A. Background of the Study

Literature as form of language that can be abstract and also can be very aesthetic is interesting to be studied. As the form of literature, literary work which is original words from the writer always get more attention among the readers nowadays. The language used is related to the writer, so what becomes the writer’s message can be transferred in a good way words by words. The original literature becomes a relevant material if someone wants to study more about a language. But the readers are not always people who study about language, moreover the abilities to understand are different from one person to another. Most of the people who understand more than one language are able to translate it into another language that being studied. The goal of translation is to make readers who do not study another language can understand the story well. Literary translation is not an “alien” anymore, this can be a literature that seen in everyday life. Though there are another hands beyond literature work, the translator itself, literary work is possible to become a work that adored by many people. The translator should translate a literary work in a good way, as an avoidance of cultural misunderstanding. The translator is also able to learn language and culture of the original text. The translation will be bad if the readers cannot understand the writer’s purpose. A good translator is when the translator can be the mediator between literary work and the readers.

In this research, the translator is going to annotate cultural words in a short story entitle See Me by Nicholas Sparks. Cultural words as the element of a culture where it belongs, cannot be translated roughly without thinking about the meaning. The specific strategy must be chosen in the best way, in order not to lose the meaning of the cultural words in translated text.

1. Research Questions:
   a. How does the translator translate the cultural words in “See Me” by Nicholas Sparks?
   b. Why does the translator use certain procedures in translating the cultural words in the text?
2. Objective of Study

Based on the research questions, the objective of the study are:

a. To find out the procedures used by the translator in translating the cultural words.

b. To discuss the reasons why the translator chooses certain procedures in translating the cultural words.

B. Description of the Source Text

1. The Author

   Nicholas Sparks is an American screenwriter and novelist, born on 31st December 1965 to Patrick Michael Sparks and Jill Emma Marie. He is the middle of three children. In 1974 his family finally settled in Fair Oaks in California where he graduated from Bella Vista High School as a valedictorian. He went to University of Notre Dame where he got a full track and scholarship, then graduated in 1988. He met a girl, then got married in 1989 and moved to Sacramento, California. Currently Nicholas Spark is living with his wife and five children in North Carolina. Sparks wrote his first novel in 1985 and second in 1989 which both were not published. Sparks experimented with various careers trying to fit in but didn’t succeed. After trying his luck in publishing, law school, real estate and even waiting tables, he finally wrote a novel named ‘A Lakota Journey to Happiness and Self-Understanding’ with Billy Mills Wokini. It sold about fifty thousand copies in the first year of being published. In 1992 he tried a business in pharmaceuticals and the next year moved to Greenville, SC. That was when he wrote his renowned novel ‘The Notebook’. This novel was to become a launch pad for Sparks. After being published in 1996, ‘The Notebook’ made the best seller list of The New York Times instantly. In 1999 he wrote ‘Message in a Bottle’, in 2002 ‘A Walk to Remember, ‘The Note Book’ in 2004, ‘Nights in Rodanthe’ in 2008, then in 2010 ‘Dear John’ and ‘The Last Song’. His last novel till now ‘The Safe Haven’ was published on 14th September 2010. His books ‘The Best of Me’ and also in the list ‘The Safe Haven’ were made into films and released in 2011.

2. The Text
“See Me” is about a young man named Collin Hancock, who has bad experience on his past since he was a kid. In his adult, once he ever fought with a man, and considered as a prisoner. He was an hyperactive boy who made his parents had problems in taking care of him. Later he changed his life by getting himself into a college although he was no longer young adult anymore, but he didn’t care. He took lessons seriously in becoming teacher major. He wanted to become a teacher because when he was an hyperactive boy, there was a teacher who knew him better than any teacher or even his own parents. The teacher knew how to treat him in a right way, which made he realized that a teacher like this is needed by kids who had same problem like him. Then he decided to become a teacher in order to help a student who had the same personality like him.

Later he met a woman named Maria Sanches when she stucked on the street at the night, alone, and she couldn’t change the tire by herself. Since that meeting, they became closer and closer, although Maria was afraid of him on that night. They then introduced them selves each other, told story about each of them which later brought them into a deeper relationship. Maria was a good women who had flawless history of her past life, and recently she worked in a prestigious firm and had bright future. But there was one bad experience on her past which made her moved back to her hometown. When Collin and Maria had a happy and fun love life, something which made Maria trauma came up in form of terror. Maria and Collin tried to find out the person beyond this terror, as the form of their struggled with their relationship.

From the story which contains love of men and women, dating, and romantic plot, the target readers of the source text is women who usually like to read romantic novel. The students of high school until old women can read this. The target is wider in woman as here the main character has strong and independent soul. The language which is easy to understand shows that the text is for teenager until old people. The other target is the literature student.

The plot is easy to be followed, and the language as well, except several Mexican words in the story, so the target readers of the target text is people from teenager until old enough. Usually people who has several times to relax, people who not busy enough, so the target should be housewife or women with a lot of spare time.
C. Theoretical Framework

Translating means changing an original text into different language and words, but without leaving the other elements like cultural aspects in the source text. Newmark says “Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text” (1988:5). Which means the translator needs ability to transfer the meaning from one language to another language by understanding both of SL language and TL language well. Danila Seleskovitch in Newmark (1988:6) also says that 'Everything said in one language can be expressed in another - on condition that the two languages belong to cultures that have reached a comparable degree of development.’ In translating cultural words, the translator should think and look deeper in real meaning of the cultural artifacts that will be translated. If the translator aside s the meaning of the cultural words, there will be misunderstanding and even cultural incorrectness. The target text should be better comes up with a good translation of cultural words, or the target text will lose the meaning of cultural words.

Consequently, cultural aspects of translation have emerged into a series of theories about cultural translation, about its very existence in terms of cultural identity of a specific community. From the beginning, we may ask what culture is. This is not an easy question to answer. Duranti defines culture as “something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication” (Thanasoulas 2001). Which by other words it means culture is an artifact that should be long-lasting in one family, but this can be misleading as nowadays lot of groups lost their own culture by adapting other’s group culture, and lot of children who do not understand about their own culture. Newmark defines 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 (1988:94), so different groups of people have their own culture as the way of their life are also different from one to another. Language seems as a part of the culture itself, that will affect behaviors and attitudes which later become sensitive things if another part of the group or people outside a culture have wrong sight about another culture. But Newmark does not regard language as component of a culture because if it is, the translation will be something that impossible to do (1988:95).
Adapting Nida, Newmark categories and offer some typical examples of cultural words (Newmark 1988:95-102). First is ecology which contains words of flora, fauna, winds, plains, hills. Second is material culture or artefacts like food, clothes, houses and towns, and transportations. Third is social culture like work and leisure. Next is organisations, customs, activities, procedures, and concepts; include political and administrative, historical terms, international terms, religious terms, and artistic terms. Last is gestures and habits, for examples ‘cock a snook’, ‘spitting’, etc.

Translation procedures that will be used in this annotation are based on Newmark procedures. Different from translation methods that relate to whole text, translation procedures are used for sentences and the smaller units of language. These other procedures being used depends on a variety of contextual factors (Newmark 1988:81-91).

The procedures defines by Newmark used in this study are:

- **Transference** (*emprunt*, loan word, transcription) is the process of transferring a SL word to a TL text as a translation procedures. It includes transliteration and is the same as what Harvey (2000:5) named "transcription". The word then become 'loan word'. Some authorities deny that this is a translation procedure because it makes the translator not changing the language in the TL, but no other term is appropriate if a translator decides to use an SL word in TL. In other words this procedure can transfer a word which is unfamiliar in the target language, which in principle should be a SL cultural word whose referent is peculiar to the SL culture. Generally, only cultural objects or concepts related to a small group or cult should be transferred (Newmark 1988:81). But nowadays not just cultural words from small group but also big one.

  Ex: Serious (English) → Serius (Indonesian).

- **Cultural Equivalent** is replacing a cultural word in SL with cultural word in the TL. Since it is not acurate but it can be used in general texts, publicity and propaganda, as well as for brief explanation to readers who are ignorant of the relevant SL culture. Functional cultural equivalents are even more restricted in translation, but they may occasionally be used if the term is of little importance in a popular article or popular fiction (Newmark 1988:82-83). This is used to explain the context of cultural words translated in the target language as something which
is also cultural word in the target language, and also to give a sight that the cultural words refer to the culture of TL.

Ex: Bachelor party (English) \(\rightarrow\) Pesta pelepasan lajang (Indonesian)

- **Functional Equivalent** is requiring the use of culture-free word, can be new specific term, which later it makes the SL word becomes neutral and general. This procedures occupies the middle, sometimes the universal, area between the SL language or culture and the TL language or culture. This procedure, which is a cultural componential analysis, is the most accurate way of translating i.e. deculturalising a cultural word. (Newmark 1988:83)

Ex: Contractor (English) \(\rightarrow\) Moghatekar (Persian)

- **Descriptive Equivalent** is describing the meaning of the SL cultural words by using several words that clearly can make the readers understand the meaning of cultural words. Description and function are essential elements in explanation, therefore in translation. In translation discussion, function used to be neglected; now it tends to be overplayed. (Newmark 83-84) This procedures used in order to give a sight to the readers about cultural words in SL that do not have the equivalent meaning on the TL, and by giving the explanation the translator tries to force the readers to imagine equivalent objects in the TL.

Ex: Samurai \(\rightarrow\) the Japanese aristocracy from the eleventh to the nineteenth century.

- **Couplets** combines two different procedures for dealing with a single problem. There also can be triplets and quadruplets which combine three and four procedures, but quadruplets only used for metalingual words (Newmark 1988:91).

Ex: Hookah (India) \(\rightarrow\) India’s smoke (Borrowing + Transcription)

There are another several procedures by Newmark i.e. naturalisation which adapts the SL word first to the normal pronunciation, then to the normal morphology or word-forms of the TL, shift or transpositions which is the only procedures that concern with grammar, modulation which is depends on its formulation and context, recognised translation which deals with official terms, translation label which usually used of a new
institutonal term, synonym, through –translation, compensation, componential analysis, reduction and expansion, paraphrase, and other procedures like equivalence and adaption.

Another procedure used by the translator in translating cultural words beside Newmark’s theory about procedures of translating cultural words is **borrowing**. It takes a word or expression straight from another language, without translation. The procedure is normally used when a term does not exist in the TL, or when the translator tries to get some stylistic or exotic effect. (Ana Fernández Guerra 2012:7-8) This term later can be pure borrowing if the translator does not change anything in using the words in TL, and can be naturalized if the words have some change in spelling. This is the most common procedure used by the translator because there is no equivalence of terms or words found in the TL. In an article, Chiara Grassilli considers borrowing in translation is not always justified by lexical gap in the target language, but it can mainly be used as a way to preserve the local colour of the word, or be used out of fear from losing some of the semiotic aspects and cultural aspects of the word if it is translated (2015:1). By that means borrowing can be safe for the translator in translating cultural words as the form of respectness toward SL culture.

**Borrowing**, which is the simplest of all procedures used for translation, involves using foreign phrase or word in the target text. The reason for the gap in the target language is usually metalinguistic. Another reason for using borrowings is that the concept discussed in the source text is relatively unknown to the target audience. As pointed out by Vinay and Darbelnet in Waliński (2015:58-59), perhaps the most interesting aspect of using borrowings relates to creating specific stylistic effects, e.g. introducing the flavor of the foreign culture into a translation. On the other hand, terms borrowed from English tend to be associated with the modern socio-economic development. This can be a defense for the translator in using borrowing in translating cultural words, as the translator can be considered know nothing or less about SL culture so that cannot apply the equivalence of cultural words in the TL.

The writer will annotate the cultural words from “See Me” by Nicholas Sparks which contains lots of Mexican vocabulary. The language and the cultural words are form of expression of culture and individuality of its speakers. To transfer the cultural words from SL into target language, the translator using procedures of translating the cultural words by Newmark, i.e. transference, couplets, cultural equivalent, functional
equivalent, descriptive equivalent. And another procedure outside Newmark’s procedure of translating cultural words, named borrowing.

D. Methodology

This time, the translator chooses annotated translation. According to the free dictionary, annotated means to furnish (a literary work) with critical commentary or explanatory notes; gloss. Annotated translation examines and re-critical, evaluate a translation of the translator work’s itself. The goal of annotated translation is to tell the readers about the reasons of using several strategies in the way the translator use to translate words that have several meanings from different cultural category or from one language to another language. “A translation with commentary (or annotated translations is a form of introspective and retrospective research where you yourself translate a text and, at the same time write a commentary on your own translation process” (Jenny William & Andrew Chesterman 2002). Some discussion of the translation assignment, an analysis of aspects of the source text, and a reasoned of the kinds of solutions arrived of translation problems will also include in the commentary. This later can increase self-awareness in translating the text so the quality of translation will also increase, as the form of showing the understatement from theories which have been learned.

In this study, the translator will translate the source text first, then analyze the cultural words with procedures that match with the problems. This study will also comes up with the reason why the translator using certain procedures.

Steps to translate

In this study the translator follows these steps of translating:

- Reads the whole text to understand the whole story in order to find out the problems that can come when the text is translated. The translator must read it carefully more than once to understand the story well.
- Makes the summary of the text.
- Translates the text.
- Finds the meaning of difficult words through dictionary to understand the story deeper so that there will be no misunderstanding or mistranslate, and working with the problem words.
- Chooses the compatible strategies related to the problems in translation.
- Reads again the source text and target text to check if there any mistranslate or unnatural translation, then fix it.
- Gives the copy of target texts to several person to be read and checked whether the language, intonation, synonyms, etc are sounds natural for target language or not. Ask the comments and feeds back about the target text. In this step, the translator should accept if the readers correct somethings, also considers the best way or strategy to retranslate the words or terms that have a problem in translation.
- After the readers given back the target target texts, the translator revising the translation, these two steps can be done more than once to check whether the translation is good already or not.
  
  **Steps to Annotate**

- Marks the words that will be annotated as many as we can so that the cultural words can be listed all to make it easy to classify.
- Identifies the cultural words that already gotten to understand the problems does the translator have.
- Classifies the data. Lists all of the data then separating into some groups. There are five categories of cultural words: ecology (flora, fauna, winds, plains,hills), material culture or artefats (food, clothes, houses and towns, transport), social culture (work and leisure), organisations; customs; activities; procedures; concepts (political and administrative, religious, artistic), gestures and habits.
- Selects the cultural words that will be used in annotation by selecting a group of cultural words which can be numberous elements in it, the translator should select carefully. Selecting 10 until 15 strong elements are better than 20 elements with the same problem.
- Chooses the compatible strategies related to each problems in cultural words. Different element leads to different kind of strategy that will be used.
- Annotates the cultural words, by using theories to support the decision in choosing a strategy.