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The procedures used by the translator in translating Cultural Terms in “*To All the Boys I’ve Loved Before*” novel by Jenny Han to its Indonesian translation

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ABSTRACT

This study aims at analyzing the translation procedures used by the translator in translating cultural terms in a novel entitled “To All the Boys I’ve Loved Before” by Jenny Han. The sources of the data are the English version of the novel and its Indonesian translation. The cultural terms are analyzed using the translation procedures of Newmark. The method used in this study is descriptive qualitative. The cultural terms are listed and categorized, thus are analyzed. This study found out that the procedures most used by the translator in translating the cultural terms are transference.

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1. Introduction

Communication is the one that makes the world stay connected. Communication happens when two or more people have the same ability to understand each other, therefore civilization and cultures exist because there is a communication. Communication is mainly

divided into two types: oral and written, and both communication types are using a medium called language. Every person in a country, province, village, even tribe in the world speak their language and it could be the same or different language. Thus, there are so many languages can be found in the world. Based on Sawe (2019), there are ten most used language in the world and English is considered as number one spoken language. English has dominated almost all aspect internationally and has been used mostly, therefore this study uses an English novel and its Indonesian translation as the corpus study.

In the effort of connecting two people speak different languages, translation is absolutely needed. Many people from many countries who speak and understand different languages can be connected through translation. Moreover, translation can be seen as a process and a product. From the process, translation is the result of procedures applied by the translators. By applying the suitable procedures, the translator can produce a good product. A good product means that the translation they produce can be easily understand by the target language readers. Hatim & Munday (2004) stated that good or bad the translation can be seen from the purpose of the translation itself and who the target readers are.

Producing a good product is not an easy job. While translating, the translators often encounter some problems. One of the problems is when they have to translate cultural terms from two different languages. Different languages could means different cultures. For every translator, translating cultural terms could be intriguing because some terms exist in certain language does not mean they also exist in another language. Translating into other words which has different meaning could produce different message. This is why translator needs translation procedures to overcome this difficulty.

In *A Textbook of Translation*, Newmark (1988) states several procedures which can be applied for translating cultural terms: 1) Transference which is used when the translator decides to use the original terms from the source language without changing anything; 2) Naturalisation which is applied when the words are adapted into target language by changing it into the natural morphology (word forms) of target language; 3) Cultural Equivalent which is applied when the cultural terms from source language happen to have its target language terms; 4) Functional equivalent which is applied when the translator uses cultural-neutral terms; 5) Descriptive equivalent which is applied by adding some description to the translation; 6) Notes, Additions, Glosses are the procedure when the translator uses this strategy by adding additional information in the translation. This additional information can be found: within the text, for example, in brackets or parentheses; at the end of the page, or what is called as footnotes; at the end of the chapter; or glossary at the end of the book.

There is many ways in analysing a novel, such as: Lestari (2016) analysed “Larung” novel written by Ayu Utami to know the critic language through the expression used in the novel; Puspita (2018) studied the American myth of anti-slavery that reflected in “The life and time of Frederick Douglass”; and Lailiyah & Yustisia (2019) described the use of euphemism and dysphemism expression in Andre Hirata’s novel “Rainbow Troops”. In addition, some previous studies discussing the used of translation procedures. Satariyan & Shaheri (2017) analyzed the more common cultural terms strategies in translation of the novel titled “For One More Day” based on Aixela’s model. The findings of the study showed that the translator used conservation and substitution strategies for translating the cultural terms. Meanwhile, Hapsari & Setyaningsih (2013) analyzed the cultural words in the original version of *Twilight* novel by Stephanie Meyer and identifying most frequently applied translation procedures in its Indonesian translation. They also use Newmark’s theory in analyzing the cultural words. From the findings and the discussion, it can be concluded that 4 (four) basic categories of cultural words appeared in the novel: ecology, material, social,

and organization. The translation procedures applied by the translator were transference, transposition, naturalization, cultural equivalent, componential, throughtranslation, literal, notes, addition, and glossaries, couplet, paraphrase, descriptive equivalence, and synonymy. Transference and transposition procedures were the most commonly procedures used in translating cultural words in the Indonesian translation. Then, Ulinuha and Purnawati (2019) described the intercultural communication presented by the characters of *Memoirs of a Geisha* using sociolinguistics approach. The data were the 448 pages English novel and 145 minutes English movie. The intercultural communication was classified into language change and language etiquette. The results were 45 language change found in the form of both external and internal changes and 31 linguistic etiquettes found in the for of honorifics such as address terms, professional address terms, inferiority, and in-group honorific.

Differently, this study discusses the translation procedures used by the translator in translating cultural terms in the novel by Jenny Han, *To All the Boys I've Loved* and its Indonesian translation. The original novel was released in 2014 and spent 40 weeks on *The New York Times* Best Seller list in the Young Adult fiction section. It has been published in 30 languages and in 2018, a movie adaptation has been released by Netflix with the same title. To identify the translation procedures used in this study, the writer uses Newmark's theory. Thus, this is a preliminary study, so the data is limited to earlier part of the novel. The corpus data is cultural terms found from page 1 – 60 from the original version and 1-110 from the Indonesian translation.

2. Method

There are few steps the writer took to obtain the data. First, the writer extracted the cultural terms from the original text, then she looked up for the equivalences in the Indonesian translation. Second, the writer categorized the cultural terms into 2 (two): material culture and social culture. Third, the writer identified the Newmark's translation procedures used by the translator in translating these terms. Fourth, based on the translation procedures that have been identified, the writer analyzed the ideology of translation based on the most used procedures.

3. Results and discussion

Material Culture

a) Food

As described in Table 1, the translator applied the procedure of transference when translating the word "popcorn". Based on English-Indonesian Dictionary by Echols & Shadily, Popcorn means "*jagung brondong/kembang/meletus*". The translator used the word popcorn assuming that the word Popcorn has been broadly known and used mostly by Indonesian people for they usually said they want to buy *Popcorn* instead of they want to buy *jagung brondong*. This procedure is usually applied when the translator wants to carry the original value of original terms.

Table 1. Popcorn

| SL | TL |
|--|--|
| Josh popped a big bowl of popcorn , and I devote myself to it, handfuls and handfuls of it. (page 4) | Josh membuatkan semangkuk besar popcorn , dan aku melahapnya penuh penghayatan, segenggam demi segenggam. (page 7) |

The translator also applied the procedure of transference when translating the cultural terms: *Cheerios* and *Snickerdoodles*. When translating these terms, the translator gave a brief explanation of the terms by adding footnotes. In the footnote of Snickerdoodle, she explained about what snickerdoodle looks like and what it made of, while in the footnote of Cheerios, she explained that Cheerios is a famous cereal brand in United States. The footnotes can be seen in Table 2 and Table 3. Hence, the picture of Cheerios and Snickerdoodle presented in Figure 1 and 2.

Table 2. Cheerios

| SL | TL |
|--|---|
| I can eat my cereal and not wonder if he likes bananas over his Cheerios too; (page 4) | Aku bisa makan sereal dan tidak lagi bertanya-tanya apakah dia juga menambahkan pisang ke dalam Cheerios-nya * . (page 5) |
| | *Cheerios = salah satu merek sereal di Amerika Serikat yang diproduksi oleh perusahaan General Mills |

Table 3. Snickerdoodles

| SL | TL |
|--|---|
| My plan is to put the snickerdoodles on a plate right next to her pillow so she wakes up to the smell of fresh-baked cookies. (page 5) | Kue Snickerdoodle * ini kubuat agar Kitty tidak marah lagi padaku. *snickerdoodle = nama kue kering yang dibuat dari adonan tepung, gula, dan mentega, yang kemudian dilapisi tepung gula kayu manis. (page 9) |



Figure 1. Cheerios

(source: <https://www.tesco.com/groceries/en-GB/products/250106683>)



Figure 2. Snickerdoodles

(source: <https://www.bettycrocker.com/recipes/snickerdoodles/7ffc92a9-d847-4869-9ecb-99de3b751b14>)

When translating Pistachio and Macaron, as can be seen in Table 4, the translator used the procedure of transference and descriptive equivalent. She applied the descriptive equivalent by translating them into *kacang pistachio* dan *kue macaron*. However when translating raspberry, she translated it into *rasa rasberi*. The translator used the procedure of naturalization and descriptive equivalent. Based on Newmark's, the application of two procedures or more is called Kuplet. Figure 3 and 4 depict the picture of Pistachio and Macaron.

Table 4. Pistachio, Macaron, Raspberry

| SL | TL |
|---|---|
| Between coughs I say, "Margot, let's meet in Paris for my spring break!" I'm already picturing myself twirling with a pistachio macaron in one hand and a raspberry one in the other. (Page 4) | Sambil terbatuk-batuk aku berkata, "Margot, ayo kita bertemu di Paris saat aku libur musim semi!" Aku sudah mulai membayangkan diriku berputar-putar dengan kue macaron* rasa kacang pistachio di satu tangan dan rasa rasberi di tangan lain. (page 7) |



Figure 3. Pistachio

(source: <https://www.medicalnewstoday.com/articles/322899.php>)



Figure 4. macaron

(source: <https://www.ma-ka-rohn.com/products/classic-box-surprise-me-pack>)

b) Place

UVA is an abbreviation of University of Virginia. However, the translator did not translate the original term into Indonesian and decided to use the original term and gave a footnote explaining about it. She wrote *UVA – University of Virginia* in the footnote. By applying transference and adding a foot note at the end of the page, she used the procedure of kuplet in translating the term of place. Table 5 shows the translation of UVA in the novel and the foot note.

Table 5. UVA

| SL | TL |
|--|---|
| “Lara Jean, I’m going to Scotland, not UVA.” (page 5) | “Lara Jean, aku akan pergi ke Skotlandia, bukan UVA*.” *UVA – University of Virginia. (page 10) |

c) Clothes

Go-go boots are women’s fashion boots in low-heeled style. However, the translator might translate it into a more common term such as Boots, but she decided not to. She used the original term in the translation. Therefore, in translating this term, she applied the procedure of transference. Table 6 presents the original and the translation line taken from the novel.

Table 6. Go-go boots

| SL | TL |
|---|---|
| Gogo is my nickname for Margot. As in go-go boots . (page 7) | Gogo adalah nama panggilanku untuk Margot. Seperti go-go boots . (page 14) |

**Figure 5. Go Go Boots**

(Source:

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.911costumes.com%2Fproduct%2Ffuntasma-ladies-white-go-go-boots-gogo-300%2F&psig=AOvVaw08MFsbHszVRW9PPjKMeOWa&ust=1573100924770000&source=images&cd=vfe&ved=2ahUKEwj9ubf39TiAhUDWysKHaoICJsOr4kDegUIARCTAg>)

d) Color

Translating uncommon colors to Indonesian people could be tricky. Based on 24 shades of yellow chart from <https://cargocollective.com/graf1x/Shades-of-Yellow-Color-Palette-Chart>, marigold is not one of them (*in Figure 6*). Therefore, this color represents the color of Marigold flower (*see figure 7*). In translating this cultural term, the translator describe more by adding the words *warna kuning marigold*, so the readers understand that the marigold color is a shade of marigold flower. A different procedure is applied when translating *salmon pink*. The translator used the procedure of descriptive equivalent. She described the pink color comes from salmon and translated it into *warna merah muda seperti daging ikan salmon*. Table 7 describes the use of Marigold & Salmon Pink in the novel and the translation version.

Table 7. Marigold & Salmon Pink

| SL | TL |
|--|---|
| Maybe one marigold wall, one salmon pink . (Page 54) | Mungkin satu dinding dicat warna kuning marigold , satu lagi warna merah muda seperti daging ikan salmon . (page 105) |



Figure 6. Shades of Yellow

(source: <https://graf1x.com/shades-of-yellow-color-palette-chart/>)



Figure 7. Marigold flower

(source: <https://www.indiamart.com/proddetail/yellow-french-marigold-flower-kolkata-ka-genda-13498091788.html>)

Social Culture

a) Personal reference

Table 8 and 9 show for personal reference such as *Daddy* and *Mommy*. In these terms the translator used the technique of transference. Instead of translating them to Indonesian cultural terms, such as *Ayah* and *Ibu*, or terms that are used generally by Indonesian people such as *Papa* and *Mama*, she prefer to use the SL terms. This is also the writer’s effort to maintain the SL culture in the translation.

Table 8. Daddy

| SL | TL |
|--|--|
| Humming to herself, she says, “When Daddy asks me what I want for Christmas, I am just going to say, ‘Pick any one of these breeds and we’ll be good.’” (page 4) | Kitty bergumam pada dirinya sendiri, “Kalau Daddy menanyakan apa yang kuinginkan untuk Natal, aku akan menjawab, “Pilih saja salah satu dari jenis anjing ini dan kita punya hadiah Natal.” (page 7) |

Table 9. Mommy

| SL | TL |
|--|--|
| Suddenly she says, “Do you know what Mommy told me once?” (Page 5) | Tiba-tiba Margot berkata, “Apa kau tahu apa yang pernah Mommy katakan padaku?” (page 10) |

b) Informal terms

Some informal terms are usually found in literary text. These terms are reflection of the culture of the source text. Based on Cambridge online dictionary, *jazz up* something means to make something more exciting. The translator translated it into *menambah rasa* and the procedure can be categorized as functional equivalent (see Table 11). This procedure is also applied in the translation of *just a teeny-tiny bit* as in Table 10, *on a bad note*, *nuh-uh*, *gawd*, and *beotch*.

Table 10. Just a teeny-tiny bit

| SL | TL |
|---|--|
| Just a teeny-tiny bit. (Page 7) | Sedikit saja, kok. (Page 15) |

Table 11. Jazz it up

| SL | TL |
|--|--|
| He does that thing where he puts black-bean salsa in it to jazz it up , and it sounds gross but it’s actually good and you don’t notice the beans. (page 30) | Daddy memasukkan kacang hitam untuk menambah rasa. (page 60) |

Based on Cambridge online dictionary, *nuh-uh* is an informal term to represent the sound the people make when they disagree with someone. This term is translated into *Oh*, *tidak bisa* as in Table 12, while *Gawd* and *Beotch* are slang terms for *God* and *Bitch* (see Table 13 and 14). The translator translated them into *astaga* and *menyebalkan sekali* which are their functional equivalents.

Table 12. Nuh - uh

| SL | TL |
|-----------------------|------------------------------|
| Nuh - uh (page 20) | Oh, tidak bisa. (page 39) |

Table 13. Gawd!

| SL | TL |
|--------------------|---------------------|
| Gawd! (page 12) | Astaga (page 24) |

Table 14. Beotch!

| SL | TL |
|----------------------|----------------------------------|
| Beotch! (page 12) | Menyebalkan sekali. (page 24) |

4. Conclusion and suggestions

Based on the data extracted from the novel and its translation, the cultural terms are categorized into two main groups: material culture (food, place, clothes, and color) and social culture (personal references and informal terms). Each cultural term is analyzed using Newmark categorization of translation procedures. Table 15 shows the cultural terms and its translation procedures.

Table 15. Cultural terms & its translation procedures

| No | Cultural Terms | Transference | Descriptive Equiv. | Cultural Equiv. | Functional Equiv. | Notes, additions, glosses | Naturalization |
|----|-----------------------|--------------|--------------------|-----------------|-------------------|---------------------------|----------------|
| 1 | Popcorn | √ | | | | | |
| 2 | Cherrios | √ | | | | √ | |
| 3 | Snickerdoodles | √ | | | | √ | |
| 4 | Pistachio | √ | √ | | | | |
| 5 | Macaron | √ | √ | | | | |
| 6 | Raspberry | | √ | | | | √ |
| 7 | UVA | √ | | | | √ | |
| 8 | Go go boots | √ | | | | | |
| 9 | Marigold | √ | √ | | | | |
| 10 | Salmon Pink | | √ | √ | | | |
| 11 | Daddy | √ | | | | | |
| 12 | Mommy | √ | | | | | |
| 13 | Just a teeny tiny bit | | | | √ | | |
| 14 | Jazz it up | | | | √ | | |
| 15 | Nuh-uh | | | | √ | | |
| 16 | Gawd! | | | | √ | | |
| 17 | Beotch! | | | | √ | | |
| | Total | 10 | 5 | 1 | 5 | 3 | 1 |

From Table 15, it can be seen that there are 6 (six) procedures applied by the translator: transference, descriptive equivalent, cultural equivalent, functional equivalent, notes, additions, glosses, and naturalization. Based on the result of this preliminary study, the most used procedure is transference. Transference is used when the translator decides to use the SL word in the translation. Therefore, by using this procedure, it can be concluded that the translator wanted to maintain the value of the original terms. She wants the readers of the TL text experience the SL culture.

Since this is a preliminary study, the writer expects the further researchers will broaden up the analysis on the data. They can analyze using the translation methods and techniques of other translation experts. This would hopefully enriches the findings of the study.

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