. First, I observed the recording audio. Second, I identified every non-equivalence that I find. The third step was classifying the non-equivalence. The last was evaluating process. The research would be more simple and understandable. All of the expressions that had been gone through the observation were documented. We could see the framework design in the figure.

Figure 2.8. Framework of Analysis
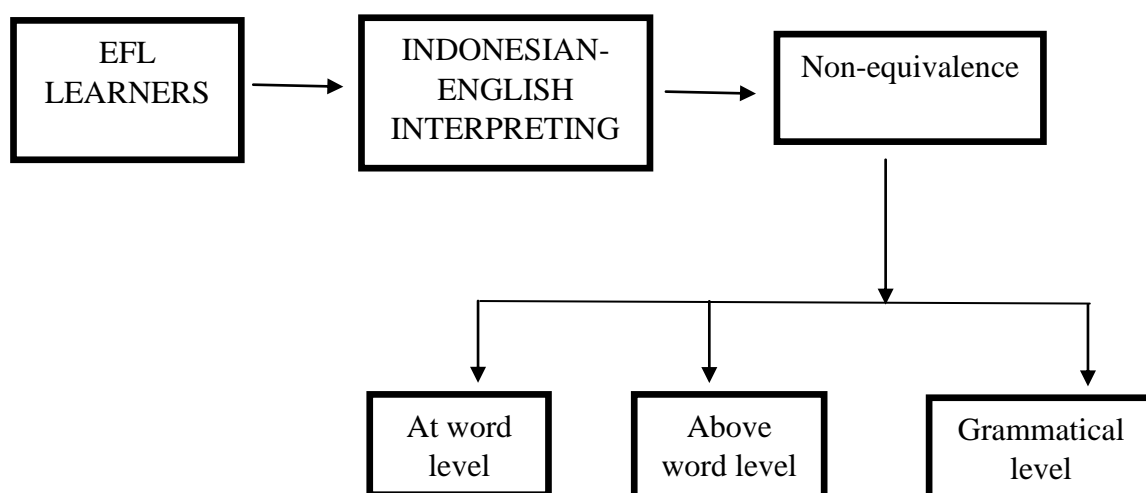
CHAPTER 3

METHODS OF INVESTIGATION

This chapter presents the methods of investigation. It describes the research design, sources of data, method of data collection, object of the study, method of data analysis, and research procedure.

3. 1   Research Method

Holmes (1988, in Panou 2013) explored DTS (Descriptive Translation Studies). She said that descriptive translation studies focus on three areas of research, namely product-oriented DTS (text centered studies which aim at investigating existing translation), process-oriented DTS (studies which are primarily interested in the mental processes that occur in translation), and function-oriented DTS (studies which seek to describe the function of translation in the target sociocultural situation).

This study analyzes the non-equivalence, especially non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence in interpreting. Though interpreting and translation are the same field, this study concerns on interpreting. Therefore, this study is as same as the study on translation concerning its process and result or process-oriented DTS.

In this study, not to mention, a descriptive qualitative approach is used. Nunan (1992) suggests that qualitative research advocates the use of qualitative methods concern with the understanding of human behavior from the actor's own

frame of reference, exploratory, descriptive and process oriented. Moreover, descriptive approach was used to describe the existing situations by collecting data. According to Gay (1981:153), a descriptive approach determines and reports the way things are. The descriptive approach is useful for investigating problems and report the research's result in which described, explained, and gave reasons for the finding of data arguments in the study. Here, the writer collected the non-equivalence in the target text, then the non-equivalence found were analyzed.

3. 2 Sources of Data

As sources of data, the writer took 34 interpreting audio recording from Indonesia into English. These data were produced by the students at the sixth semester of State University of Semarang in the academic year 2014/2015 as their final test (in interpreting course). They are majoring in English.

3. 3 Roles of Researcher

In constructing and conducting this study, the researcher will do some roles which consist of (1) data identifier, (2) data collector, (3) data organizer, (4) data analyst, and (5) reporter

(1) Data identifier

   After choosing the object of the study and reading it carefully, the researcher identified the data. The researcher chose the materials whether they are the data or not.

(2) Data collector

In this case, the researcher collected the consecutive interpreting data from 6th semester students of State University of Semarang.

(3) Data organizer

After collecting the data, the researcher organized them through mapping and comparing between the source language and the target language.

(4) Data analyst

The researcher tried to analyze the consecutive interpreting data from 6th semester students of State University of Semarang by describing them.

(5) Reporter

In this stage, the researcher reported the result of the evaluation before it is finished with evaluation.

3. 4 Method of Data Collection

There are some ways in collecting data in qualitative research. Stake (2010: 89) declares that qualitative researchers use all kinds of data: numerical measurements, photographs, indirect observation, and texting, for example; whatever clarifies the picture of what is going on. In addition, Hodder (1994) in states in Stake (2010:89) that the researchers review documents and gather artifacts.

Researcher selects the method for gathering the data to fit the research question and to fit the style of inquiry the research prefer. In this study, the methods used are:

1   Observations

In the process of gaining objectives, this method will be described more briefly under the research procedure.

2   Document

The data used in this study are the recorded interpreting test from English into Indonesian of sixth semester students of English Department State University of Semarang. The data are checked briefly one by one whether they contain non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence.

In order to ease in identifying the data, the result of gaining the data will gather in a table as follows

Table 3.1 Identification of the data

Source Text	Literal Translation	No.	Target Text	Non-equivalence		
				Word	Above word	Grammar
		1.				
		…..				

The finding table is divided into four columns. The very first column is for presenting the number of the data. The next three columns are the source text, literal translation and the target text while the fourth is for shortly identifying the non-equivalence type. By using the table, the researcher will collect data in the brief way before analyzing the data in analyzing table.

3. 5   Object of The Study

The population of this study are 34 students who interpreted from English into Indonesian. They interpreted the given sentences by using consecutive interpreting. They interpreted in consecutive way Here, the writer uses two interpreting class.

3. 6   Method of Data Analysis

After the data were recorded, the writer transcribed them into written form. The data were categorized and analyzed descriptively whether there were non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence or not. The aim was to find out the changes and keep the original messages.

3. 7   Research Procedure

After obtaining the data, they were analyzed. The data were described in the form of comparison of the structure of the source text and the target text for finding the

level of the non-equivalence. The data will be depicted as a table. It will be different for each non-equivalent. The data will be as follows

Table 3.2 The data result for non-equivalence at word level

Source Text	Literal Translation	No	Target Text
		1	
		2	
		….	

Note:

(12)   Culture specific concepts
(13)   The source language concepts is not lexicalized in the target language
(14)   The source language word is semantically complex
(15)   The source and target languages make different distinctions in meaning
(16)   The target language lacks a super ordinate
(17)   The target language lacks specific term (hyponym)
(18)   Differences in physical or interpersonal perspective
(19)   Differences in expressive meaning
(20)   Differences in form
(21)   Differences in frequency and purpose of specific forms
(22)   The use of lloan words in the source text
(23)   The Use of inappropriate word

Table 3.3 The data result for above word non-equivalence

Source Text	Literal Translation	No	Target Text	Non-equivalence	
				Collocation	Idioms and fixed expression
		1			
		…..			

Table 3.4 The data result for grammatical non-equivalence

Source Text	Literal Translation	No	Target Text	Non-equivalence				
				Number	Gender	Person	Tense and Aspect	Voice
		1						
		….						

In purposing of gaining the objective, the steps of the study that is done will be described as follows:

3.7.1 *Observing*

Due to observation, the researcher can know the information by seeing, hearing, and feeling it directly. Stake (2010: 90) explains that the eye sees a lot (and misses a lot), simultaneously noting who, what, when, where, and why (as newspaper people are supposed to do) and particularly relating them to the story or the assertions forthcoming to the research question. There are two kinds of observations as the method of collecting data as follows

1   Non-systematic observations

When an observation is done without using instruments, it is called non-systematic observation.

2   Systematic observation

Systematic observation is observation which is done by using instrument.

This study uses both of non-systematic and systematic observation. The former one is used in early investigation. After transcribed the recorded interpretation, a preliminary observation was carried out to find our whether there were non-equivalence or not. The first observation showed the consecutive interpreting of 6th semester students. Here, the observation showed that there are some non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence. The non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence have not identified. The second type of observation is done in the next stage, identifying.

3.7.2   *Identifying*

Based on the equivalence categories stated Baker (1992), the data were identified. The words, phrases or clauses which showed non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence were marked.

3.7.3   *Classifying*

In this stage, the selected word, phrases and sentences in the interpreting transcription were classified under the headings non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence. Those were then further classified and categorized according to their non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence.

3.7.4   Evaluating

Further investigation was done in the form of evaluation. The findings obtained from the process of classifying were elaborately evaluated to find whether the occurred non-equivalence at word level, non-equivalence above word level, and grammatical non-equivalence could be accepted based on the English structure or not.

3.7.5   Referencing

The fifth step is referencing. Conclusions in this study are made. The conclusions are based on the result of the study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions according to the findings and discussions in the previous chapter. Moreover, some suggestions are also given. Hopefully they will be useful for the readers, especially for the interpreters.

5. 1 Conclusions

This study is based on Baker's classification connected to equivalences in translation and interpreting which shows that there are four equivalences in translation and interpreting which happen in any text both spoken and written. Those are word level non-equivalence, above word level equivalence, grammatical equivalence, and pragmatic level equivalence (Baker, 1992).

Based on the analysis and discussion of consecutive interpreting done by 6th semester students of the English Department of State University of Semarang in the academic year 2013/2014, there are some conclusions that can be drawn as follows:

There are three levels of non-equivalences found from the source text (Indonesia) into the target text (English). Those non-equivalences, as stated before, were word level, above word-level, and grammatical level. The research findings revealed that there were thirty one (or 3.01%) non-equivalences at word level, thirteen (or 18.05%) non-equivalences at above-word level, and fourty three (52.43%) non-equivalences on grammatical level. As the objective of this study is

to find out the contexts in which the non-equivalences occurred, these are brief conclusions of the contexts found in the text:

The contexts of the word level non-equivalences mostly occur due to using inappropriate word when interpret a word. In addition, the problems related to above word level non-equivalences mostly deal with collocation, combination of 2 words or more in particular language that makes or constructs a new meaning. Furthermore, the occurrences of grammatical non-equivalences vary on three types of grammatical level such as number, tense and aspect, and voice.

5. 2 Suggestions

There are some suggestion according to the conclusions presented above

For the interpreters

The result of this study shows that there were many occurrences of non-equivalences spread in the three categories. Due to the different systems between the source language and the target language, interpreters have to make some adjustment in interpreting. Moreover, the interpreter should evaluate and recheck their interpretation to ensure whether it is equivalent or not.

For future researcher

Realizing that this study is still far from perfect one, it is expected that there will be a follow-up from any English students to conduct further studies about interpreting equivalences. The further studies are also needed to follow the development of interpreting studies. Furthermore, since this study focused only at word level, above word level, and grammatical level without considering the

quality of interpreting and the rendering of meaning, it is recommended that a study which examines the interpreting quality is undertaken.

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Appendix 1

Compilation

Source Text	Literal Translation	Data Number	Target Text	Equivalence (E/NE)		
				Word Level	Above word Level	Grammatical Level
a. *Selamat pagi saudara-saudara sekalian*	a.Good morning ladies and gentleman.	1	Good morning ladies and gentleman	-	E	E
		2	Good morning ladies and gentleman	-	E	E
		3	Good morning ladies and gentleman	-	E	E
		4	Good morning ladies and gentleman	-	E	E
		5	Good morning ladies and gentleman	-	E	E
		6	Good morning ladies and gentleman	-	E	E
		7	Good morning ladies and gentleman	-	E	E
		8	Good morning ladies and gentleman	-	E	E
		9	Good morning ladies and gentleman	-	E	E
		10	Good morning ladies and gentleman	-	E	E
		11	Good morning ladies and gentleman	-	E	E
		12	Good morning ladies and gentleman	-	E	E
		13	Good morning ladies and gentleman	-	E	E
b. *Saya yakin anda*	b. I believe you	1	I am sure that you have decided who	E	-	E

pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti	have already decided who will be chosen later on the 9th of July.		will be the president			
		2	I am sure that you have choosen the candidate that you will choose in July	E	-	E
		3	I am sure you will the president candidate in the president election	NE	-	E
		4	I am sure you have choose one the candidate for this 9 july	E	-	NE
		5	I am sure someone who is choosen in the july	E	-	NE
		6	I am sure you have already decided who will your choice in the next july election.	E	-	E
		7	I am sure you have decided to be the next president	E	-	E
		8	I am sure all of you have the option on the nine July	E	-	NE
		9	I believe that you already had your choice for 9 july	E	-	NE
		10	I am sure you have already know which one you will choose on 9 of July	E	-	NE
		11	I am sure you have choose for the election	E	-	NE
		12	I am sure that all of you have decided your choice on the election	E	-	E
		13	I am sure that you already decice who is your choice	E	-	NE
c. *Tanggal 9 Juli ini bangsa kita akan mengadakan*	c. On the 9th of July, our nation will hold a big	1	In 9 july our country will have great event	E	E	E
		2	On this july, our will have a great event	E	E	E

hajat besar yaitu pemilihan Presiden	event, Presidential election.		about president election			
		3	In july 9, Indonesia will celebrate a great event	NE	E	E
		4	In this 9 july, our nation want to progrees to our nation	NE	E	E
		5	This july, event, there will be an election	E	NE	E
		6	That's right that in the 9 july our nation will held president election	E	NE	NE
		7	On the july 2, our nation will be held election to choose the next president	E	E	NE
		8	In july nine 2014 we have a big day to choose our president	NE	NE	NE
		9	On 9 july this year, we will have the great election for President	E	E	E
		10	On this 9 on July, our country will have a big event which is president election	E	NE	E
		11	Our nation will have big general election at 9 july	E	NE	E
		12	In 9 april 2040, Indonesia will have big event that is election day	E	E	E
		13	At 9 July 2014, our nation will be held a big ocasiion that is general election	NE	E	NE
d. *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam*	d. In the tight competition between Prabowo-Hatta and Jokowi-JK, there were much propaganda that	1	In the competition of Prabowo and Jokowi, there will be strategy that they use	NE	NE	E
		2	In the competition of Prabowo Hatta and Jokowi JK, there are so much propaganda that is happened in the society in the Indonesia	E	NE	NE

masyarakat	was launched in society.	3	In fight of Prabowo Hatta and Jokowi JK, there are many propaganda that will share	E	NE	NE
		4	(**SKIP**)	-	-	-
		5	(**SKIP**)	-	-	-
		6	In the tough competition between Prabowo Hatta and Jokowi JK, there are so many propaganda by people around them	E	E	NE
		7	In the close between Prabowo Hatta and Jokowi JK, so many propaganda in the society	NE	E	NE
		8	In the fight between Prabowo and Jokowi, there are so many problem.	E	NE	NE
		9	Between a tight fight Prabowo Hatta and Jokowi JK, there are much propaganda that released in this society	E	E	NE
		10	In the competition between Prabowo Hatta and Jokowi JK , there are a lot of propaganda came forward	E	NE	NE
		11	In this fighting, there are a lot of propaganda in society	E	E	E
		12	The battle between Jokowi JK and Prabowo Hatta, there are a lot of propaganda that appear in our life	NE	E	E
		13	In the war between prabowo and Jokowi, there are so many propaganda that they propose	NE	E	NE
e. *Misalnya*	e. for example,	1	For example, the black campaign and	E	NE	NE

kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur	the black campaign were either in social media or in OBOR magazine launched from West Java to East Java.			the hot media massa in East Java			
		2	For example the black campaign in the social media in West Java and Jakarta	E	E	NE
		3	For example, the black kampanye in social media and OBOR media	E	E	NE
		4	(**SKIP**)	-	-	-
		5	(**SKIP**)	-	-	-
		6	For example, the black campaign which is exist in the social media such as OBOR magazine which release in West Java and East Java	E	E	NE
		7	For example, the black campaign in the social media and OBOR media mass in the West and East Java	E	NE	NE
		8	Such as black campaign that happen on OBOR magazine that attact Jokowi	E	E	NE
		9	For example, black campaign and OBOR magazine that publicated in East Java	E	E	NE
		10	For example, black campaign which happened in social media and socil news like OBOR in West and East Java	E	NE	NE
		11	For example the black campaign in social media and OBOR in West Java and East Java	E	E	NE
		12	For example, the black campaign publish in West Java and East Java	E	E	NE
		13	For example, in the social media and OBOR magazine that spread in	-	E	NE

			Surabaya and West Java			
f. *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	f. I suggest that we have to be objective in facing this campaign.	1	I suggest that we should be objective with the black campaign	E	-	E
		2	My advice, we have to still objective to face this black campaign	E	-	NE
		3	In my opinion, we would (**SKIP**)	-	-	-
		4	According to me, we have to objective to prepare this election	E	-	NE
		5	My advice is we have to do an objective thing in this election	E	-	E
		6	I suggest that we should be objective to decide who we choose in the election	E	-	E
		7	We should be stay objective to face our election	E	-	NE
		8	I think we should still objective to face this campaign	E	-	NE
		9	My suggestion is that we must be objective in this campaign	E	-	E
		10	I suggest that we must be objective to face the black campaign	E	-	E
		11	(**SKIP**)	-	-	-
		12	In my opinion, we have to objective in this election day	E	-	NE
		13	My suggestion is that we must to be objective about this problem	E	-	NE
g. *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan*	g. As when we follow them, we are not different with them	1	Because if we join the black campaign, we will not be different with them	E	E	NE
		2	Because if we follow it, it means that we are same with them	E	E	E

		3	Because if we follow them, we not different with them	E	E	NE
mereka		4	If we do like them, we also act them	E	E	NE
		5	Because if we are just do like people do, we are same with others	E	E	NE
		6	Because if we follow what they do, we do not have any differences with them who do the black campaign	E	E	E
		7	(**SKIP**)	-	-	-
		8	Because we as the follower it is same with them	E	E	NE
		9	Because if we are take a part on that, we are not different with them.	E	E	NE
		10	Because if we follow them we will not be different with them	E	E	E
		11	(**SKIP**)	-	-	-
		12	(**SKIP**)	-	-	-
		13	Because if we are following them, we are no different with them	E	E	NE

The Recapitulation of Non-Equivalence at Word Level

Source Text	Literal Translation	No	Target Text	Non-Equivalence											
				1	2	3	4	5	6	7	8	9	10	11	12
b. *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti*	b. I believe you have already decided who will be chosen later on the 9th of July.	4	I am sure you have choose one the candidate <u>for this</u> 9 july	-	-	-	-	-	-	-	-	-	-	-	√
		5	I am sure someone who is choosen <u>in the</u> july	-	-	-	-	-	-	-	-	-	-	-	√
		6	I am sure you have already decided who will your choice <u>in the next</u> july election.	-	-	-	-	-	-	-	-	-	-	-	√
		9	I believe that you already had your choice <u>for</u> 9 july	-	-	-	-	-	-	-	-	-	-	-	√
		16	I am sure you will <u>the president candidate</u> in the president election												
c. *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu*	c. On the 9th of July, our nation will carry out a big event. It is	1	<u>In</u> 9 july our country will have great event	-	-	-	-	-	-	-	-	-	-	-	√
		2	<u>On</u> this july, our will have a great event about president	-	-	-	-	-	-	-	-	-	-	-	√

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pemilihan Presiden	presidential election.		election												
		3	<u>In july 9</u>, Indonesia will celebrate a great event	-	-	-	-	-	-	-	-	-	-	-	√
		4	<u>In this 9 july</u>, our nation want to <u>progrees</u> to our nation	-	-	-	-	-	-	-	-	-	-	-	√
		5	<u>This</u> july, event, there will be an election	-	-	-	-	-	-	-	-	-	-	-	√
		8	<u>In july nine</u> 2014 we have a big <u>day</u> to choose our president	-	-	-	-	-	-	-	-	-	-	-	√
		10	On this 9 <u>on</u> July, our country will have a big event which is president election	-	-	-	-	-	-	-	-	-	-	-	√
		11	Our nation will have big general election <u>at</u> 9 july	-	-	-	-	-	-	-	-	-	-	-	√
		12	<u>In</u> 9 april 2040, Indonesia will have big event that is election day	-	-	-	-	-	-	-	-	-	-	-	√
		13	<u>At</u> 9 July 2014, our nation will be held a big ocasiion that is general election	-	-	-	-	-	-	-	-	-	-	-	√
d. *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang*	d. In the tight competition between Prabowo-Hatta and Jokowi-JK, there were much propaganda	1	In the competition of Prabowo and Jokowi, there will be <u>strategy</u> that they use	-	-	-	-	-	-	-	-	-	-	-	√
		8	In the fight between Prabowo and Jokowi, there are so many <u>problem</u>.												

| *diluncurkan dalam masyarakat* | that was launched in society. | 12 | The <u>battle</u> between Jokowi JK and Prabowo Hatta, there are a lot of propaganda that appear in our life | - | - | - | - | - | - | - | - | - | - | - | √ |
| | | 13 | In the <u>war</u> between prabowo and Jokowi, there are so many propaganda that they propose | - | - | - | - | - | - | - | - | - | - | - | √ |

Note:

(24)   Culture specific concepts
(25)   The source language concepts is not lexicalized in the target language
(26)   The source language word is semantically complex
(27)   The source and target languages make different distinctions in meaning
(28)   The target language lacks a super ordinate
(29)   The target language lacks specific term (hyponym)
(30)   Differences in physical or interpersonal perspective
(31)   Differences in expressive meaning
(32)   Differences in form
(33)   Differences in frequency and purpose of specific forms
(34)   The use of lloan words in the source text
(35)   The Use of inappropriate word

Appendix 3

The Recapitulation of above Word Non-Equivalence

Source Text	Literal Translation	No	Target Text	Non-equivalence	
				Collocation	Idioms and fixed expressions
c. *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden*	c. On the 9th of July, our nation will hold a big event, Presidential election.	5	This july, event, there will be an <u>election</u>	√	
		6	That's right that in the 9 july our nation will held <u>president election</u>	√	
		10	On this 9 on July, our country will have a big event which is <u>president election</u>	√	
		11	Our nation will have big <u>general election</u> at 9 july	√	

				√	
d. *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat*	d. In the tight competition between Prabowo-Hatta and Jokowi-JK, there were much propaganda that was launched in society.	1	In the <u>competition</u> of Prabowo and Jokowi, there will be strategy that they use	√	
		2	In the <u>competition</u> of Prabowo Hatta and Jokowi JK, there are so much propaganda that is happened in the society in the Indonesia	√	
		3	In <u>fight</u> of Prabowo Hatta and Jokowi JK, there are many propaganda that will share	√	
		8	In the <u>fight</u> between Prabowo and Jokowi, there are so many problem.	√	
e. *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur*	e. for example, the black campaign were either in social media or in OBOR magazine launched from West Java to East Java.	1	For example, the black campaign and the <u>hot media massa</u> in East Java	√	
		7	For example, the black campaign in the social media and OBOR <u>media mass</u> in the West and East Java	√	

Appendix 4

The Recapitulation of Grammatical Non-Equivalence Level

Source Text	Literal Translation	No	Target Text	Grammatical Non-Equivalence				
				Number	Gender	Person	Tense and aspect	Voice
b. *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti*	b. I believe you have already decided who will be chosen later on the 9th of July.	4	I am sure you have <u>choose</u> one the candidate for this 9 july				√	
		9	I believe that <u>you already had</u> your choice for 9 july				√	
		10	I am sure you have already <u>know</u> which one you will choose on 9 of July				√	

Indonesian	English	No	Student sentence					
		11	I am sure you have <u>choose</u> for the election				√	
		13	I am sure that you <u>already decide</u> who is your choice				√	
c. *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden*	c. On the 9th of July, our nation will carry out a big event. It is presidential election.	6	That's right that in the 9 july our nation <u>will held</u> president election				√	
		7	On the july 2, our nation will <u>be held</u> election to choose the next president					√
		8	In july nine 2014 we <u>have</u> a big day to choose our president				√	
		13	At 9 July 2014, our nation <u>will be held</u> a big ocasiion that is general election					√
d. *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat*	d. In the tight competition between Prabowo-Hatta and Jokowi-JK, there were much propaganda that was launched in society.	2	In the competition of Prabowo Hatta and Jokowi JK, there are so much propaganda that <u>is</u> happened in the society in the Indonesia	√			√	

		3	In fight of Prabowo Hatta and Jokowi JK, there are <u>many</u> propaganda that will share	√						
		6	In the tough competition between Prabowo Hatta and Jokowi JK, there are so <u>many</u> propaganda by people around them	√						
		7	In the close between Prabowo Hatta and Jokowi JK, so <u>many</u> propaganda in the society	√						
		13	In the war between prabowo and Jokowi, there are so <u>many</u> propaganda that they propose	√						
e. *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur*	e. for example, the black campaign were either in social media or in OBOR magazine launched from West Java to East Java.	13	For example, in the social media and OBOR magazine that <u>spread</u> in Surabaya and West Java					√		

f. *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	f. I suggest that we have to be objective in facing this campaign.	2	My advice, we have to still objective to face this black campaign				√	
		4	According to me, we have to objective to prepare this election				√	
		7	We should be stay objective to face our election				√	
		8	I think we should still objective to face this campaign				√	
		12	In my opinion, we have to objective in this election day				√	
g. *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	g. As when we follow them, we are not different with them	3	Because if we follow them, we not different with them				√	
		5	Because if we are just do like people do, we are same with others				√	
		9	Because if we are take a part on that, we are not different with them.				√	

The Data Transcription

Data Number	Indonesian	English
12	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Good morning ladies and gentleman • I am sure that you have decided who will be the president • In 9 july our country will have great event • In the competition of Prabowo and Jokowi, there will be strategy that they use • For example, the black campaign and the hot media massa in East Java • I suggest that we should be objective with the black campaign • Because if we join the black campaign, we will not be different with them
15	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan*	• Good morning ladies and gentleman • I am sure that you have choosen the candidate that you will choose in July • On this july, our will have a great event about

	hajat besar yaitu pemilihan Presiden	president election
	• *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat*	• In the competition of Prabowo Hatta and Jokowi JK, there are so much propaganda that is happened in the society in the Indonesia
	• *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur*	• For example the black campaign in the social media in West Java and Jakarta
	• *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	• My advice, we have to still objective to face this black campaign
	• *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Because if we follow it, it means that we are same with them
16	• *Selamat pagi saudara-saudara sekalian*	• Good morning ladies and gentleman
	• *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti*	• I am sure you will the president candidate in the president election
	• *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden*	• In july 9, Indonesia will celebrate a great event
	• *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat*	• In fight of Prabowo Hatta and Jokowi JK, there are many propaganda that will share
	• *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur*	• For example, the black kampanye in social media and OBOR media
	• *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	• In my opinion, we would (**SKIP**)
	• *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Because if we follow them, we not different with them
18	• *Selamat pagi saudara-saudara sekalian*	• Good morning ladies and gentleman
	• *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti*	• I am sure you have choose one the candidate for this 9 july

	• *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• In this 9 july, our nation want to progrees to our nation • (**SKIP**) • According to me, we have to objective to prepare this election • If we do like them, we also act them
19	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Good morning ladies and gentleman • I am sure someone who is choosen in the july • This july, event, there will be an election • (**SKIP**) • My advice is we have to do an objective thing in this election • Because if we are just do like people do, we are same with others
20	• *Selamat pagi saudara-saudara sekalian*	• Good morning ladies and gentleman

	• *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• I am sure you have already decided who will your choice in the next july election. • That's right that in the 9 july our nation will held president election • In the tough competition between Prabowo Hatta and Jokowi JK, there are so many propaganda by people around them • For example, the black campaign which is exist in the social media such as OBOR magazine which release in West Java and East Java • I suggest that we should be objective to decide who we choose in the election • Because if we follow what they do, we do not have any differences with them who do the black campaign
23	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	• Good morning ladies and gentleman • I am sure you have decided to be the next president • On the july 2, our nation will be held election to choose the next president • In the close between Prabowo Hatta and Jokowi JK, so many propaganda in the society • For example, the black campaign in the social media and OBOR media mass in the West and East Java • We should be stay objective to face our election
25	• *Selamat siang saudara-saudara sekalian*	• Good afternoon ladies and gentleman

	• *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• I am sure all of you have the option on the nine July • In july nine 2014 we have a big day to choose our president. • In the fight between Prabowo and Jokowi, there are so many problem. • Such as black campaign that happen on OBOR magazine that attact Jokowi • I think we should still objective to face this campaign • Because we as the follower it is same with them
26	• *Selamat siang saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Good afternoon ladies and gentleman • I believe that you already had your choice for 9 july • On 9 july this year, we will have the great election for President • Between a tight fight Prabowo Hatta and Jokowi JK, there are much propaganda that released in this society • For example, black campaign and OBOR magazine that publicated in East Java • My suggestion is that we must be objective in this campaign • Because if we are take a part on that, we are not different with them.

29	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Good morning ladies and gentleman • I am sure you have already know which one you will choose on 9 of July • On this 9 on July, our country will have a big event which is president election • In the competition between Prabowo Hatta and Jokowi JK , there are a lot of propaganda came forward • For example, black campaign which happened in social media and socil news like OBOR in West and East Java • I suggest that we must be objective to face the black campaign • Because if we follow them we will not be different with them
30	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	• Good morning ladies and gentleman • I am sure you have choose for the election • Our nation will have big general election at 9 july • In this fighting, there are a lot of propaganda in society • For example the black campaign in social media and OBOR in West Java and East Java • Here, We should take a stand for what we choose

31	• *Selamat pagi saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini*	• Good morning ladies and gentleman • I am sure that all of you have decided your choice on the election • In 9 april 2040, Indonesia will have big event that is election day • The battle between Jokowi JK and Prabowo Hatta, there are a lot of propaganda that appear in our life • For example, the black campaign publish in West Java and East Java • In my opinion, we have to objective in this election day
34	• *Selamat siang saudara-saudara sekalian* • *Saya yakin anda pasti sudah menetapkan siapa yang akan dipilih pada tanggal 9 Juli nanti* • *Tanggal 9 Juli ini bangsa kita akan mengadakan hajat besar yaitu pemilihan Presiden* • *Dalam persaingan ketat antara Prabowo Hatta dan Jokowi JK, banyak sekali propaganda yang diluncurkan dalam masyarakat* • *Misalnya kampanye hitam dalam media social maupun majalah OBOR yang beredar dari Jawa Barat dan Jawa Timur* • *Saran saya, kita harus tetap bersikap objektif dalam menghadapi kampanye ini* • *Karena apabila kita ikut-ikutan, kita tidak jauh beda dengan mereka*	• Good afternoon ladies and gentleman • I am sure that you already decice who is your choice • At 9 July 2014, our nation will be held a big ocasiion that is general election • In the war between prabowo and Jokowi, there are so many propaganda that they propose • For example, in the social media and OBOR magazine that spread in Surabaya and West Java • My suggestion is that we must to be objective about this problem • Because if we are following them, we are no different with them

Appendix 6

Name List of the Object Study

No	SRN	NAME
1	2201411019	LINA SOFIA ANDRIANI
2	2201411024	LISA IKA LESTARY
3	2201411026	RETNO TRIHANDAYANI
4	2201411053	IZZATUL FIKROH
5	2201411054	MUFIDAH
6	2201411059	ISNI MAFRUCHATUNNISA
7	2201411065	FRANSISKA ENDAH WIDYASARI
8	2201411074	ANGKITA BONI HERVINIA
9	2201411084	EDO ERSANDA
10	2201411101	VINA DARISSURAYYA
11	2201411117	SETIATI NINGSIH
12	2201411120	TESSA ARIMAFRIDA
13	2201411147	ANDHIKA ARIASTUTI