CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

2.1.1 Cultural Translation

Translation is not simply transferring the meaning of words, but finding words from one language to similar, meaningful equivalents in another language (Reynolds, 2016, p. 48). From another perspective, translation is the process of producing the most natural and closest equivalent of the message in the source language into the target language, with an emphasis on equivalence of meaning and style (Nida & Taber, 1969, p. 12). A translation is a text that was originally created in a culture different from that of its readers, but has been adopted into a new cultural environment and functions outside of its original context (Wright, 2016, p. 7). Thus, the term cultural translation emerges.

Cultural translation is opposed to linguistic translation. Cultural translation is the changing of the message of the content "to conform to the receptor culture in some way, and/or in which information is introduced which is not linguistically implicit in the original" (Nida & Taber, 1969, p. 201). Cultural translation explores the processes of understanding and interpreting how different ideologies, modes of being, and lifestyles in a globalized world are understood and interpreted (Maitland, 2017, p. 9). The fact that the interaction of various cultures during translation suggests an unstable balance of power (Alvarez and Vidal, 1996, p. 52). Each culture has its standard about what kind of language should be used in specific cultural contexts (Baker, 2018, p. 15). In translating culture, it is crucial to ensure

that the SL and TL texts are relatable to 'the same features of substance', indicating that there must be a shared conceptual foundation (Catford, 1965, p. 52). Equivalence is needed, but the translator does not have enough with just translating such that the usual audience will likely understand the message. Making sure the audience won't likely misinterpret the message is the translator's primary responsibility (Nida & Taber, 1969, p. 1).

2.1.2 Category of Culture-Specific Items

Newmark (1998, p. 94) define culture "as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression." While a culture-specific concept according to Baker (2018, p. 19) may be an "abstract or concrete concept", the cultural concept may relate to a "religious belief, a social custom, or even a type of food". Local expressions that are commonly used by speakers of regional languages also enrich cultural items. Therefore, culture-specific items are not only related to traditional ceremonies, but also to various other types of culture. Culture-specific becomes the core of the translation, where the "items which proved particularly intractable in translation" (Trivedi, 2008)

There is an expert who classified the culture-specific items: Peter Newmark (1988). Here are the five categories of culture-specific items:

2.1.3.1 Ecology

Each country has its unique geographical structure and natural environment, so the names for specific terms often vary by region. The ecology category includes flora, fauna, wind, plains, climate, landforms, and hills. For example, agrarian regions in

Indonesia that grow rice have many terms for 'rice'. Similarly, snowy or polar regions have many terms for snow. Tropical and subtropical regions have different terms for fruits because the types of fruits that grow in these climates are distinct. For example, "honeysuckle, downs, sirocco, tundra, pampas, *tabuleiros* (low plateau), plateau, *selva* (tropical rain forest), savanna, paddy field" (Newmark, 1988, p. 99).

2.1.3.2 Material Culture *(Artefacts)*

Material culture encompasses tangible objects that are integral to people's everyday lives and are therefore referred to as material. These include: clothing, food and beverages, household appliances, transportation, and buildings. Here are some examples of material culture:

a. Food: '*pempek'*, 'sake', *'makgeolli'*

b. Clothes: 'kimono*'* (Japan), sarong (South Seas), *dhoti* (India), kebaya

c. Houses and towns: *kampong, bourg, bourgade, gazebo, igloo*

d. Transport: 'bike', 'rickshaw', *cabriolet, caleche, dokar, tuk-tuk*

2.1.3.3 Social Culture - Work and Leisure

This category encompasses people's living habits, traditions, daily activities, and forms of entertainment, as well as their lifestyle. Occupational terms are sometimes unique to particular cultures, for example, 'the working class' has the term *'la classe ouvrière'* or 'the proletariat'. Social terms such as 'the commoners' or 'the lowly' are contained in the terms *'the hoi polloi', lesgens du commun, la plebe*, and *classes inferieures*. Recreational activities and idiomatic expressions that reflect culture also fall under the social category, for example, cricket, karapan sapi, bull-fighting,

boule, petanque, and hockey. Kinship terms such as 'uncle' and 'aunt' in English society differ from the Indonesian structure, which uses '*pakdhe*' and '*budhe*', as well as '*paklek*' and '*bulek*'.

2.1.3.4 Organisations, Customs, and Ideas

This category includes political, religious, and artistic terms that are reflected in everyday life. Organizations include government systems, bureaucratic structures, legal institutions, titles, and offices such as *RT/RW* (Indonesia), Storting (Norway), and *Knesset* (Israel). The names of other political organizations, for example, UNESCO, UNICEF, or the United Nations, which became Perserikatan Bangsa-Bangsa in Indonesia and *Pertubuhan Bangsa-Bangsa Bersatu* in Malaysia. Category that relates to religious rituals, prayers, scriptures, worship instruments, spiritual beliefs and customs, and religious symbols found in certain cultures. Examples of religious terms include *Saint Siege, Papstlicher Ramadhan, Stuhl, ngaben, and yasinan*. Lastly, the term 'artistic' refers to the culture of a particular region, for naming buildings, museums, and other arts. Examples are Batik, Wayang, and Origami. Other examples of art terms in English and French are *art nouveau*, which becomes *Jugendstil* in German and *stile liberty* in Italian (Newmark, 1988, p. 80).

2.1.3.5 Gestures and Habits

This category includes nonverbal expressions (gestures, facial expressions) and unique customs associated with a particular culture. Some of these elements are often not verbalized in the text but are implicit in the narrative or dialogue. For example, 'cock a snook', 'spitting', the gesture of shaking the head in Indian culture,

and shaking hands by kissing the hand of an older person by a younger person in Indonesian culture.

2.1.3 Translation Procedures

When translating cultural terms from one language to another, the translator must strive for equivalence rather than a direct one-to-one match (Nida & Taber, 1969, p. 12). To accomplish equivalency, translators employ various strategies, from very straightforward to some that are more complex and challenging to handle (Baker, 2018, 19). In translation, there are different approaches to transferring text into another language. The translator can use a strategy, technique, or procedure.

Translation strategies relate to macro decision-making, which is a mechanism used by translators throughout the translation process to overcome the problems. Strategies relate to conscious plans and aim to resolve issues in translation. These strategies align with the text's purpose, whether it leans toward the source language by retaining its original terms or toward the target language by adapting to the target culture or according to Venutti's theory, which is called foreignization and domestication.

There is also a translation method that relates to whole texts, as described by (Newmark, 1988, p. 80) whereby the translation method is a product rather than a process, as seen in the final translation. Meanwhile, translation technique relates to the results of the translation itself, the impact of which is seen at the micro-level unit of language, namely words, phrases, or sentences. Translation procedures are almost the same as the technique of translation, translation procedures are used for sentences and the smaller units of language (Newmark, 1988, p. 80).

Basically, translation procedure and technique do not have significant differences. Both focus on smaller units of language, but the difference lies in the terminology used. Newmark refers to it as a procedure, while Molina and Albir refer to it as a technique. Although there are differences in the terminology used, this does not have a significant effect, as their functions remain the same, namely to overcome difficulties in translation.

The researcher used procedures rather than strategies or techniques because the translation procedures applied are in line with the focus of this study, which is to examine local cultural nuances in everyday activities. The use of procedures is also more practical because it focuses on specific challenges such as cultural terms or idioms in words and phrases. Translation strategies tend to be macro in nature and are not suitable for research that seeks to examine details rather than generalities.

There is an outline of the various procedures that are often used in translation. Here is the explanation of each translation procedure:

2.1.3.1 Transference

The other name for transference is a loan word or borrowing. This procedure is the simplest one because the source language terms are transferred without any change from the source text, taking it straight forward from the other language (Molina & Albir, 2002, p. 510). If translators didn't occasionally need to use transference for stylistic reasons, it definitely wouldn't matter in this setting (Vinay and Darbelnet, 2000, p. 85). Generally, transference procedures aim to preserve the integrity of the source language.

Table 1: Example of Transference Procedure

SL	*"...juga merawat **keris** dan barang-barang kuno dengan khidmat."*
TL	"...also revered ***the keris*** and other sacred heirlooms."

(Hilman 2015, p. 69)

2.1.3.2 Naturalization

The naturalization procedure is closely related to pronunciation. Naturalization is achieved by using the pronunciation and morphology (word forms) in the standardized SL. The word is being adapted and transferred.

Table 2: Example of Naturalization Procedure

SL	"This is a **telescope"**
TL	*"Ini **Teleskop"***

(Ubaidillah, 2022, p. 26)

2.1.3.3 Cultural Equivalent

Cultural Equivalent is the same as adaptation, which is used to transfer a SL cultural element to the target culture element (Molina & Albir, 2002, p. 509). The aim is to maintain the meaning and communicative effect even though the linguistic forms differ. This is because when terms or concepts in SL do not have direct equivalents in TL, this procedure risks losing the original cultural nuances, so it must be used with context considerations.

Table 3: Example of Cultural Equivalent Procedure

SL	*"Kami penuh dalam diri masing-masing, tidak mengisi satu sama lain, apalagi melengkapi upacara penyambutan tamu-tamu sultan atau turis **keraton**."*
TL	"We're quite self-sufficient, the music and I, we don't feel the need to complement each other and we definitely don't want to be called upon to perform for the sultan or the tourist visiting **the palace**."

(Hilman 2015, p. 71)

2.1.3.4 Functional Equivalent

A functional equivalent is commonly used when there are cultural words that require the use of a non-cultural word, sometimes with a new specific term; it

therefore neutralizes or generalizes the SL word, and sometimes adds a particular term (Newmark, 1988, p. 83). This procedure looks for different cultural equivalents with similar communicative effects. In comparison, cultural equivalent replaces SL culture with TL culture, functional equivalent deculturalises a cultural word.

Table 4: Example of Functional Equivalent Procedure

SL	*"Mereka membawa seorang dokter muda dari **Puskesmas**."*
TL	"A young doctor from **the local clinic** accompanied them."

(Hilman 2015, p. 72)

2.1.3.5 Descriptive Equivalent

Descriptive applied by replacing a term or expression with a description of its form and/or function, according to (Molina & Albir, 2002, p. 510). Unlike the Cultural Equivalent, which replaces the term with a familiar cultural concept, the Descriptive Equivalent retains the original term (if necessary) and provides a brief description of its meaning.

Table 5: Example of Descriptive Equivalent Procedure

SL	*"Aku tegak diatas punggung aula **madrasah** negeri setingkat SMP."*
TL	"I stood up right on the auditorium stage of the state junior high **madrasah-religious school.**"

(Frihatmawati, 2023, p. 29)

2.1.3.6 Literal Translation

Literal translation is clearly known to be a procedure that just transfers word-for-word from SL to TL without considering any context. Literal translation is also explained as the direct transfer of an SL text into a grammatically and idiomatically appropriate TL text. The translators' responsibility is to ensure that the target language's linguistic servitudes are followed (Vinay and Darbelnet, 2000, p. 86). However, this procedure does not necessarily translate to all sentences for

languages with different structures, such as translating idioms that cannot be translated literally.

Table 6: Example of Literal Translation Procedure

SL	"It's raining cats and dogs."
TL	*"Hujan kucing dan anjing"*

(Machali, 2009, p. 78)

2.1.3.7 Synonymy

Synonym is when there is no precise equivalent to transfer the words, so the nearest equivalent terms in SL and TL are used (Newmark, 1988: 84). When there is no direct translation and literal translation cannot be used, synonymy become a solution.

Table 7: Example of Synonymy Procedure

SL	"Thank goodness."
TL	*"Syukurlah "*

(Ubaidillah, 2022, p. 30)

2.1.3.8 Through Translation

Newmark named this procedure as through translation, while Maolina& Albir called through translation a calque. Through translation is the literal translation of common collocations, names of organisations, the components of compounds, and perhaps phrases, is a through translation based on (Newmark, 1988, p.84). Through translation can be indicated as a special kind of borrowing where the expression of the language was borrowed, and each element was literally translated (Vinay and Darbelnet, 2000, p. 85).

Table 8: Example of Through Translation Procedure

SL	*"Kyai Comblang"*
TL	"Venerable Matchmaker"

(Khristianto, 2016, p. 186)

2.1.3.9 Shifts or Transposition

When the procedure involves a change in the grammar from SL to TL, it is categorized as transposition. The change may vary from singular to plural, a change in grammatical structure, or changing an adverb into a verb, and etc. Since expression in SL and TL is not always in the same value, translators are required to apply transposition when it results in a translation that integrates more naturally into the sentence or utterance to help preserve a specific nuance for equivalency (Vinay and Darbelnet, 2000, p. 88).

Table 9: Example of Transposition Procedure

SL	*"**Kelas** itu harus kamu ambil."*
TL	"You should take that **class.**"

(Royani, 2009, p. 20-21)

2.1.3.10 Modulation

Modulation can also be referred to as a variation of the message transfer from the source to the target language. The procedure modulation is the change the point of view, focus or cognitive category concerning the SL (Molina & Albir, 2002, p. 510).

Table 10: Example of Modulation Procedure

SL	"Because it'll be amazing"
TL	*"karena pasti menyenangkan"*

(Ubaidillah, 2024, p. 27)

2.1.3.11 Recognized Translation

This procedure typically employs the official or generally accepted translation of any institutional term (Newmark, 1988, p. 89). The source language already has official equivalents or widely accepted translations in the target language, usually through consistent use in literature, media, or official documents. This procedure

prioritizes using translations that are already recognized by the target language community, rather than creating new translations.

Table 11: Example of Recognized Translation Procedure

SL	*"Volumengesetz der Gase"* (G)
TL	"Law of Combination"

(Newmark, 1998, p. 89)

2.1.3.12 Translation Label

The translation label typically refers to a newly institutional term, which is initially placed in quotation marks and can be gradually removed as the term becomes more familiar (Newmark, 1988, p. 90).

Table 12: Example of Translation Label Procedure

SL	"Heritage language"
TL	*"Langue d'heritage"*

(Newmark, 1998, p. 90)

2.1.3.13 Compensation

Compensation is used when a meaning cannot be retained in a particular place, and is replaced or compensated for elsewhere in the text. For example, a wordplay game in the source language text that cannot be translated is preserved by adding humour elsewhere.

Table 13: Example of Compensation Procedure

SL	"We flew through the air"
TL	*"Kita terbang"*

(Ubaidillah, 2022, p. 37)

2.1.3.14 Componential Analysis

This is the splitting up of a lexical unit into its sense components. This technique works by mapping the meaning of a word through its constituent elements to find the most appropriate translation equivalent. This method is beneficial for words that have complex cultural nuances or have no direct equivalent in the target language.

Table 14: Example of Componential Analysis

SL	*"...di hati aku tetap **nelangsa.**"*
TL	"...but my heart was **empty, tormented.**"

(Meidy, 2022)

2.1.3.15 Reduction and Expansion

Reduction is removing some information that is considered less relevant to the TL. This procedure is conducted to maintain conciseness so that it is not rambling and the context to be conveyed becomes clear.

Table 15: Example of Reduction Procedure

SL	***"Lambat laun**, Malin tumbuh menjadi pemuda yang cakap."*
TL	"Malin grew up as a skillfull young man."

(Royani, 2009, p. 42)

The opposite of reduction, expansion, adds explanations for clarity. This procedure is important for informative texts whose target audience is not familiar with the source culture. Expansion becomes especially important when the culture of the SL is not encountered in the TL culture, so lengthy explanations are needed.

Table 16: Example of Expansion Procedure

SL	***"Jangan ditunggu.** Barangkali Malin ingin memberi kejutan kepada ibu."*
TL	**"Don't wait or think too much about it.** Maybe Malin had arranged a surprise for you."

(Royani, 2009, p. 43)

2.1.3.16 Paraphrase

This is an amplification or explanation of the meaning of a text segment. This translation is applied by providing an explanation of the terms of the source language. It also retains the meaning of the source language but in the form of a longer explanation.

Table 17: Example of Paraphrase Procedure

SL	*"Paman Samuel adalah kepala perwakilan **Pertamina** di Namlea."*

| TL | "Samuel's uncle, also an Ambonese, was manning the **State Oil Company** depot in Namlea." |

(Alfarisi, 2017, p. 46)

2.1.3.17 Couplets

As translation does not necessarily require the use of only one procedure, but rather allows the translator to combine various translation procedures, the couplet translation procedure is often found in the text. The couplet procedure is a combination of multiple procedures used to address a single problem. It can use more than one procedure, or use two, three, or more.

2.1.3.18 Notes, Additions, Glosses

This technique involves additional information that a translator may need to include in their version. Additional information in the translation may take various forms, such as within the text, notes at the bottom of the page, notes at the end of the chapter, notes or glossary at the end of the book.

2.2 Research Method

This section provides the research method used in this study. The first subchapter

explains about the types of research used and the reason for using the type. The data

source, data population, and data sample also displayed as well as the method of

collecting data and method of analysing data.

2.2.1 Types of Research

This study employs a qualitative research approach. This is a method for

understanding and exploring the meaning that people or groups give to social or

human problems for answering questions "why" and "how" (Creswell, 2014). It is

suitable as it allows for an in-depth exploration of Indonesian local nuance

translation into another language, focusing on how these terms are translated and

utilizing methods to get an understandable result of translation.

2.2.2 Data Source, Population, and Sampling

The primary data source is from the Indonesian novel *Aruna dan Lidahnya* by

Laksmi Pamuntjak and the English version *The Birdwoman's Palate* translated by

Tiffany Tsao. The data population consists of all sentences with local nuances, and

for the sample data selected, only data containing local cultural expressions related

to daily activities.

2.2.3 Methods of Collection Data

Since this study used novels as the primary data, the data were collected from

written text. The Indonesian version of the novel is entitled *Aruna dan Lidahnya*,

and the English version is entitled The Birdwoman's Palate is the main data. In

order to obtain the cultural terms, the writer read both the English and Indonesian

versions of the novel thoroughly. To ensure that no important details were missed, a note-taking method was adopted. The researcher filtered the data to focus on analysing only cultural terms that related to daily activities. Afterwards, the cultural items in the text collected based on theory used to see the cultural categories and translation procedure.

2.2.4 Method of Analysing Data

There are some steps that the researcher takes to analyse the data. Firstly, the researcher obtained soft copies of the Indonesian novel Aruna dan Lidahnya from Anna's Archive website. The same formula also applies to the English version novel, The Birdwoman's Palate PDF file also downloaded from Anna's Archive website. After reading and taking note of the data, the data sample were identified according to cultural categories. Secondly, the data were identified and classified based on which translation procedure embodies the translation of cultural items. The text in the source language and the text in the target language are presented in a table, along with cultural categorization and translation procedure categorization. The purpose of the findings presented in a structured and formatted table is to facilitate understanding. Finally, the researcher analyses how the cultural items from the source language are translated into the target language.