



**THE USE OF NEWMARK'S TRANSLATION STRATEGIES IN
TRANSLATING CULTURE-SPECIFIC ITEMS IN YOON'S
THE SUN IS ALSO A STAR**

A final project

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for the degree of *Sarjana Pendidikan*

in English

by

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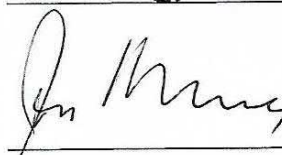
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DECLARATION OF ORIGINALITY

I, Anyta Ririh Nawangsari, hereby declare that this final project entitled The Use of Newmark's Strategies in Translating Culture-Specific Items in Yoon's The Sun Is Also A Star. It has not been submitted in any form for another degree or diploma at any university or another institute. Information derived from the published and unpublished work for others has been acknowledged in the text and a list of references is also given.

Semarang, September 09, 2019

A handwritten signature in black ink, consisting of a large capital 'A' followed by a stylized, cursive 'N' and 'S'.

Anyta Ririh Nawangsari

MOTTO AND DEDICATION

“For an adventurous life, seek not security. Dance with uncertainty to create magnificence and beauty.” — **Debasish Mridha**

This final project dedicated to:

1. My dearest parents
2. My dearest brother, Uta
3. My dearest family
4. my dearest sweetheart
5. All of my friends
6. CV. Realsa team

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Alhamdulillahirabbil ‘alamin. First and foremost, I would like to express my highest gratitude to Allah S.W.T who has given the Mercy and Blessing upon me in completing this final project. Peace and salutation be upon the prophet Muhamad, his family, and his followers.

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Furthermore, I would like to express my greatest appreciation, honor and gratitude to all my lecturers and all the staffs in English Department of Universitas Negeri Semarang who have shared their knowledge, experiences, and motivations since I began my study.

Finally, I dedicate this final project and give enormous thanks to my dearest parents, my dearest brother, my dearest family, my dearest sweetheart, and all of my friends who give their valuable supports and moral encouragement in motivating me to finish my study.

ABSTRACT

Nawangsari, Anyta Ririh. 2019. *The Use of Newmark's Strategies in Translating Culture-Specific Items in Yoon's The Sun Is Also A Star*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Dr. Issy Yuliasri, M. Pd.

Keywords: Culture-Specific Items, Translation Strategy, Readability

The objectives of the study are to find out the translation strategies and the readability in the translated *The Sun Is Also A Star*. The CSI was analyzed by using Newmark's CSI translating strategies, meanwhile, the readability was analyzed by using Nababan's translation quality assessment.

The result of the study found out 12 of 15 translation strategies proposed by Newmark. The frequency of each strategy are as follows: cultural equivalent 35%, naturalization 19%, through-translation 11%, functional equivalent 9%, descriptive equivalent 8%, couplets 5%, recognized translation 4%, transference 3%, shift or transposition 3%, synonymy 1%, and modulation 1%. Then, the readability rating showed from 14.960 data, 88% were rated score 3; 10% were rated score 2, and 2% were rated score 1. The researcher can conclude that the translated *The Sun Is Also A Star* is very readable.

The researcher suggested that this study can be the information for the translators about the CSI translation strategies in *The Sun Is Also A Star*. Based on this research result, overall the translation strategies are good in translating CSI, but the future translators should be careful in synonymy strategy. So, as the translators, they have to be more careful in using those strategies. Then for the future researchers, it can be a source for making follow up research in the future. The future researchers can make similar research about other translation studies or translation quality assessment such as accuracy and naturalness to develop translation studies.

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CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study. This chapter will discuss the background of the study, reasons for choosing the topic, research problems, objective of the study, significance of the study, and outline of the study.

1.1 Background of The Study

Most of the information in this world are written in English, for instance, books, news, journals, articles, procedure texts, etc. There are plenty of books in Indonesia that are imported from western countries. Furthermore, almost all international books including novels are delivered in English. Many kinds of books that are existed in Indonesia, one of them is fiction book. Imported books are written in English while English is a foreign language in Indonesia. There are still a few Indonesian people who can speak and understand English. Therefore, Indonesian translated books are needed to make people understand the content of the imported books even they do not understand English. Newmark (1988:5) stated that translation is rendering the meaning of a text into another language in the way that the author intended the text. Also as Fedora (2015) stated that translation is necessary for the era of information and communication today, and it is also done to literary works, such as novel, short story, and poetry. Translation also considered by Darissurayya (2015:2) as an important process of replacing and reproducing the messages from a text in a source language into a target language. Remarkably,

translation has an important role in order to make people understand the content of imported books.

Translation helps people in communicating and recognizing culture across languages and nations. People recognize culture through many media, such as music, custom, dance, literature, and etc. Translating culture in literature work still be a problem for translators in transferring meaning and concept from source language to the target language. The translation of cultural items has been recognized as a troublesome area, attempts to define a culture and its affiliation with language was made, and translation procedures for culture-specific items were suggested (Diana & Vilmante, 2016). There are some words that don't exist in the target language. In English-Indonesian translation, sometimes the translators get difficulties in finding word that has an equivalent word in the target language. For example, the word 'flash mob' in *The Sun is Also A Star* doesn't have an equivalent word in Indonesia. There is no word that reflects or has the same meaning as flash mob in Indonesia. The translator should use some particular strategies for rendering culture words. It clearly proves that the existence of translation strategies are significant in transferring meaning and concept from source language to the target language.

In translating culture words, particular strategies in translation are needed to help translators in rendering culture from source language to the target language. Daghoughi & Hashemian (2016) in Analysis of Culture-Specific Items and Translation Strategies Applied in Translating Jalal Al-Ahmad's by the Pen found that to overcome the complexities arisen from the distinction between languages in

the process of translation, translation scholars have proposed different strategies. Newmark's proposed taxonomy for translating CSIs is the framework for achieving this study. So, after adopting CSIs with Newmark's (1988) 5 proposed domains of CSIs, they sought to find the proposed translation strategies applied in the English translation. The strategies that are used frequently in translating this novel into Indonesian will be analyzed in this research.

Culture in every nation is always unique. Every culture has a great deal in influencing the meaning of a word in each nation. The different culture in every nation influences its language. In translating culture from one language to another language, the translator should know both languages. Translating culture items is a challenging aspect for translators. The translator not only transferring words from one language to another language, but also investigate the meaning and concept without any changes and it should be readable for anyone who reads the translation. Karamanian states in her journal, "translators must be both bilingual and bicultural, if not indeed multicultural" (Karamanian, 2002). Culture-specific items sometimes bring some difficulties to translator. As Aixela states, "culture-specific items (CSI) are linguistic items that cause problems for translation due to differences in cultural understanding" (Aixela, 1996). The hardest part in translation is to find right equivalents for words with cultural implications. Besides bilingual and bicultural, translators must know the appropriate strategies to comprehend culture-specific items.

Literature is one of the aspects that has an important role in introducing culture across language and nation. Literature involves a great deal of culture which reflects a country. Literary works, due to their great number of culture-specific items (CSIs), specific values, aesthetic, and expressive features, are more difficult to translate than other kinds of texts. The more a translator is aware of the complexities of the differences between cultures, the better he or she will translate (Shekoufeh & Mahmood, 2016). Every fiction book involves some characters that reflect the culture of their nation. It can be seen by the way the characters walk, talk, think, etc. In this research, *The Sun is Also A Star* is a literary work that involves a great deal of CSI. There are still a few research that discusses this novel, it is scarce to find research about Culture-Specific Items about this novel whereas CSI is really an important and challenging aspect in translation.

Assessing readability of a translation is very important because it will reveal whether the translation is easily understood or not for the readers. The readability of the translation in this novel is measured by using a rating sheet and questionnaire. The use of right translation strategies to translate culture-specific items will affect the readability of the translation. If the translation can be easily understood by the reader and it doesn't change the word's meaning and concept of the source text, it means the translation has good readability.

The explanation above motivates me to conduct this research. In this research, I focus on analyzing the translation strategies used in translating culture-specific

items in Indonesian translated *The Sun is Also A Star* and finding out the readability of the translated novel.

1.2 Reasons for Choosing the Topic

There are some reasons underlying the choice of this topic. Quite a few journals or research discuss *The Sun is Also A Star*. It is scarce to find research about Culture-Specific Items in *The Sun is Also A Star* since CSI is really an important and challenging aspect of translation. The difficult problem in translating literary texts is found in the differences between cultures. The translator who uses a cultural approach should recognize each language has elements that are derived from its culture that every text is anchored in a specific culture and that conventions of text production and reception vary from culture to culture.

The Sun is Also A Star is a famous novel. The writer, Nicola Yoon, is an outstanding writer who got an award for her work as a New York Times bestselling book. The book tells about the differences between two people who have different thoughts, mindsets, and cultures in the US. It involves three cultures, they are Korean, Jamaica, and American cultures. It shows us how culture affects the language which we are used in our daily life. In this novel, there are some words that come from Korea and Jamaica. There are many words that do not have a direct equivalent word that occurs in the target language. Therefore, the use of strategies in translating the culture items here has an important role to determine the readability of the translation. Hopefully, the results of the study may be useful for a lecture, translators, students, and other researchers in translation studies.

1.3 Research Questions

Based on the statements above, the main problems of the study are shown from several questions below:

- a. What strategies are used in translating culture-specific items (CSI) in the novel entitled *The Sun is Also A Star* into Indonesian?
- b. How is the readability of the Indonesian translated culture-specific items (CSI) in the novel entitled *The Sun is Also A Star*?

1.4 Objectives of the Study

The general purpose of this research is actually to find out the strategies used in translating culture-specific items and measure the readability of it. The purpose is then specified as follows:

- a. to describe what translation strategies are used in translating culture-specific items (CSI) in the novel entitled *The Sun is Also A Star* into Indonesian.
- b. to explain how is the readability of the Indonesian translated culture-specific items (CSI) in the novel entitled *The Sun is Also A Star*.

1.5 Significance of the Study

This research is expected to be useful. Theoretically, the result of this research is expected to give some inputs related to literary translation especially about translating culture-specific items. For lecture, the results of this study may

be useful in translation study. For translators, the result is hoped to give information about translation strategies that are used in translating culture-specific items. For students, the results of this study may improve their skill in translating, especially in translating culture-specific items. Practically, this study is hoped to be a reference for one who is interested to learn types of culture-specific items that consist in *The Sun is Also A Star* and to enrich translators' knowledge in making a readable translation by using the appropriate strategy on each culture-specific items.

1.6 Outline of the Report

The study is divided into five parts. This outline is as the following:

Chapter I is the introduction. This chapter introduces the topic of the study. It consists of a background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

Chapter II is a review of related literature. This chapter presents a review of the previous studies, theoretical review, and framework of the present study. The theoretical review provides theories that support this study. There are definitions of translation, translation strategies, Culture-Specific Items (CSIs), translation for Culture-Specific Items, and translation Readability.

Chapter III is the methods of investigation. This chapter breaks down the framework and the steps in conducting the study. This chapter

contains research method, object of the study, procedure of collecting data, and procedure of analyzing data.

Chapter IV is findings and discussions. This chapter shows the results and a detailed description of the study. The frequency and percentage of each translation strategies and its readability could be found in the findings.

Chapter V is conclusions and suggestions. This chapter concludes the study and provides suggestions. The conclusions not only conclude the study but also show the importance of translation strategies and the readability in translation. Some suggestions are provided for other researchers who are interested in conducting research related to translation study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two presents of related literature. This chapter consists of three parts, namely review of the previous study, theoretical review, and framework of the present study.

2.1 Review of the Previous Studies

Discussing translation world, there are so many researchers conducted the research about Culture-Specific Items. There are some previous studies relating to this study. There were some researchers who conducted the research about culture-specific items, translation strategies, translation procedures, and also discussing readability.

In the scope of translation studies, translators may find some problems in transferring words from a source language to the target language especially if the word is dealing with a culture. Many researchers wrote about translating Culture-Specific Items such as Ivir (2003), Buden, Nowotny, Simon, Bery, and Cronin (2009), Al-Masri (2009), Terestyényi (2011), Guo (2012), Buden, Nowotny, Simon, Bery, and Cronin (2015), Permatahati (2016), Amininadji (2016), Lestari (2016), and Yousefi (2017). Translating culture-specific items is challenging for the translators. It requires knowledge and understanding of both languages. One of related studies about culture-specific items conducted by Permatahati (2016), in her study entitled

Translation Techniques And Readability Of The Culture-Specific Items In The Case Of The 2007 Indonesian Translation Of Alice's Adventures In Wonderland (2016) discussed about translation techniques that are applied in translating culture-specific items (CSI) in Sri Haryanto's Indonesian translated novel of Alice's Adventure in Wonderland entitled *Petualangan di Negeri Ajaib dan Dunia di Balik Cermin* by Windi A in 2007 and to explain the readability of culture-specific items (CSI) in this translated novel. She found that Sri Haryanto applied fifteen of them in translating those culture-specific items into the target language. The most used translation technique in translating culture-specific items is the established equivalent technique. Based on those research result and analysis, the material culture category got the highest frequency with 141 out of 413 items while the lowest frequency was from organization with 21 out of 413 items. Based on the research result, the culture-specific items in the 2007 Indonesian translation of Alice's Adventures in Wonderland, *Alice di Negeri Ajaib* got a high readability score, 5153 on high readability, score 1744 on medium readability and score 1103 on low readability. It can be concluded that those items were quite readable. Lestari (2016) also conducted about culture-specific items in her study entitled *Translation Techniques Used in Rendering Culture-Specific Items in Agustina Reni Eta Sitepoe's Indonesian Translation of Alice's Adventures in Wonderland and The Resulted Readability*. This research has a purpose to find and describe the translation techniques that are applied in translating culture-specific items (CSI) in Agustina Reni Eta Sitepoe's Indonesian translated novel of Alice's Adventure in Wonderland entitled *Petualangan Alice; Alice di Negeri Ajaib* and to explain the readability of culture-specific items (CSI) in

this translated novel. As the result, she found 12 translation techniques that are applied in translating the culture-specific items from Alice's Adventure in Wonderland novel into its 2010 Indonesian translated novel by Agustina Reni Eta Sitepoe with established equivalent translation technique as the highest frequency of translation technique. She concluded that the readability of culture-specific items in Agustina Reni Eta Sitepoe's Indonesian translated novel of Alice's Adventure in Wonderland is readable.

In transferring word, a translator sometimes found difficulties in transferring culture-specific items because not every word has an equivalent word in the target language. A translator has to use certain strategies or procedures to produce the closest meaning in their process of translating. Ivir (2003), Maharsi (2007), Zhang and Liu (2009), Ghaeni (2010), Ghaemi and Benyamin (2010), Fitri (2013), Wijayanti and Mirahayuni (2014), Mulyono and Basari (2015), kasanah (2016), Daghoughi & Hashemian (2016), Amininadji (2016), Blažytė and Liubinienė (2016), Sari (2017), Wang (2017), Miandoab (2018), Lovihandries, Mujiyanto, and Sutopo (2018), and D.N Shlepnev (2018) conducted researches about translation strategies. Strategies in translation are needed to help translators in dealing with problems in translating. Daghoughi & Hashemian (2016) in Analysis of Culture-Specific Items and Translation Strategies Applied in Translating Jalal Al-Ahmad's by the Pen found that to overcome the complexities arisen from the distinction between languages in the process of translation, translation scholars have proposed different strategies. Newmark's proposed taxonomy for translating CSIs is the framework for achieving this study. To do so, first, both the source language text and its translation were

studied; then, the translation strategies applied were found. Having found the strategies as the sources of the data, they were arranged and analyzed. Results showed that functional equivalent was the most frequently used strategy, and modulation and paraphrase were the least frequently used ones. They concluded that the findings have pedagogical implications for translation students and literary translators. Sari (2017) in her study, also analyzed about translation strategies entitled *Strategy and Quality of English Phrasal Verb Translation in Totto- chan Novel: The Little Girl at The Window*. This research was intended to describe the strategies used in translating phrasal verb in the Totto-chan novel and the quality of the translation. The result of the study shows that (1) there are four strategies used in translating phrasal verbs found in the novel. The first one is using idiom of similar meaning and form, the second is using idiom of similar meaning but dissimilar form, the third is paraphrase, and the last is omission, (2) the translations of phrasal verbs in this novel are accurate, acceptable, and highly readable.

Translators usually use some procedures in the process of translation in order to solve the specific translation problems. There have been some studies discussed about translation procedures, such as Dewi (2014), Hadithya (2014), Walinski (2015), Fedora (2015), Siregar (2016), Hanif (2017), and Nurlaila (2017). The writer uses some previous studies to support this study. One of related studies about translation procedures conducted by Siregar (2016) in his study entitled *Translation Procedures Analysis: English - Indonesian Motivational Book*. His study attempted to investigation of translation procedures used in the process of translation of an English motivational book into Indonesian. He revealed that nine translation

procedures identified in this study. Those procedures and its frequency are as follows: Literal (181), Calque (5), Borrowing (32), Addition (105), Omission (33), Modulation (27), Transposition (24), Equivalence (21), and Adaptation (2). The first three of techniques (literal, borrowing and calque) are oriented to source text while the rest (addition, omission, modulation, transposition, equivalence, and adaptation) are oriented to target text. The finding revealed the proportion of literal translation and communicative translation are 50.70% and 49.30% respectively.

After using strategies and procedures in translating, translators should evaluate the translation result. Many translators evaluate the readability of the translation. Some researchers have been held studies about readability such as Jones, Gibson, Shen, Granoien, Herzog, Reynolds, and Weinstein (2005), Mostafa Zamanian and Pooneh Heydari (2012), and Mujiyanto (2016). Zamanian and Heydari (2012) found that there are two opposite views of the use of readability formulas. Both of these two views have been advocated by different researchers and there is enough empirical evidence for each to be true. Thus, it can be stated that the formulas have both advantages and disadvantages.

From the research conducted by several researchers above, it was indicated the difference from this analysis. In this research, the writer investigates the translation strategies used to translate the culture-specific items in *The Sun is Also A Star* by Nicola Yoon that translated by Airien Kusumawardani into Indonesian. Not only the strategies, the writer will also investigate the readability of the culture-specific items in this novel.

2.2 Theoretical Review

This section consists of the general concepts of translation, translation strategies, culture-specific items, translation for culture-specific items, and readability.

2.2.1 Translation

The dictionary meaning of *translation* is something which is translated, or the process of translating something, from one language to another (Cambridge Dictionary). Nida (1982:12) states that “*Translation consists of reproducing in the receptor language the closest natural equivalence of the source language messages, first in terms of meaning and secondly in terms of style*”. In this definition, the messages from source language (SL) are transferred to the target language (TL) using any translation concept.

Larson (1998:3) mentioned that “*Translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only form changes.*”

A translation is not only a matter of transferring words from the source language to the target language, but also transferring culture, concept, and meaning of the words from the SL to the TL culture. As stated by Toury (1995:56) that “*Translation is a kind of activity which inevitably involves at least two languages and two cultural traditions*”. Translating culture is a challenge for translator. the cultural traditions in the form of words, stereotype, cultural events, or traditional

buildings should be transferred in accordance with the existing culture in TL community so that the translation can be understood by the readers. Steiner in *Choliludin* (2006: 5) also declared that *“Translation can be seen as (co) generation of situational factors and therefore, register, and classically change of language and (context of) culture”*.

Based on the explanation from some experts, the writer concluded that translation is a process of transferring a language from the source language to the target language without changing the meaning and concept of the word.

2.2.2 Culture-Specific Items

The difference in culture in every country influences its language. In translating culture from one language to another language, the translator should know both languages. There are some theorists who give their statements about the definition of culture-specific items. Newmark (1988:119) stated 'cultural word' which the readership is unlikely to understand and the translation strategies for this kind of concept depend on the particular text- type, requirements of the readership and client and importance of the cultural word in the text. Baker (1992: 21) introduced a concept that refers to such cultural words, a concept which is totally unknown in the target culture. She highlighted that the concept in question may be "abstract or concrete, it may relate to a religious belief, a social custom, or even a type of food." Baker then, calls such concepts “culture-specific items”. Gambier (2004: 159) also refers to such concepts as “culture-specific references” and asserts that they connote different aspects of life such as education, politics, history, art, institutions, legal systems, units of measurement, place names, foods and drinks, sports and

national pastimes, as experienced in different countries and nations of the world. Halloran (2006) highlighted that “CSIs associated with a particular culture and refer to cultural identities which do not have direct equivalents in another culture”.

Some experts such as Aloyzas Gudavičius (1985), Newmark (1988), Espindola and Vasconcellos (2006), Vlahov and Florin (2011) have tried to classify CSIs into different categories.

It is not always clear which part of the text is considered as a part of culture-specific items. Since culture encompasses too many things, some experts classified the culture-specific items into some sub-category to make them easily recognizable in text. Newmark (1988) stated different ideas, he classified the culture-specific items into 5 types:

1. Ecology

Geographical features can be normally distinguished from other cultural terms in that they are usually value-free, politically and commercially. Nevertheless, their diffusion depends on the importance of their country of origin as well as their degree of specificity. Ecology category is divided into some sub-categories. There are flora, fauna, winds, plains, and hills.

2. Material culture (artifacts)

Newmark (1988:97) divided the material culture category into some sub-categories. There are food, clothes, houses, and transport. He stated that food is the most sensitive and important expression of national culture; food terms are subject to the widest variety of translation procedures. Various settings: menus

- straight, multilingual, glossed; cookbooks, food guides; tourist brochures; journalism increasingly contain foreign food terms.

3. Social culture

Social culture has a relation with the social life of a country including work and leisure. Newmark (1988:95) divided the material culture category into some subcategories. There are work, leisure, and games. The obvious cultural words that denote leisure activities in Europe are the national games with their lexical sets: cricket, bull-fighting, *boule*, *petanque*, hockey. To these must be added the largely English non-team games: tennis, snooker, squash, badminton, fives, and a large number of card-games, the gambling games, and their lexical sets being French in casinos (Newmark 1988: 99).

4. Organizations, customs, activities, procedures, concepts

Newmark (1988: 99) stated the political and social life of a country is reflected in its institutional terms. Where the title of a head of state or the name of a parliament is 'transparent', that is made up of 'international' or easily translated morphemes, they are through-translated. Where the name of a parliament is not 'readily' translatable, it has a recognized official translation for administrative documents (e.g., 'German Federal Parliament' for *Bundestag*, 'Council of Constituent States' for *Bundesrat*) but is often transferred for an educated readership (e.g., *Bundestag*) and glossed for a general readership ('West German Parliament'). Organizations category is divided into some sub-categories. There are concepts, customs, religious, activities, procedures and

artistic. Newmark (1988) was also categorized political-administrative, religious and artistic as a part of culture-specific items. In the case of historical institutional terms, the first principle is not to translate them, whether the translation makes sense or not unless they have generally accepted translations. In academic texts and educated writing, they are usually transferred, with, where appropriate, a functional or descriptive term with as much descriptive detail as is required. In popular texts, the transferred word can be replaced by the functional or descriptive term (Newmark 1988:101).

5. Gestures and habits

Peter Newmark (1988) stated for gestures and habits that there is a distinction between description and function which can be made where necessary in ambiguous cases. For example, when people smile a little when someone dies, kiss their fingertips to greet or to praise, or give a thumbs-up to signal OK, these gestures might occur in some cultures and might not in other cultures.

There are 2 categories of CSIs proposed by Aixela (1996:59), all CSIs were allocated to either the group of 1) proper nouns; or 2) common expressions. Proper names include both conventional names i.e. names that do not have any meaning in themselves and names that are loaded with certain historical and cultural associations. According to Howard (2009: 1) “proper names refer to specific person, place, or thing, and it is usually capitalized”. Common expressions denoting (a) rituals, traditions, religion and spiritual life; (b)

concepts, slogans, and items of popular culture; (c) fictional characters; (d) food and drinks; (e) nationalities; (f) measurements.

Aloyzas Gudavičius (1985) offers three categories of culture-specific items into 3 types:

1. things denoting material culture (everyday life and work realia, specific agricultural work and geographic realia, endemic clothes and footwear, national cuisine and musical instruments);
2. intangible culture (national dances and songs, folk feasts, national folk customs and habits, and mythological notions);
3. historical realia (domestic objects, social and political realia, and religious words).

The other expert,

Vlahov and Florin categorize (2011) classified CSIs into 5 types:

- a. geographical, consisting of geographic formations, flora, and fauna that is special to a certain place;
- b. ethnographic, consisting of food and drink, clothing, places of living, furniture, pots, vehicles, names of occupations and tools;
- c. art and culture, consisting of music and dance, musical instruments, feasts, games, rituals, and their characters;
- d. ethnic, consisting names of people, nicknames;

- e. socio-political, consisting of administrative-territorial units, offices, and representatives, ranks, military realia, religious.

Considering the CSIs categories proposed by these experts, this research used the five CSIs classifications from Peter Newmark.

2.2.3 *Translation Strategies*

Translating cultural items still be a problem and debatable for a translator. Therefore, translator should use some particular strategies in translating culture-specific items. Based on Newmark (1988), he introduces different strategies for translating CSIs; Newmark's (1988) taxonomy includes:

1. Transference: It is the process of transferring an SL word to a TL text as a translation procedure. It includes transliteration, which relates to the conversion of different alphabets: for example, Russian (Cyrillic), Greek, Arabic, and so on into English. The word, then, becomes a loan word. It includes transliteration and is the same as what is called transcription.
2. Naturalization: It conforms the SL word first to the normal pronunciation, then, to the normal morphology of the TL.
3. Cultural Equivalent: It intends replacing a cultural word in the SL with an, although not accurate, TL word.
4. Functional Equivalent: In this procedure, a culture-free word is used, sometimes a new specific term is used; therefore, it generalizes the SL word.
5. Descriptive Equivalent: In this procedure, the meaning of the CBT is explained in several words.
6. Componential Analysis: It means comparing an SL word with a TL word

which has a similar meaning, although not being its one-to-one equivalent, by presenting, first, their common, and then, their differing sense components.

7. Synonymy: It is a near TL equivalent. Here economy trumps accuracy.
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8. Through-Translation: It is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation.
9. Shifts or Transpositions: It involves a change in the grammar from SL to TL, e.g., (i) change from singular to plural; (ii) when a specific SL structure does not exist in the TL, a change is required; (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun, and so forth.
10. Modulation: It occurs when the translator reproduces the message of the original text in the TL text in accordance with the current norms of the TL, because, the SL and the TL may be different in perspective.
11. Recognized Translation: It occurs when the translator normally uses the official or the generally accepted translation of any institutional term.
12. Compensation: It occurs when the loss of meaning in one part of a sentence is compensated in another part.
13. Paraphrase: In paraphrasing, the meaning of the CBT is explained. The explanation in paraphrasing is much more detailed than in descriptive equivalent.
14. Couplets: It occurs when the translator applies two different procedures together.

15. Notes, Additions, Glosses: These are additional information which a translator may have to add to his version; the additional information that the translator adds are normally cultural.

The other expert, Chesterman's (1997) classified strategies into 19 types:

1. Synonymy: It is the first subcategory in this group. In this strategy, the translator selects the closest synonym, which is not the first literal translation of the source text word or phrase.
2. Antonymy: In this strategy, the translator uses a word with the opposite meaning. This word mostly combines with a negation.
3. Hyponymy: It means using a member of the larger category (e.g. rose is a hyponym in relation to flower), and also hypernym is a related superordinate term, which describes the entire category with a broader term (e.g. flower is a hypernym in relation to rose).
4. Converses: This strategy refers to pairs of opposites expressing similar semantic relationships from the opposite perspectives (e.g. send-receive take-give).
5. Trope change: The formal name that is used for a figure of speech or metaphor is called trope which means using a term or phrase to compare two things that are unrelated with the purpose of revealing their similarity. This relates to a type of strategy called trope change strategy.
6. Abstraction change: The other kind of strategy in the list is abstraction change. This strategy concerns shifting either from more abstract terms to more concrete ones or vice versa.
7. Distribution change: This is a kind of strategy in which the same semantic

component is distributed over more items (expansion) or fewer ones (compression).

8. Emphasis change: This strategy increases, decreases or changes the emphasis of thematic focus of the translated text in comparison to the original.
9. Paraphrase strategy: This is the last strategy in the list. According to the overall meaning of the source text, it creates a liberal approximate translation, some lexical items may be ignored in this sort of strategy.
10. Pragmatic strategies
11. Cultural filtering: According to Chesterman (1997 as cited in Bergen n. d.), the first sort of strategy in this group is cultural filtering. It may be described as the concrete realization, at the level of language, of the universal strategy of domestication or target culture-oriented translation. This strategy is generally used while translating culture-bound items.
12. Explicitness change: In explicitness change strategy some information of the source text may be added; or deleted to make the text more or less explicit.
13. Information change: The next type of strategy is information change which is similar to the previous strategy; however, here the changed information is NOT implicit in the source-language text.
14. Interpersonal change: This strategy is used to affect the whole style of the text to make it more or less informed, technical, etc.
15. Speech act: There is another strategy the changes the nature of the

source text speech act, either obligatory or non-obligatory (e.g. from reporting to a command, or from direct to indirect speech).

16. Visibility change: This is a strategy that increases the "presence" of either the author of the source text or its translator (e.g. footnotes that are added by the translator).

17. Coherence change: Another strategy is coherence change which is similar to cohesion change which was mentioned in the previous section (syntactic strategies). The only difference is that cohesion change concerns micro-structure level (e.g. a sentence or a paragraph), but coherence change concerns a higher textual level (i.e. combining different paragraphs to each other in a way different from the source text).

18. Partial translation: This is a strategy that refers to translating a part of a text, not the entire text (e.g. song lyrics or poetry).

19. Trans-editing: As Bergen also stated, according to Stetting (1989), another strategy which can be mentioned in this section is trans-editing that refers to extensive editing of the original text when necessary (i.e. changing the organization of the source text information, wording or etc).

Baker (1992) offers a taxonomy of eight translation strategies, which are used by professional translators. Baker's taxonomy: Mona Baker (1992: 26-42) lists eight strategies, which have been used by professional

translators, to cope with the problematic issues while doing a translation task:

1. Translation by a more general word: This is one of the most common strategies to deal with many types of nonequivalence. As Baker believes, it works appropriately in most, if not all, languages, because in the semantic field, the meaning is not language-dependent.
2. Translation by a more neutral/ less expressive word: This is another strategy in the semantic field of the structure.
3. Translation by cultural substitution: This strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable and more familiar to the target reader. The translator's decision to use this strategy will depend on the degree to which the translator is given license by those who commission the translation, and the purpose of the translation.
4. Translation using a loan word or loan word plus explanation: This strategy is usually used in dealing with culture-specific items, modern concepts, and buzz words. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time, the word is mentioned by the explanation and in the next times the word can be used by its own.
5. Translation by paraphrase using a related word: This strategy is used

when 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 obviously higher than it would be natural in the target language.

6. Translation by paraphrase using unrelated words: The paraphrasing strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words; it may be based on modifying a super-ordinate or simply on making clear the meaning of the source item.
7. Translation by omission: This may be a drastic kind of strategy, but in fact, it may be even useful to omit to translate a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations.
8. Translation by an illustration: This strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated, particularly in order to avoid over-explanation and to be concise and to the point.

Considering the translation strategies for translating CSI proposed by these experts, this research used the translation strategies from Peter Newmark.

2.2.4 Translating Culture-Specific Items

A translator obviously should master or at least know the culture from the source language and the target language to translate culture-specific items. Translator's duty is not only making the text readable but also delivering the culture. Karamanian states in her journal, "translators must be both bilingual and bicultural, if not indeed multicultural" (Karamanian, 2002).

It is obvious although translation brings culture closer, but culture-specific items sometimes bring some problems to translator. As Aixela states, "culture-specific items (CSI) are linguistic items that cause problems for translation due to differences in cultural understanding" (Aixela, 1996). It is obvious since the hardest part in translation is to find right equivalents for words with cultural implications. Besides bilingual and bicultural, translators should know the appropriate strategies to comprehend culture-specific items.

A cross-cultural communicative act which enables different cultures to interact" (Zhang, 2013, p.1919). M. L. Larson (1984) claims that "translator needs to understand beliefs, attitudes, values, and the rules of the source language audience in order to adequately understand the source text and adequately translate it for people who have a different set of beliefs, attitudes, values, and rules" (Larson quoted in Zare-Behtash and Firoozkoobi, 2010, p.1).

Thus, the cultural translation calls not only for considerate translation strategies, but also for an adequate competence of a source culture, the knowledge of cultural subtleties, and, of course, the ability to notice such items of a culture in a broader context. Mediators between cultures, most frequently they are translators or interpreters, have to deal with such differences and take into account cultural norms when translating. Sometimes cultures overlap, meaning that SL and TL cultures are closely related and do not have significant distinctions, however cultures with bigger gaps are threatened to misunderstandings, whereas due to globalization encounters of such cultures are inevitable.

Discussions about translations of cultural units are comprised of different suggestions and approaches. Different names, or terms, are employed by scholars to denominate this one concept; slightly different definitions are provided. Many experts and linguists have tried to define words or phrases that belong to the culture, however, even the name of the concept is not clearly defined. Some experts adopt the term “culture-specific item” (Aixela, 1997; Davies, 2003), others choose cultural words (Newmark, 2003) or culture-bound phenomena/concepts (Baker, 1992, Newmark, 2003, Robinson, 2003). Other widely recognized terms are *realia* (Leonavičienė, 2010; Maksvytytė, 2012; Mikutytė, 2005; Robinson, 2003) and non-equivalent lexis (Gudavičius, 2009).

The term “culture-specific item” is going to be used in this study as the fundamental term, as well as its abbreviation CSI.

2.2.5 *Readability*

Readability refers to how easy a piece of writing is to read and understand. A more reasonable definition of readability that is in keeping with more recent research and theory is *the level of ease or difficulty with which text material can be understood by a particular reader who is reading that text for a specific purpose*. Readability is dependent upon many characteristics of a text and many characteristics of readers. (Pikulski 2002:1)

To measure readability, the researcher needs a readability level as a criteria standard to get the readability score of a text. Larson (1984:499-500) stated that readability test is intended to remark whether the translation is easily understood or not. This readability is assessed by some points, they are: (a) diction, (b) sentence construction, (c) paragraph organization, (d) grammatical elements, (e) size of type, (f) punctuation, (g) spelling, (h) spaces between lines and (i) size of margin. The readability test is done by asking someone read aloud the translation. The practice of reading aloud here is the same as Nida's Reading-Aloud Techniques.

Readability level must be divided into several levels with a different score of each. There are three readability levels according to Nababan in Silalahi (2009:120), they are: (a) low readability; in this level, a word or phrase is hard to be understood. The score for this readability level is 1 of each unit of analysis. (b) medium readability; at this level, a word or phrase can be understood, but

some parts of text must be read more than one times. The score for this readability level is 2 of each unit of analysis. (c) high readability; this is the highest readability score. In this level, a word or phrase can be easily understood. The score for this readability level is 3 of each unit of analysis.

G Harry McLaughlin also proposed a new readability formula in an article, *SMOG Grading – A New Readability Formula* in the *Journal of Reading*. He created this formula as an improvement over other readability formulas.

The SMOG Readability Formula:

Step 1: Take the entire text to be assessed.

Step 2: Count 10 sentences in a row near the beginning, 10 in the middle, and 10 in the end for a total of 30 sentences.

Step 3: Count every word with three or more syllables in each group of sentences, even if the same word appears more than once.

Step 4: Calculate the square root of the number arrived at in Step 3 and round it off to nearest 10.

Step 5: Add 3 to the figure arrived at in Step 4 to know the SMOG Grade, i.e., the reading grade that a person must have reached if he is to understand fully the text assessed.

$$\text{SMOG grade} = 3 + \text{Square Root of Polysyllable Count}$$

The premises of McLaughlin's SMOG Formula are

1. A sentence is defined as a string of words punctuated with a period, an exclamation mark, or a question mark.

2. Consider long sentences with a semi-colon as two sentences.
3. Words with hyphen are considered as a single word.
4. Proper nouns, if polysyllabic should be counted.
5. Numbers that are written should be counted. If written in numeric form, they should be pronounced to determine if they are polysyllabic.
6. Abbreviations should be read as though unabbreviated to determine if they are polysyllabic.

However, abbreviations should be avoided unless commonly known.

McLaughlin validated his formula against the McCall-Crabbs passages. He used a 100% correct-score criterion, whereas most formulas test for around 50%-75% comprehension. His formula generally predicts scores at least two grades higher than the Dale-Chall formula.

As the *Literacy Dictionary* (Harris & Hodges, 1995) points out, “Text and reader variables interact in determining the readability of any piece of material for any individual reader.” Jeanne Chall (1995), a co-author of one of the most popular readability formulas, endorses an interactive view of readability. She concluded that the purpose of readability assessment is to affect a ‘best match’ between intended readers and texts.

Considering the readability measurement proposed by some experts above, this research used the readability measurement proposed by Nababan.

2.3 Framework of the Present Study

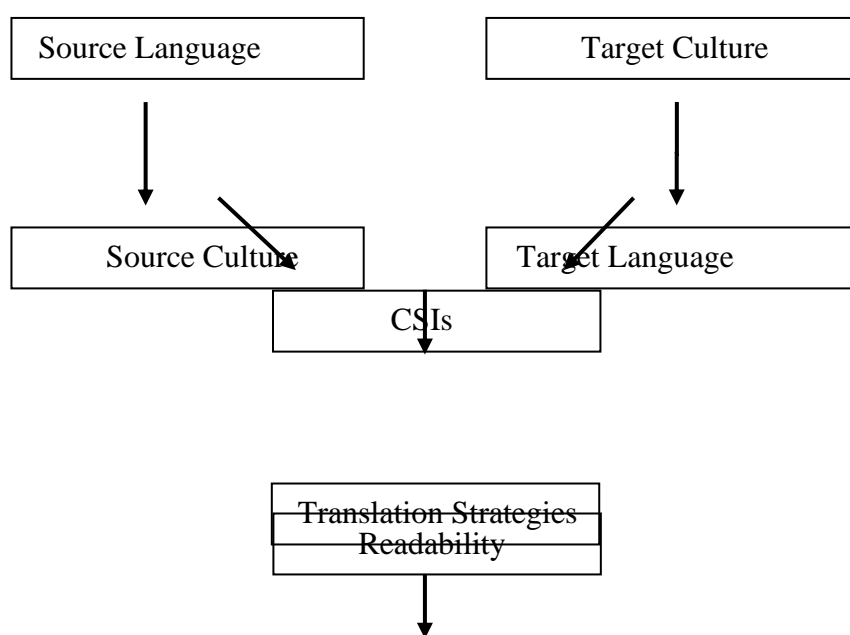
The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The theoretical framework is the structure that can hold or support a theory of a research study (Swanson:2013). A theoretical framework consists of concepts, and together with their definitions and reference to relevant scholarly literature, existing theory that is used for the particular study. The theoretical framework demonstrates an understanding of theories and concepts that are relevant to the topic of the research paper and that relate to the broader areas of knowledge being considered.

In this research, the researcher used qualitative research. In conducting this research, the researcher compared the culture-specific items between *The Sun is Also A Star* (original version) by Nicola Yoon and the Indonesian translation by Airien Kusumawardani. In this study, the researcher used Newmark's theory and categorization of culture specific-items. In accordance, the researcher also used Newmark's translation strategies categorization in investigating the translation strategies used and the impacts on the quality of the translation which will be assessed by using a readability test.

The researcher continued by analyzing the translation strategies used to translate the analyzed culture-specific items. To get the rating level of its culture-specific items, the researcher asked some readers or respondents to assess the quality of the translation by using readability rating. The writer used rating sheet and questionnaire to gather the data. After collecting the data, the researcher continued to describe the result of data analysis to find out the conclusion of this

research. Below is the diagram of The Theoretical Framework:

Theoretical Framework



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of this final project. It consists of conclusions and suggestions. The conclusions preserve the points of the findings and discussions explained in the previous chapter. Then the suggestions are provided recommendation for the readers, the improvement of the next research, and also the translator.

5.1 Conclusions

Finding and describing the translation strategies applied in the translated *The Sun Is Also A Star* is the purpose of this research. This research also had a purpose in explaining the readability of the translated *The Sun Is Also A Star*. This research found out that 12 of 15 translation strategies were applied in translated *The Sun Is Also A Star*. The cultural equivalent strategy was the most frequent translation strategy, it occurs 263 times. The other strategies are as follows: (2) Naturalization strategy occurs 143 times (3) Through-Translation strategy occurs 83 times (4) Functional Equivalent strategy occurs 65 times (5) Descriptive Equivalent strategy occurs 62 times (6) Couplets strategy occurs 37 times (7) Recognized Translation occurs 31 times. (8) Transference strategy occurs 26 times (9) Shift or Transposition strategy occurs 19 times. (10) Synonymy occurs 10 times. (11) Modulation strategy occurs 6 times (12) Componential Analysis strategy occurs 3 times.

The next objective of this study is to analyze the translation readability of the translated *The Sun Is Also A Star*.

The researcher asked 20 Indonesian raters to measure the readability of the translated *The Sun Is Also A Star* based on the Nababan's translation quality assessment. The readability of the data was classified into three categories which are readable, less readable, and unreadable.

From the result of the study, it can be seen that the total translation readability score of readable was 13,173 of 14,960, less readable was 1,552 of 14,960, and unreadable was 235 of 14,960.

The relation between translation strategies and readability shows that translation strategies could give the total readable score more than less readable and unreadable score. The best translation strategy in producing readable texts in translated *The Sun Is Also A Star* is naturalization, while the worst translation strategy in producing readable texts in translated *The Sun Is Also A Star* is synonymy. Over all strategies that applied in this study has high readability. It means the readers can understand the novel easily.

5.2 Suggestions

Based on the conclusions, some suggestions can be given as follows :

For translators, it can give information about the translation strategies that are used in translating CSI in *The Sun Is Also Star*. Based on this research result, overall the translation strategies are good in translating CSI, but the future translators should be careful in analyzing synonymy strategy. Synonymy strategy got the lowest readability, it means the respondents have difficulties in understanding the meaning of the text. So, as translators, they have to be careful in using those strategies. Then, for future researchers, it can be the source for making follow up research in the future. The researcher can make similar research about other translation quality assessment variable such as accuracy and naturalness to develop translation studies.

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