CHAPTER I
INTRODUCTION

1.1   The Background of Study

Language is the most needed communication tool from time immemorial to the present. The language expression as a unifying nation seems appropriate statement is imposed. Since time immemorial, there has been a variety of languages, both local and foreign languages are very interesting to learn.

Language as a communication tool, divide into two, there are direct and indirectly. Directly here means by when speakers talk face to face with others. You can easily understand what the speaker talking about in that time, that also called by two-way communication. Indirectly means by when the speaker or communicator want to deliver something, but use media as a communication tools to able communicate and convey messages.

Communication tools or media are something that always people use, like when watch some videos, text from phone or social media, magazine, and bible. To understand the meaning of the messages itself, the reader must translate the whole text itself.

Hartono (2012: 15) (ref no: 7), says that translation is a kind of activity inevitably involves at least two languages and two cultural traditions, based on the translation of the statement is related to the complexity of language, which means many problems arise when people want to translate ideas or information.

Translating is not easy because every language has its own rules in phonetic, structure, and words. In translating text, sometimes the translator finds problems of non-equivalence in the text. The translator uses certain strategies to solve those problems. By using the strategies, the text can be better understood by the readers from the target language.

Newmark (1988:171) in NR Zahra (2019:1) (ref no:18), described states that which is clear the problem with translating novels is the relative importance of the source language the culture and moral purpose of the writer to the reader.

Baker (1992:92) (ref no: 1) said that, a translator needs to decide to use the right technique to use in translating the term culture so that the reader can understand its meaning.

In language with convey indirectly, some readers maybe confuse about what the meaning of text itself, especially from a text which we find in our daily activity. Bible as one of the religion tools for Christians that is a book contains so much verses, that has purpose deliver messages to the reader. Bible for the first time aimed to show us the rules of live values, to glorify God, becausebible is one of the Christian"s life guidelines.

But, when reading and translating there are often a sentence or context that makes confuse about the meaning because allows errors in translation. As mentioned above, bible has many version of translations that is why when some translator translates it, the translator make a bit of confusion.

Based on the explanations above, the writer is very interested in

discussing further discussion related to language by grouping the types of translation according to Baker's theory. This discussion will have an effect on the grouping that should be included in every word of the chapterin the Bible. This writer will discuss entitled "AN ERROR ANALYSIS IN TRANSLATING TEXT ON BIBLE FOCUS ON JOHN 14".

1.2 The Problem of the Study

Related to the background of the study above, the problems of the study are formulated asfollows:

1. What types of error analysis found in translating from the Bible"s John.

2. What is the most dominant kind of theory used on the Bible"s John.

1.3 The Objective of the Study

Based on the problem of the study above, the objectives of the study are formulated as follows:

1. To explain about types of error analysis found in translation of the Bible"s John.

2. To explain about types of error analysis found in translation of the Bible"s John.

3. To found out the most dominant type of translation used on the Bible"s John.

1.4 The Scope of the Study

This research will discuss the error analysis of translation found on Bible only focused on John 14 : 1-14 by using Mona Baker"s Non-

equivalence in translation theory to support the analysis.

1.5   The Significances of the Study

The result of the research has two parts of significances. The significances of this study are conveyed both theoretically and practically.

1.5.1 Theoretical Significance

Theoretically this research will contribute to the larger body knowledge and add references to the literature on translation analysis in the text, especially in the bible. It will also help understand more about translation, by experts.

1.5.2 Practical Significance

Practically the results of this research can be a standard for us to make better translation on a text.Which is another researcher or translator can more careful to do this

CHAPTER II

REVIEW OF RELATED LITERATURE

This study present many important aspects concerning the theoretical framework those are linguistics, translation, error analysis, bible, Mona Baker‟s theory, conceptual framework, and related literature. To make it close, writer used to describe the theoretical famework.

2.1   Linguistics

The term "Linguistics" comes from English which means the study of language and matches the words *Linguistique* (in French) and *Linguistiek* (in Dutch) which is derived from Latin, *Lingua* which means language. Linguistics is the study of language - how it is put together and how it functions. Various building blocks of different types and sizes are combined to make up a language. Sounds are brought together and sometimes when this happens, they change their form and do interesting things. Words are arranged in a certain order, and sometimes the beginnings and endings of the words are changed to adjust the meaning. Then the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the hearer will understand. Linguistics is the study of all of this. Linguists are people who study linguistics.

Linguistics aims to discover the science of languages, how they originate and evolved and further how our mind perceives them to communicate.

For those who love learning new languages, this area of study is specifically of interest as it can help you learn the roots and history of any language thus unravelling the whole world of even the simplest of a language or dialect. Linguistics is a broad area of study and encompasses varied specializations for students to choose from. This blog brings you a detailed list of major branches of linguistics, their key features as well as how you can make a successful career in linguistics.

There are various branches of linguistics which are given their own name, some of which are described below:

- Psycholinguistics

    Psycholinguistics, one of the branches of linguistics, as a branch of cognitive science, investigates how we acquire language, how we produce language and how we acquire language. In other words, Psycholinguistics examines language acquisition, language production and language comprehension. It is the study mental aspects of language and speech. It looks critically into how we represent and process language in the brain.

    Alan Garnham, in his book Psycholinguistics: Central Topics, defines Psycholinguistics as "the study of the mental mechanisms that make it possible for people to use language. It is a scientific discipline whose goal is a coherent theory of the way in which language is produced and understood."

Psycholinguistics is a branch of both linguistics and psychology. The American psychologist, Jacob Robert Kantor introduced the term „Psycholinguistics" in his book, An Objective Psychology of Grammar, published in 1936.

The two key questions that Psycholinguistics seeks to answer are:

- What knowledge of language do we need to use language?

- What are the cognitive processes (perception, memory, and thinking) involved inthe ordinary use of language? (See Psychology of Language by David Carroll).

Semantics

Semantics, one of the major branches of linguistics, is the study of meaning. This branch of linguistics has a lot of definitions as many scholars have advanced; but basically, Semantics has to do with the functions of signs in language. Semantics differentiates between two major concepts on which meaning rests. These are Sense and Reference. According to linguists, sense has to do with the how a word relates to other words in a language while reference deals with how a word relates to real word concepts. In other words,the sense of a word has to do with its linguistic boundaries in a particular language and the reference of a word has to do with which concepts

it refers to in the real world.

Sometimes, it   s problematic to distinguish between sense and reference because of the biases in languages and the varying linguistic boundaries between conceptual features of language. One of the interests of Semantics is the study of meaning in terms of words and sentence relationships. We refer to this as lexical relations. Some semantic relationship between words include these are; Synonym, Paronym.

- Pragmatics

Pragmatics, which is one of the interesting branches of linguistics, has to deal meaning beyond the surface level; that is, it engages meaning beyond the literal level. Pragmatics highlights the study of meaning in the interactional context. As language is an instrument of interaction, Pragmatics focuses on what implied meanings, that is what people mean when they make use of language. Semantics deals with what a word means while Pragmatics deals with what is meant by a word. Pragmatics has more to do with what a speaker means by a word rather than what the word means in itself.

This is why Pragmatics concerns the negotiation of meaning between the speaker and the listener. It takes into consideration the context of utterance. In essence, Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and

other features of the context of utterance, there are: principles of communication, speaker"s goals, presupposition, deixis, speech acts, implicature. Without Pragmatics, it would be difficult to understand language and responses to it; without Pragmatics, we would not have a holistic understanding of what people mean and their intentions. Let us consider this popular sentence:

„Can you pass the salt?"

If we consider this question on the surface, the speaker is asking the listener if they have the ability to pass the salt through the use of the modal auxiliary, „can" which deals with ability. But the pragmatic import of this interrogative sentence is beyond the ability to pass the salt. It means:

„Will you pass the salt?

So in asking the question, the speaker is simply directing the listener to pass the salt. This is what J. L. Austin deals with in his seminal book, How to do Things with Words.

- Semiotics

This brach of linguistics has to do with the study of signs and sign-using behaviour. One of its founders, Ferdinand de Saussure, defines it as the study of „the life of signs within society". Another major proponent of Semiotics is Charles Sanders Peirce. Peirce defines a sign as "something which stands to somebody for something". He believes that a sign can never have a fixed meaning because we have

to constantly qualify what meaning means.

- Grammar

The discussions on branches of linguistics will not be complete without grammar. Grammatical level deals with the morphology and the syntax of a language. The traditional grammar is the earliest form developed by Socrates, Aristotle and Plato. They invented the Parts of Speech and came up with definitions, they are the Prescriptive School. They defined grammar as a body of prescribed rules which is aimed at guiding the use of a language. A school later came up, the empiricist movement, which gave birth to the Structural grammar who based their argument on what is observed and not what is defined. They were averse to prescribing and favours describing descriptive grammar as against prescriptive grammar.

They define grammar as a body of descriptive statements about a language. For instance, the grammar of English is a description of its word classes: the stringing of words together in acceptable sequence such as phrases, clauses, sentences, etc. Their emphasis is on form and function of a word and not what a rule says about the word. Consider this sentence, for example: *The disbursements have started.*

„Disbursement" is a noun but it is not a place, person, animal, or thing as prescriptive grammarians have defined nouns.

Grammar is also a body of instructions that can be studied in schools. Grammar examines how words or morphemes combine to form meaningful sentences. It is a set of constraints on the possible sequences of symbols expressed as rules or principles. Syntax is the basic ingredient of grammar.

Grammar tells us the difference between sets of sentences. We can identify five basic units of grammatical structure. These are: morphemes, word, phrase, clauseand sentence.

Morphology

Morphology is a branch of linguistics which deals with the study of words; precisely the study of the internal structure of words. The term originates from the Greek and it deals with morph" which means „shape" or „form". Morphology is a branch of linguistics that came into existence in 1859. The German linguist, August Schleicher, first made use of the term to describe the study of the form of words. Morphology deals with word formation out of morphemes. It is the study and description of word formation (such as inflection, derivation, and compounding) in language; it is the system of word-forming elements and processes in a language. Morphemes are the building blocks of morphology and they are the smallest meaning-bearing units of language (O"Grady, 1997).

Syntax

Edward J. Vajda informs us that „Syntax" is a derivative of the Greek word syntaxis, whichmeans arrangement.   Syntax deals with phrase and sentence formation out of words. Syntax is the study of the arrangement of words in sentences, clauses, and phrases; it is also the study of the formation of sentences and the relationship between their component

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parts. A major concern of syntax is „word order" which is a main device

for showing the relationship among words. Usually, the subject comes first in a sentence; the verbs follows and the object or complement follows the verb. (See Patterns of the English Sentence) and (The Syntactic Elements of the Clause Structure). When the order changes, it may affect the meaning of the utterance. Syntax is the grammar, structure, or order of the elements in a language statement. In essence, syntax is the way in which we put linguistic elements together to form constituents such as phrases or clauses. We also refer to the part of grammar dealing with this as syntax. In a sentence, syntax tells us which word comes before and after another word. Syntax deals with arrangement of words to form meaningful sentences.

- Sociolinguistics

Sociolinguistics is an interface between sociology and linguistics or language and the society. This accounts for the definition of sociolinguistics as the study of pattern and variations in language within a society or community. Sociolinguistics, another branch of linguistics, focuses on the way people use language to express social class, group status, gender, or ethnicity, and it looks at how they make choices about the form of language they use. It also examines the way people use language to negotiate their roles in a society and to achieve positions of power. Sociolinguistics also deals with the assignment of roles to various languages

that exist in a speech community such as First Language, Official Language, National Language, etc.

- Discourse Analysis

This branch of linguistics is the study of language of sentences; the analysis of features of language that extend beyond the limits of a sentence. A scholar suggests that the term discourse analysis is very ambiguous. According to him, Discourse Analysis "refer mainly to the linguistic analysis of naturally occurring connected speech or written discourse." Explaining further, discourse analysis "refers to attempts to study the organisation of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts." Discourse Analysis takes linguistic enquiry beyond the clause-bound „objects" of grammar and semantics to the level of analysing

„utterances", „texts" and „speech events". It engages itself with meaning that cannot be located in the „linguistic system". Discourse Analysis deals with language use in social contexts; and in particular with interaction or dialogue between speakers.

Deborah Tannen, in explaining Discourse analysis, defines it as "the analysis of language beyond the sentence". She submits that this analysis

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„beyond the sentence". She submits that this analysis contrasts with the typical analysis by modern linguistics which mainly deals with the study of grammar:

the study of smaller bits of language, such as sounds (phonetics and phonology), parts of words (morphology), meaning (semantics), and the order of words in sentences (syntax). According to her, "Discourse analysts study larger chunks of language as they flow together." Discourse analysts examine larger discourse context so that they ca determine how it affects the meaning of a sentence.

⁜ Phonetics and Phonology

Phonetics, closely related with phonology, is another important branch of linguistics that studies speech sounds. It deals with how we produce speech sounds and how we perceive speech sounds. There are three major aspects to the study of phonetics: articulatory phonetics(the exploration of how the human vocal tract or apparatus produce speech sound, the way the articulators or speech organs interact together to produce sounds); acoustic phonetics (studies the sound waves the human vocal apparatuses produce; it deals with the physical or acoustic properties of speech sounds) and auditory phonetics (this studies or determines how the human ear perceives speech sounds which the articulators produce). There are other postson this site that focus specifically on some of these branches of linguistics in a more detailed manner.

Phonology, a major branch of linguistics, deals with sounds of a language. It is the

Study of the patterns of sounds in a language. It deals with how speech sounds are organize and used in a language; especially how the sounds are organised in the mind and how they are used to convey meaning. The phonological system of a language has to do with two basic foci: the inventory of sounds and their features and the rules which govern how sounds interact with one another. Phonology is related to other branches of linguistics like phonetics, morphology, syntax, semantics and pragmatics. Phonology is different from phonetics. Phonetics analyses the production or articulation of speech sounds irrespective of the language, but phonology analyses the sound patterns of a particular language. Phonetics is concerned with the physical properties of sounds while phonology deals more with how the sounds function in a language. There are some other aspects to Phonology which study specific things. These include: Generative Phonology, Auto-segmental Phonology, Metrical Phonology, Lexical Phonology, etc. The person who specialises in Phonology is a Phonologist.

There are some function when someone study about

- linguistics ;Linguistics in Everyday Life

    Whether it‟s telling a joke, naming a baby, using voice recognition software, or helping a relative who‟s had a stroke, you‟ll find the study of language reflected in almost everything you do. Linguists study meaning, discourse, and many other language aspects that you have always wondered about.

- Studying Linguistics

    When you study linguistics at any level, you gain insight into one of the most fundamental parts of being human- the ability to communicate through language. You can study every aspect of language from functional

theory to language acquisition, and computational linguistics to psycholinguistics. Studying linguistics enables you to understand how language works, and how it is used, developed and preserved over time.

- Issues in Linguistics

Learn more about a range of issues that linguists are working to address through their participation.

- The Science of Linguistics

Linguists are not only polyglots, grammarians, and word lovers. They are researchers dedicated to the systematic study of language who apply the scientific method by making observations, testing hypotheses, and developing theories.

The science of language encompasses more than sounds, grammar, and meaning. When you study linguistics, you are at thecrossroads of every discipline.

- Linguistics as a Profession

An undergraduate or advanced degree in linguistics can prepare you for a career in a variety of different fields, including but not limited to: teaching, publishing, national security, international affairs, policy, forensics, medicine and technology.

2.2 Translation

According to Manser in Octavia WP (2017) (ref no:10), translation is the

activity of changing something spoken or written into another language. It means that whatever we are doingwith something (e.g. information, idea), when changed into another language is called translation.Next we will see some other definitions stated by some linguists. Newmark, says that translation is rendering the meaning of a text into another language in the way that the author intended the text. In short, the meaning of a text should be the same with the author"s aim when it is translated.

From the explanations above, the best definition of translation are activities of interpreting language from the source language to the target language with the aim that the message can deliverwell to the reader or to the target.

Hatim and Munday (2004: 6) define translation as "the process of transferring a written text from source language (SL) to target language (TL)".

In this definition explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process.

Nida and Taber (1982: 12), on the other hand, state that "translating consists in reproducingin the receptor language the closest natural equivalent of the source language message". This definition is more comprehensive than the previous ones. Nida and Taber explicitly state that translation is closely related to the problems of languages, meaning, and equivalence.

Translation services were very common throughout Ancient societies in the Middle East, and the abundance of languages between ancient kingdoms developed

the need for people to communicate through language barriers. At around 2500 BC, clay tablets were used to decipher symbols from Sumerian and Eblaite, which were ancient Semitic languages.

Hieroglyphics from both of these languages and many others were also inscribed on the Rosetta Stone – a stone slab that was discovered in 1799 by members of Napoleon"s French army. The Rosetta Stone was a major finding as it not only represented ancient translation efforts, but it gave modern scholars the chance to study and translate Egyptian hieroglyphics.

Among the most famous translators to work on translating Egyptian hieroglyphics from the Rosetta Stone was French scholar Jean-François Champollion.

Champollion successfully translated a decree that was inscribed on the stone in 3 different scripts – Egyptian hieroglyphics, Demotic script, and Ancient Greek. He also identified that not all of the hieroglyphics were alphabetic, and that some symbols were in fact representations of ideas and previous nouns.

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2.3   Error Analysis

According to Richards in Emmaryana (2010: 5) (ref no: 3), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Another concept of error analysis is given by Brown. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners.

From the two definitions above, it can be concluded that error analysis is an activity to identify, classify and interprete or describe the errors made by someone

in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2.4 Bible

The Bible is the account of God"s action in the world, and his purpose with all creation. The writing of the Bible took place over sixteen centuries and is the work of over forty human authors. It is quite an amazing collection of 66 books with very different styles, all containing the message God desired us to have. This compilation of booklets contains an astonishing variety of literary styles. It provides many stories about the lives of good and bad people, about battles and journeys, about the life of Jesus, and about early church activity. It comes to us in narratives and dialogues, in proverbs and parables, in songs and allegories, in history and prophecy. The accounts in the Bible were not generally written down as they occurred. Rather they were told over and over again and handed down through the years, before eventually being written down. Yet the same themes may be found throughout the book. Along with the diversity, there is also remarkable unity throughout.

The profession of translating has consequently been crucial in the comprehension of historical documents and texts. However, at times this was known to be a historically dangerous job, such as with the case of

William Tyndale. Tyndale was a famous English translator and scholar, who was executed in 1536 in Holland due to his efforts to translate the Bible into English.

Other notable translators, albeit those who led a less dangerous life, include Constance Garnett, who was one of the first translators to decipher several literary classics from Russian into English, and Gregory Rabassa, who translated several Latin texts into English during the 20th century.

One of the more significant aspects of translation history involves the Protestant Reformation, which took place during the 16th and 17th centuries. When the Gutenberg printing press was invented in the 15th century, this gave way for the mass production of copies of the Bible. Martin Luther, a German monk, took advantage of this and produced a German translation of the New Testament in 1522. Luther then assembled a team of translators to create a German translation of the Old Testament, which took until 1534 to publish. This German translation of the Bible became known as the Luther Bible. While translating the scripture, Luther realized that a lot of expressions written in Hebrew would not have the same literal meaning in German, so he had to select words that most aptly fit the usage of the original Hebrew script.

This German translation of the Bible became known as the Luther Bible. While translating the scripture, Luther realized that a lot of expressions written in Hebrew would not have the same literal meaning in German, so he had to select words that most aptly fit the usage of the original Hebrew script. Luther also found that many of the Catholic Church''s teachings did not coincide with the teachings of scripture.

The most significant aspect of the Luther Bible was that it marked the first time people from outside the clergy were given access to the Bible. Previously, the Bible had only existed in its original Hebrew script, known exclusively to members of the clergy. Later, Luther''s revolutionary ideas against the Catholic Church would eventually disperse throughout Europe, ultimately repudiating the establishment.

Bible, the Christian Scriptures, has been translated into many languages and dialects around the world. The original manuscripts are believed to have been written in Hebrew, Aramaic and Koine Greek (ancient Greek), but have historically been copied and translated into a number of local languages in the Middle East.

2.5 The Theory Non-Equivalence Process

Mona Baker is figure who have introduce A Course Book in Translation. That is the book that focused explain about translation. Baker (1992: 26) (ref no: 1), suggests some strategies to overcome the problems arising in the process of translation related to various types of non-

equivalences. As this study is focused on word level equivalence, the strategies discussed arelimited on that level of equivalence.

2.5.1 Translation by a more general word (superordinate)

Example 1 :

ST : "and gave Kronos a rock to eat instead.

TT : Dan menggantinya dengan batu untuk dimakan kronos.

In the example above, the word "gave" was translated to "menggantinya" whichis general according to the context of the dialogue.

Example 2 : Sour ce text (C hina"s Panda Reserves) :

Today there may be no more than 1000 giant pandas left in the wild, restricted to a few mountain strongholds in the Chinese provinces of Sichuan, Shaanxi and Gansu.

Target text (back-translated from Chinese):

Today there may be only 1000 big pandas which still remain in the wild state, restricted to certain mountain areas in China"s Sichuan, Shaanxi and Gansu.

The above examples illustrate the use of a general word (superordinate) to overcome a relative lack of specificity in the target language compared to the source language. „Shampooing" can be seen as a type of „washing" since it is more restricted in its use: you can wash lots of things but you can only shampoo hair. Similarly, „orbiting" is a type of „revolving" because, unlike „revolving", it only applies to a smaller object revolving around a larger one in space. What the translators of the above extracts have done is to go up a level in a given semantic

field to find a more general word that covers the core propositional meaning of themissing hyponym in the target language.

2.5.2 Translation by a more neutral/ less expressive word

In this strategy, the translators may use the more/less expensive word

if the sourceslanguage has differences in expensive meaning which is more difficult to handle because the target language equivalent is more emotially than the source-language item.

Example A Source text: (Morgan Matroc – ceramics company brochure)

Today people are aware that modern ceramic materials offer unrivalled properties for many of our most demanding industrial applications. So is this brochure necessary; isn"t the ceramic market already overbombarded with technical literature; why should Matroc add more? Because someone mumbles, „Our competitors do it." But why should we imitate our competitors when Matroc probably supplies a greater range of ceramic materials for more applications than any other manufacturer.

Qualcuno suggerisce: „i nostri concorrenti lo fanno." Someone suggests: „Our competitors do it."

There is a noticeable difference in the expressive meaning of mumble and its nearest Italian equivalent, mugugnare. The English verb mumble suggests confusion or embarrassment, as can be seen in the following examples:

Simon mumbled confusedly: „I don‟t believe in the beast.‟ I looked at the ground, shuffled my feet and mumbled something defensive. „I know it wasn‟t very successful,‟ he mumbled. „But give me another chance.‟

The Italian near equivalent, mugugnare, on the other hand, tends to suggest dissatisfaction rather than embarrassment or confusion. Possibly to avoid conveying the wrong expressive meaning, the Italian translator opted for a more general word, *suggerisce („suggest")*.

2.5.3 Translation by cultural substitution

This strategy involves replacing a culture-specific item or expression with a target-language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which s/he can identify, something familiar and appealing. On an individual level, the translator‟s decision to use this strategy will largely depend on (a) how much licence is given to him/ her by those who commission the translation and (b) the purpose of the translation. On a more general level, the decision will also reflect, to some extent, the norms of translation prevailing in a given community. Linguistic communities vary in the extent to which they tolerate strategies that involve significant departure from the propositional meaning of the text.

> *Example A : Source text (A Brief History of Time – Hawking, 1988)*

A well-known scientist (some say it was Bertrand Russell) once gave a public lecture on astronomy. He described how the earth orbits around the sun and how the sun, in turn, orbits around the center of a vast

collection of stars called our galaxy. At the end of the lecture, a little

old lady at the back of the room got up and

said: „What you have told us is rubbish. The world is really a flat plate supported on the back of a giant tortoise." The scientist gave a superior smile before replying, „What is the tortoise standing on?" „You're very clever, young man, very clever," said the old lady. „But it's turtles all the way down!"

Target text (back-translated from Greek):

Alice in Wonderland was once giving a lecture about astronomy. She said that the earth is a spherical planet in the solar system which orbits around its centre the sun, and that the sun is a star which in turn orbits around the centre of the star system which we call the Galaxy. At the end of the lecture the Queen looked at her angrily and disapprovingly. „What you say is nonsense. The earth is just a giant playing card, so it's flat like all playing cards," she said, and turned triumphantly to the members of her retinue, who seemed clearly satisfied by her explanation. Alice smiled a superior smile, „And what is this playing card supported on?" she asked with irony. The Queen did not seem put out, „You are clever, very clever," she replied, „so let me tell you, young lady, that this playing card is supported on another, and the other on another other, and the other other on another other other .

. ." She stopped, out of breath, „The Universe is nothing but a great big pack of cards," she shrieked.

The above example illustrates a very interesting use of the strategy of cultural substitution. It is the opening passage in Stephen Hawking's popular book about Time and the Big Bang Theory (1988). Like Hawking in the original text, the Greek translator sets out

to capture the undivided attention of the reader immediately. S/he decides that this is best achieved by introducing the reader to characters which are familiar and interesting rather than to foreign characters and stereotypes with which the reader may not identify. Alice in Wonderland is apparently well known in Greece; the average educated Greek is clearly expected to know the story and to be familiar with the characters of Alice and the Queen, as well as the playing-card characters. For anyone who has read the story, the association with Alice recalls an image of a topsy-turvy paradoxical world, which is particularly apposite in this context. A little old lady at the back of the room is an English stereotype of someone who is endearing but tends to get the wrong end of the stick, that is, to misunderstand what is being said. This stereotype image is not likely to be accessible to people from other cultures. It is replaced by „the Queen", and this is then followed by a series of interesting substitutions, such as „giant playing card" for flat plate and „a great big pack of cards" for turtles all the way down.

2.5.4   Translation using a loan word or loan word plus explanation

This strategy is particularly common in dealing with culture-specific items, modern concepts, and buzz words. Following the loan word with an explanation is very useful when the word in question is repeated several times in the text. Once explained, the loan word can then be used on its own; the reader can understand it and is not distracted by further lengthy explanations.

Example A : Source text (The Patrick Collection)

The Patrick Collection has restaurant facilities to suit every

taste – from thediscerning gourmet, to the Cream Tea expert.

Target text (German):

. . . vom anspruchsvollen Feinschmecker bis zum „Cream-Tea"Experten.

. . . from demanding gourmets to „Cream-Tea"-experts.

The Patrick Collection leaflet is translated for the benefit of tourists visiting this privately owned motor museum in the United Kingdom. As mentioned above, the English cream-tea custom is culture-specific; Germans have coffee and cakes. TheGerman translator could have used the strategy of cultural substitution. „Coffee and cakes" could have replaced cream tea (cf. the Italian version of the same text in (c)above), but the translator seems to have decided that the kind of educated German who has access to this type of literature will know of the English cream-tea custom.This also explains the use of the loan word on its own, without an explanation. Note that the transferred English expression is, as is often the case with loan words in translation, in inverted commas. In addition, compounding is much more common in German than it is in English. „Tea expert" would normally be one word in German (as would, presumably, „cream tea expert" if such a person existed). The use of a loan word has restricted the German translator, however, since combining a loan word, cream tea, with a German word, the equivalent of „experts", would confuse the reader. Likewise, combining two

English words, cream and tea, would conflict with normal English usage. The use of hyphens is a compromise between the norms of the two languages. Compare the strategies used by the German and Italian translators with those used by the French and Japanese translators of the same text: Target text (French):

. . . – *de la table gourmande au Salon de Thé à l"anglaise*

   . . . *from the gourmet table to the English style tea salon.*

Back-translation of Japanese text from the gourmet with keen recognition to a shopspecializing in cream *cakes and tea.*

2.5.5   Translation by paraphrase using a related word

This strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be naturalin the target language.

   Example 1 Source text (The Patrick Collection):

Hot and cold food and drinks can be found in the Hornet"s Nest, overlooking the Alexick Hall. Target text (German): Im Hornet"s Nest, das die Alexick-Halle überblickt, bekommen Sie warme und kalte Speisen und Getränke. In the Hornet"s Nest, which overlooks the Alexick-Hall, you can have hot and cold meals and drinks.

Example 2 : Source text (The Patrick Collection):

As well as our enviable location, other facilities include an excellent

Conference and Arts Centre, gourmet restaurant, and beautiful

terraced gardens.

Target text (French):
Outre une situation enviable, le Musée prévoit également un Centre de Conférence et des Arts, un restaurant gourmand et de magnifiques jardins **implantés enterrasse***.*
Besides its enviable location, the museum equally provides a

Conference and Arts Centre, a gourmet restaurant and magnificent

gardens **created in a terrace.**

2.5.6   Translation by paraphrase using unrelated words

In the concept expressed by the source item is not lexicalized

at all in the target language, the paraphrase strategy can still

be used in some contexts. Instead of a related word, the

paraphrase may be based on modifying a superordinate or

simply on unpacking the meaning of the source item,

particularly if the item in question is semantically complex.

Example 1 (Palace and Politics in Prewar Japan – Titus, 1974):

If the personality and policy preferences of the Japanese emperor

were not very relevant to prewar politics, social forces certainly

were.

Target text (back-translated from Japanese):

. . . There are two reasons for us not having treated this social power in this book except in a very slight degree which is like touching slightly.

Example 2 (The Patrick Collection):

You can even dine „alfresco" in the summer on our open air terrace.

Target text (German):

Im Sommer können Sie auch auf der Terrasse im Freien sitzen und essen.

In the summer you can also sit and eat on the terrace in the open.

Alfresco, „in the open air", is a loan word in English. Its meaning is unpacked in the German translation. The two expressions, alfresco and „in the open", have the same „propositional" meaning, but the German expression lacks the „evoked" meaning of alfresco, which is perhaps inevitable in this case. Note that the loan word is placed in inverted commas in the source text.

The Patrick Collection leaflet is translated for the benefit of tourists visiting this privately owned motor museum in the United Kingdom. As mentioned above, the English cream-tea custom is culture-specific; Germans have coffee and cakes. For anyone who has read the story, the association with Alice recalls an image of a topsy-turvy paradoxical world, which is particularly apposite in this context. A little old lady at the back of the room is an English stereotype of someonewho is endearing but tends to get the wrong end of the stick, that is, to misunderstand what is being   said.

2.5.7 Translation by omission

This strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word orexpression in question.

Example 1 (The Patrick Collection) :

This is your chance to remember the way things were, and for younger visitors to see in real-life detail the way their parents, and their parents before them lived andtravelled.

Target text (French):

Voici l''occasion de retrouver votre jeunesse (qui sait?) et pour les plus jeunes de voir comment leurs parents et grands-parents vivaient et voyageaient.

Here is the chance to rediscover your youth (who knows?) and for the younger onesto see how their parents and grandparents used to live and travel.

*Example 2 (C hina''s Pan da Reserves
) :*

The panda''s mountain home is rich in plant life and gave us many of the trees, shrubs and herbs most prized in European gardens.

Target text (back-translated from Chinese):

The mountain settlements of the panda have rich varieties of plants. There are many kinds of trees, shrubs and herbal plants that are preciously regarded by European gardens.

The source text addresses a European audience, and the use of gave us highlights its intended orientation. The Chinese translation addresses a different audience and therefore suppresses the orientation of the source text by omitting expressions which betray its original point of view.

2.5.8 Translation by illustration

This is a useful option if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated, particularly if there are restrictions on space and if the text has to remain short, concise, and to the point.

The examples discussed in this chapter do not, by any means, represent an exhaustive account of the strategies available for dealing with nonequivalence at word level. . For anyone who has read the story, the association with Alice recalls an image of a topsy-turvy paradoxical world, which is particularly apposite in this context. The source text addresses a European audience, and the use of gave us highlights its intended orientation.

The Chinese translation addresses a different audience and therefore suppresses the orientation of the source text by omitting expressions which betray its original point of view.

2.5.9   Translation by illustration

This is a useful option if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated, particularly if there are restrictions on space and if the text has to remain short, concise, and to the point.

The examples discussed in this chapter do not, by any means, represent an exhaustive account of the strategies available for dealing with nonequivalence at word level. You are encouraged continually to study and analyse texts prepared by professional translators in order to discover more strategies and learn to assess the advantages and disadvantages of using each strategy in various contexts. The source text addresses a European audience,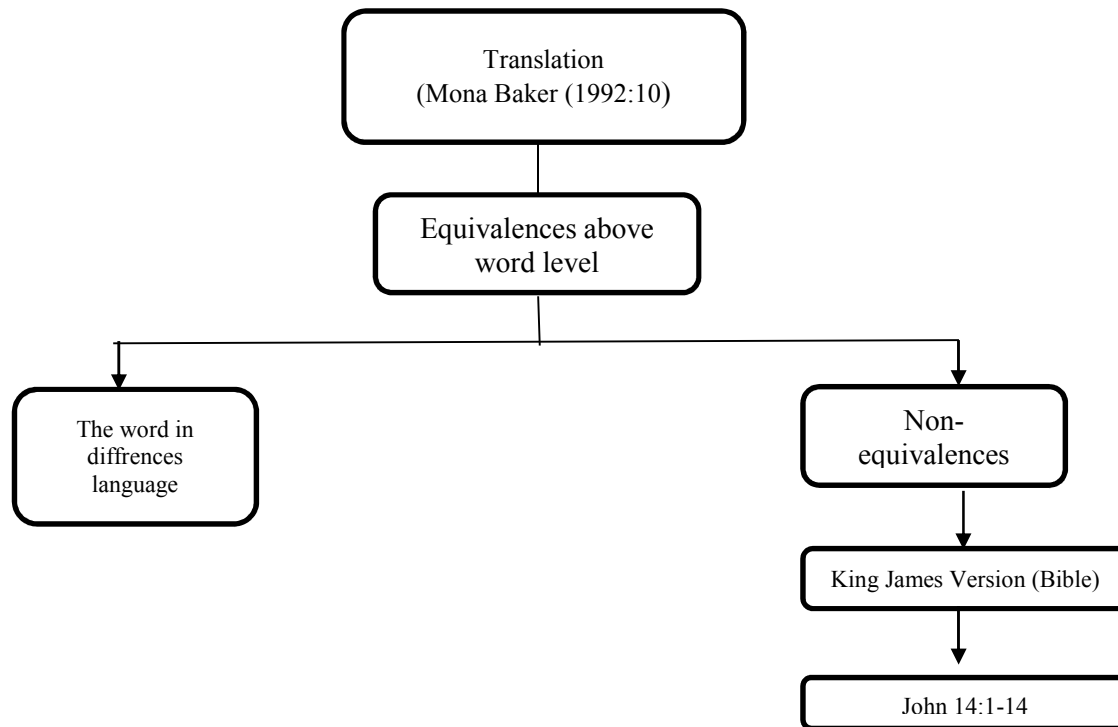 and the use of gave us highlights its intended orientation. The Chinese translation addresses a different audience andtherefore suppresses the orientation of the source text by omitting expressions which betray its original point of view.

2.6 Theoritical Framework

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                    ┌─────────────────────┐
                    │     Translation     │
                    │ (Mona Baker (1992:10)│
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │  Equivalences above │
                    │      word level     │
                    └─────────────────────┘
                    ┌─────────┴─────────────────────────┐
           ┌────────────────┐              ┌────────────────┐
           │  The word in   │              │     Non-       │
           │   diffrences   │              │  equivalences  │
           │   language     │              └────────────────┘
           └────────────────┘                      │
                                          ┌─────────────────────┐
                                          │King James Version (Bible)│
                                          └─────────────────────┘
                                                   │
                                          ┌─────────────────────┐
                                          │    John 14:1-14     │
                                          └─────────────────────┘
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2.7 Previous Research

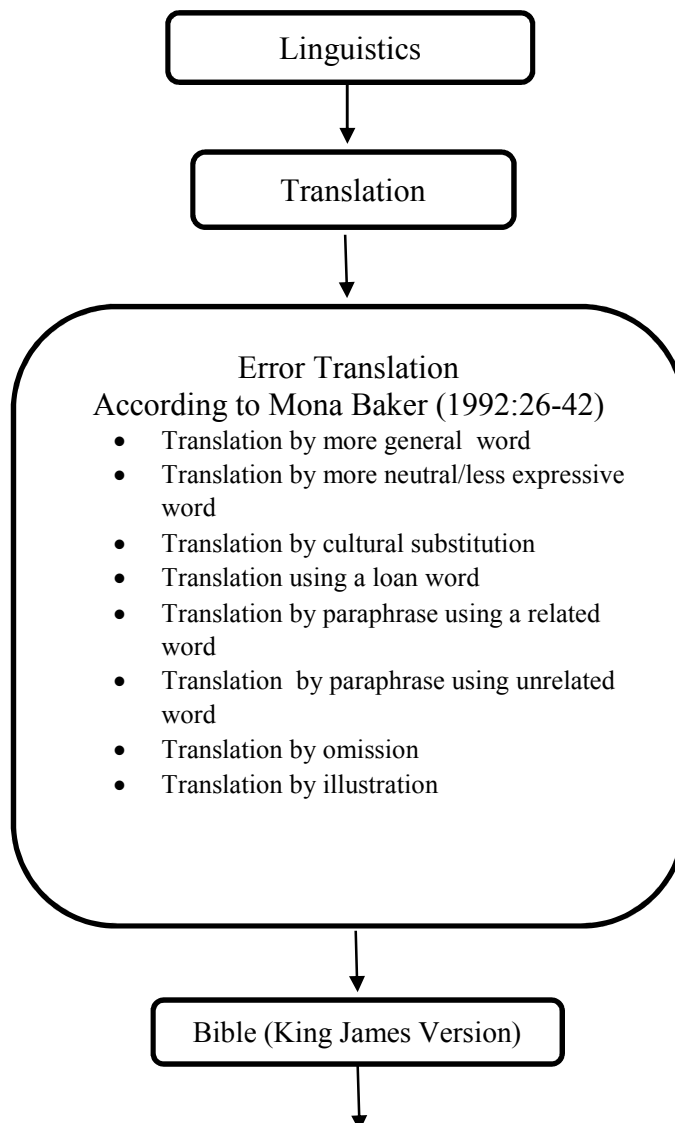Related to Error analysis in Mona Baker theory in the phenomenon, there are many writer that have been conducted :

1) **Widiyanto** In his research entitled Translation Strategies of Non-Equivalence at Word Level in Morris and Hartog Van Banda Comic Lucky Luke Ghost Hunt in 2014 analyzed about translation strategies using Mona Baker"s theory. In his studyit was found that novel as the object research described that translator deal with theproblem non-equivalence at word level in the comic translation, these strategies arealso used in to make the result of

6

translation not only enjoyable but also meaningful lfor the readers.

2. **Chilyatus Sa'adah** In her research entitled Non – Equivalence at Unit Shift in the English Translation of Surah *Al Mulk* by Yousuf Ali in 2018, shows that the writer found find six kind of unit-shifts. There are shift of bound morpheme into word, two cases shift of bound morpheme into phrase, thirty one shift of word into phrase, two shift of phrase into word and one shift of clause into word.

3. **Nur Alif Fitriyani** In her research entitled The Strategies Dealing With Problems Of Non-Equivalence At Word Level Found In The Translation Of Stephenie Meyer"s Novel Entitled "Twilight" in 2010, the writer shows that translation is deal with non-equivalence, because there are so many way that we get to translate something, especially in novel like she do in her thesis.

4. **Prayer Jonathan Agung Sigumonrong**, In his research entitled Non-equivalence Meaning In Indonesian Subtitle Of The Sleeping Dictionary Movie in 2017, show that he found five strategy used to translate from the movie in dealing with Non- equivalence problems. Findings on his data shows that the mismatch make the movie become less expressive.

5. **Sinara Tonda Vennata**, In his research entitled translation trategies applied to non-equivalence at word level found in the novel "Aristotle And Dante Discover The Secret Of The Universe" in

2019, shows that his found three dominants strategy used there in dealing with Mona Baker theory that suitable to overcome the problem and really useful to help translation in explaining the reason.

2.8   **Conceptual Framework**

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┌─────────────────────────────┐
│          Linguistics         │
└─────────────────────────────┘
                │
                ▼
┌─────────────────────────────┐
│          Translation         │
└─────────────────────────────┘
                │
                ▼
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Error Translation
According to Mona Baker (1992:26-42)

- Translation by more general word
- Translation by more neutral/less expressive word
- Translation by cultural substitution
- Translation using a loan word
- Translation by paraphrase using a related word
- Translation by paraphrase using unrelated word
- Translation by omission
- Translation by illustration

Bible (King James Version)

CHAPTER

III RESEARCH

METHODOLOGY

3.1   The Research Methods

This research is Descriptive Qualitative Method. According to Lambert (2012:7) (ref no: 8), "Descriptive qualitative method is purely data-derived in that codes are generated from the data in the course of the study. Like other qualitative research approaches, qualitative descriptive studies generally are characterized by simultaneous data collection and analysis". The goal of Qualitative Descriptive studies is a comprehensive summarization, in everyday terms of specific events experienced by individual of group of Individual.

Meanwhile, Thimoty in Siregar Roynaldo (2019) (ref no: 15), said: "A descriptive research method is a widely used qualitative research method used to gather information about particular situation".

There are three main purposes of research methods;

- Exploratory: As the name suggests, researchers conduct exploratory studies to explore a group of questions. The

answers and analytics may not offer a conclusion to the perceived problem. It is undertaken to handle new problem areas that haven"t been explored before. This exploratory process lays the foundation for more conclusive datacollection and analysis.

- Descriptive: It focuses on expanding knowledge on current issues through a process of data collection. Descriptive research describe the behavior of a sample population. Only one variable is required to conduct the study. The three primary purposes of descriptive studies are describining and explaining, and validating the findings. For example, a study conducted to know if top-level management leaders in the 21st century possess the moral right to receive a considerable sum of money from the company profit.

- Explanatory: Causal or explanatory research is conducted to understand the impact of specific changes in existing standard procedures. Running

experiments is the most popular form. For example, a study that is conducted to understand the effect of rebranding on customer loyalty.

3.4   The Source Of Data

Data is collection from information obtained from certain sources or through studies conducted. Data has two kinds, the first is qualitative data which is the data prioritizes the quality and validity of the data, and the second is quantitative data, the data that prioritizes the numbers and result from data the research will use.

The source of data in the study will be taken from Bible, which is from John 14 : 1- 14.

3.5   Technique Of Collecting Data

Data collection is to capture quality evidence that show to answer all the questions that have been posed. Data collected to be further subjected to hypothesis testing which is explain a phenomenon.

In collecting the data, the writer used 3 steps as follow:

3.5.1   Read the Bible with focus only on John 14:1-14 as

the main topic.

    3.5.2 Make a transcript of every word from the
             sentences.

    3.5.3 Make into table the most mistake that writer get
             from every   sentences.

3.6   Technique of Analyzing Data

After collecting the data, the writer analyzed them by:

3.6.1 Identifying the error translation in accordance with non-

      equivalences

3.6.2 theory by Mona Baker (1992)

3.6.3 Elaborating the error translation to know the classification of each words.

3.6.4 Making conclusion.