CHAPTER III
ANNOTATION

This chapter of annotation contains several cultural words which have been chosen and classified based on Newmark’s classification. There are seventeen cultural words that later put into four different classifications: food, plants, artistic terms, and social culture. In food there are: “salsa”, “taco”, “burritos”, “enchiladas”, “tamales”, “mole poblano”, “carne asada”, “chile releno”, and “tilapia Veracruz”. In groups of plants there are: “daisies” and “hypericum”. In groups of artistic terms there are “shag”, “waltz”, and “mariachi”. And in the group of social culture there are: “piñata”, and “telenovela”. Those words have problems in translation that their meaning do not equivalent in the TL, which later the translator using several procedures by Peter Newmark (1988). Those procedures are:

- Couplets which combines two different procedures respectively for dealing with a single problem. (Newmark 1988:91)
- Transreference is the process of transferring a SL word to a TL text as a translation procedure. It includes transliteration and is the same as what Harvey (2000:5) named “transcription”. The word then become ‘loan word’. (Newmark 1988:81)
- Functional Equivalent is a common procedure which applied to cultural words which requires the use of culture-free word. It can be new specific term, which later makes the SL word becomes neutral and general. (Newmark 1988:83)
- Cultural Equivalent replaces a cultural word in SL with cultural word in the TL although it does not accurate but still can be used in certain terms.
- Descriptive Equivalent describes the meaning of the SL cultural words in several words. Both the description and function are essential elements in explanation, therefore in translation.
- Borrowing 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. (Ana Fernández 2012:7-8)
A. Food

In this chapter, the translator will begin with annotating the group of food with several procedures: couplets, borrowing, functional equivalent, and cultural equivalent.

1. Couplets

This procedure combines two different procedures respectively for dealing with a single problem. (Newmark 1988:91) In this part the translator combines procedures of borrowing and transcription or transference.

<table>
<thead>
<tr>
<th>Chapter &amp; Par. Number</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.127</td>
<td>Once they were seated, her cousin Anna brought glasses of water and a basket of chips and salsa to the table.</td>
<td>Ketika mereka duduk, sepupu Maria, Anna, membawakan mereka dua gelas air putih, semangkuk keripik, dan saos salsa khas Meksiko.</td>
</tr>
</tbody>
</table>

From http://www.gourmetsleuth.com/features/mexican-food-and-cooking-terms, which says “Literally means "sauce", a salsa refers to a large variety of Hispanic condiments that vary from smooth to chunky. A salsa may be a simple as two or three ingredients and some are more complex. Common salsas include roasted tomato, tomatillo, various chilli based salsa and fruit salsas. See recipes for a good variety of traditional and new salsas.” The translator concludes that salsa is a kind of sauce originally from Mexico. By seeing the term of cultural words in the table 3.1, in the source text written “salsa” which then translated into “saos salsa khas Meksiko” in the target text.

This cultural word is translated by using the couplets procedure which occurs when the translator combines two different procedures. (Newmark, 1988:91). The translator combine borrowing and transference procedure by using the word salsa and transfers the meaning of salsa in Bahasa Indonesia which means saos based on Webster’s New World Spanis Dictionary, then adding the word “khas Meksiko” to represent mixing both cultural word from Mexico with Indonesian word, to make it clear what kind of sauce it is, refers to the origin of the salsa sauce, so it can be equivalent between target and source text.
The reason why the translator does not use only borrowing procedure because it will not be enough for readers to differentiate between salsa dancing and salsa sauce because the meanings are different, one is kind of food and other is kind of art or dancing. The context is different if the translator translates it by using the word “sauce”, because there are many kinds of sauce in the TL culture itself. By using the procedure of couplet which later the translation becomes “saos salsa khas Meksiko”, the meaning becomes more specific which refers to the SL culture.

2. Borrowing

This procedure takes a word or expression straight from another language, without translation, because the term does not exist in the TL. This strategy is pure without changing any spelling of the SL language. Only change from plural to singular name because in TL language the term of food does not add with “s” as the quantity code of more than one.

Table 3.2
Food 2

<table>
<thead>
<tr>
<th>Chapter &amp; Par. Number</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.164</td>
<td>Minutes later, Carmen and two of Maria’s cousins began ferrying food to the table: plates of tacos(^{(a)}), burritos(^{(b)}), mole poblano, and enchiladas(^{(c)}); tamales(^{(d)}), carne asada, chile relleno, tilapia Veracruz, and a bowl of salad.</td>
<td>Beberapa menit kemudian, Carmen dan dua sepupu Maria mulai menyajikan makanan ke atas meja: sepiring taco, burrito, pasta pedas, dan enchilada: tamale, daging panggang, makanan pedas, ikan fillet khas Veracruz, dan semangkuk salad.</td>
</tr>
</tbody>
</table>

\[^{(a)}\] tacos :: taco

Taco means “a traditional Mexican food made by topping folded warmed or fried tortillas with various foods including meats, cheeses, beans, vegetables and even grass hoppers. This is a simple "street vendor" food which can be very healthful if the fried tortillas are avoided.” (http://www.gourmetsleuth.com/features/mexican-food-and-
In this case, the translator using procedure of borrowing to avoid confusion about another food like burrito and enchilada which looks almost the same with tacos. There is no equivalent term in TL because there is no kind of food are similar with the term in the SL. Refers to the table 3.2, the cultural word “tacos” translated into “taco” by using procedures of borrowing,. The translator omits the alphabet “s” at the end of the word because there’s no different in writing nouns to differentiate between singular and plural in the TL culture.

Rather than using descriptive equivalent where the word should be described a little bit, borrowing can be the safest step to avoid misunderstanding in differentiating those words with the same problem. Translating food cannot be done just the way the translator wants, that there should be a selection of strategy so the readers can be introduced into another’s culture, so through literary works the reader can be familiar with culture from another groups. By using the procedure of borrowing, the translator adds the color of language in TL language and culture.

b. burritos :: burrito

Finding the meaning of this terms the translator uses the same article of “Mexican Food and Cooking Terms”, which says burrito is a taco made with a wheat-flour tortilla, different with taco which is made from corn-flour tortilla. The differences are just a little bit and it’s on the material used by the maker of taco and burrito, which people hardly see it live by their eyes. The readers may though taco and burrito are not the same kind of food, except the filler can be variated from one culture to another. There is no equivalent term in TL language because those are names of food which is part of Mexican culture.

Refer to the table 3.2, the translator using strategy of borrowing by changing the word “burritos” into “burrito”, pure without any changes in the spelling. Just omit the ‘s’ because in TL language the words of noun that the quantity is just one or more than one is not different. The translator wants introduce to the readers about kind of food that they are not familiar with, by adds the variation of language that is from SL language. There is no kind of food that bearing a resemblance to food in target culture which later it’s become hard to reach cultural equivalence if the translator using synonyms of it.

c. enchiladas :: enchilada

The translation of enchilada in Bahasa Indonesia is not accurate and equivalent enough and the meaning of it can be misunderstood by the readers who do not clearly have
a sight about Mexican food. The definition of *enchilada* differs from one to another opinion but the most common meaning is *tortilla* filled with stuff like *burrito* with chili or cheese or salsa sauce, and the filling can be meat or beans or cheese or vegetables or seafood. There is no such kind of food in TL culture, so the translator using procedures of borrowing the words from SL language, by seeing the table 3.2 which the cultural word “enchiladas” changes become “enchilada”. Another reason is because *taco, burrito,* and *enchilada* have a lot of similarity with little bit different which can be the way it served or the filling, but the base material are the same, and to avoid confusion among the readers, the translator decides to using the procedure of borrowing.

d. tamales :: tamale

Based on “Mexican Food and Cooking Terms” article in a website, *tamale* means “corn dough filled with a sweet or savory filling wrapped in fresh or dried corn husks and steamed.” The translator is difficult to find the synonym of this so the translator just borrow it as the form of cultural misunderstanding avoidance among the readers. In target culture, there is also a food from Javanese named *lepet* that wrapped in fresh or dried corn husks and steamed, but the filling and the dough are little bit different, also the taste is also different. These two kinds of food cannot be used as the comparison to acknowledge the word *tamales,* because *lepet* is not the adaptation of *tamales* as the composition is different and both are from different culture also.

The translator then uses strategy of borrowing by taking straight the word from SL language, involving foreign language from SL language to TL language. This can be seen on the table 3.2. By using strategy of borrowing, the translator expect the readers have more knowledge about Mexican food terms. This is one way to introduce the reader about foreign language that later can be found in TL culture as the years developing.

3. Functional Equivalent

This is a common procedure which applied to cultural words which requires the use of culture-free word, which can be new specific term that makes SL word becomes neutral and general. (Newmark 1988:83) In this part, those words which has been translated into TL language can be a term that rarely used in TL culture but still can be understood well by the readers in TL culture

a. mole poblano :: pasta pedas
Mole means “pasta” and poblano means “a large green chili (literally means “of Puebla”). The meaning in the TL language will be “pasta dari cabai hijau yang berasal dari kota Puebla”, which sounds less equivalent in the TL language, although the readers may consider that Puebla town is in Mexico. The translator translates those terms into “pasta pedas” to make it easier to understand by the TL readers. This time the translator not using borrowing strategy, and choose using translated it with strategy literal translation of functional equivalent, which means translating cultural words that refers to a general meaning, by searching the meaning of the words one by one in the Mexican Food Glossarium.

Functional equivalent occupies the middle, sometimes the universal area between the SL language or culture and the TL language or culture (Newmark 1988:83). By using this procedure, the translator changes the word “mole poblano” in the SL into “pasta pedas” like in the table 3.2. The readers of TL text can related the meaning of pasta pedas in Bahasa Indonesia because there is similar food using the same thing as mole poblano from Mexico. Mole means thick chili sauce, and poblano means green chile or can refer to a town in Mexico named Puebla. Pasta pedas itself is a new term and rarely used in the TL language but refers to Newmark definitions the procedures of functional equivalent can born the new specific term which later can be used in commonly by TL language.

b. carne asada :: daging panggang

Functional equivalent also occupies the middle, sometimes the universal area between the SL language and culture and the TL language or culture (Newmark 1988:83), which means the gaps the culture words of SL language and TL language is thin. Carne asada can be cultural words because from SL culture there is special treatments about the process or materials in making the food. The translator refers to Mexican dictionary which tells that carne means flesh and asada means roast meat , or in another words it can be asada carne which means a roast meat.

By using functional equivalent, the translator translates the word “carne asada” into “daging panggang”, which can be seen in the table 3.2. Roast meat means daging panggang in TL language, and it is common and official terms of a kind of food. By that means the translator considers the universal area between the SL language and culture and the TL language or culture. The translator translates the cultural words in order to make
the readers apply the same sight of the meaning of carne asada which means daging panggang, although it is not a new term in TL language. The usage of functional equivalent gives chance to the translator to translate the word one by one referring to the common and official language that used in TL culture.

4. Cultural Equivalent

This procedure replaces a cultural word in SL with cultural word in the TL although it does not accurate but still can be used in certain terms. This procedure applies the common language in TL culture so the readers can refer to their language. This procedure tries to find out the cultural words in the TL which is equivalent with cultural words in the SL.

a. chile relleno :: makanan pedas

*Chile* means chili or in Bahasa Indonesia is “cabai” which considers with hot and spicy food. *Relleno* means packed / stuffed / full up according to Webster’s New World Spanish Dictionary. The translator then translates it into spicy food or in Bahasa Indonesia means “makanan pedas”. The meaning of cultural words in SL is “packed / stuffed / full up with chili”, but in TL language there is no food that equivalent with that kind, because the meaning can be wide and many kind of food can be filled with chili.

By using the procedures of cultural equivalent, the translator translates “chile relleno” into “makanan pedas”, like in the table 3.2. The translator uses this procedure because the cultural words in SL can be replaces and equivalent with cultural words in TL, although it is not accurate. In the word chile relleno only “means stuffed with chili” and it is not clear enough whether it refers to food or anything that can be stuffed with chili. In order to fulfill the context of food because in this part of the story tells about kind of food, the translator uses the common words to make it equivalent with TL language which is become “makanan pedas”. In TL culture “makanan pedas” refers to any kind of food that is hot and spicy. The cultural equivalent between SL text and TL text in these cultural words then become similar.

b. tilapia Veracruz :: ikan filet khas Veracruz

Based on Webster’s New World Spanish Dictionary (1985), *tila* means lime tree. But in this cultural words need *tilapia*. After asking to several people who know about Spanish
and Mexican food terms, the translator finds out that *tilapia* means fillet fish. This term is common in SL language in food terms although it is not accurate, but still this can be used in food terms refer to fish fillet. In TL language it becomes “ikan filet” which can be found in everyday language as food terms also. By adding the words “khas Veracrus” the translator refers it to the original of the SL language, why the writer does not write “tilapia” but then he adds the word “Veracruz” which is a name of a city in Mexico. It shows that the writer has understanding about Mexican food especially about fish fillet from Veracruz which is different from another place, and it has its own characteristic. The changing of the cultural words “tilapia Veracruz” in the SL into “ikan filet khas Veracrus” can be seen in the table 3.2.

The equivalent of this cultural words cannot be found in TL language as the reader might do not have a sight what kind of food is fish fillet from Veracruz if in TL culture. By using the procedure of cultural equivalent, the translator translates it into “ikan filet khas Veracruz” so the readers can have a sight about their “ikan filet” in everyday life with Mexican’s way cooking. Also it can give the reader knowledge about the name of a city in Mexico which is the fish fillet is famous among people in Mexico.

Based on the study above, the translator concludes that the most usage procedure to translate cultural words of food terms is borrowing. Not just in translating the cultural word, but also in another case of translating this procedure is common used. As the safest way to be used in translating the words or terms that do not equivalent in TL language. This procedure can be a weapon for readers to critique the translator, as the readers might think that the translator does not understand both the culture of the source text and target text. The readers may ask more about the words or terms borrowed, which can lead to questionable translation. The translator can be failed to transfer the message from source text to the readers of target text.

A good way of this strategy is to make the readers know more about words or terms which are unfamiliar for the readers from TL culture, which make the readers have knowledge and can be familiar with the terms that they didn’t know before. Because literary works also can tell the readers about culture, and also can be an easy way to learn a new culture.

B. Plants
This second part of annotation will be group of plants which translated by using procedures of functional equivalent and borrowing.

1. Functional Equivalent

In the examples below, the translation of cultural words in TL language is not a new specific term, but already common used in several contexts in TL culture.

<table>
<thead>
<tr>
<th>Chapter &amp; Par. Number</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.192</td>
<td>“Perhaps a simple autumn bouquet, then? With a mixture of yellow spray roses, bronze daisies, and maybe just a stem of red hypericum?” She nodded thoughtfully.</td>
<td>“Mungkin sebuah buket bunga bermuansa musim gugur yang sederhana? Dengan perpaduan warna mawar kuning, bunga dahlia yang kecoklatan, dan mungkin beberapa tangkai bunga hypericum berwarna merah?” Dia mengangguk dengan penuh pertimbangan.</td>
</tr>
</tbody>
</table>

**Table 3.3**

Plants 1

Daisies :: bunga dahlia

Different from data in food category above, these terms is English and is not Mexican. Daisy is a kind of flower that is a little bit rare in TL culture, Indonesia. People who do not understand about flower also do not know what daisy looks like. Rather than borrowing the term without changing it in TL language, the translator using the word “bunga dahlia”, which can be seen in the table 3.3, although the translation of daisy in English – Indonesian dictionary seems a little bit difficult to be found. But in plant terms, daisy means “dahlia”. There is a cookie named “dahlia” in TL culture, the cookies always comes up every year in Eid Mubarak day of Moslem people. The readers which have sight about dahlia cookies which the shape looks like daisy flower might understand how daisy looks like.

The translator then uses procedures of functional equivalent which applied to cultural words that requires the use of culture-free word. Daisy can be used in many languages as it is name of a flower. But in TL language that already have their word for daisy, the translator not using procedures of borrowing in order to make the readers become more popular with the TL language. The translator expect in another day the other translator will
also using the same term for daisy rather than borrowing it and placing it in TL text as the way it is without changing the translation.

2. Borrowing

This examples below using the procedures of borrowing by taking cultural word from the SL without changing any spelling of the SL language.

\[ \text{hypericum :: hypericum} \]

Different with rose which is already have translation in TL language as “bunga mawar”, and also daisy as “bunga dahlia” based on terms of flower, \textit{hypericum} which considers as Roman name for a flower, and there is not equivalent terms for \textit{hypericum} in TL culture. The translator uses strategy of borrowing without changes any spelling of it. The translator just adds the word “bunga” before the word \textit{hypericum} like in the table 3.3, because as the story tells about flowers, and in TL language is common way to say kind of flower by using the word “bunga” before the name of the flower itself.

This procedure is used in order to entertain the readers about name of a flower, although the readers may do not have a sight about what it looks like. The translator then finds another name for \textit{hypericum} which is St. John’s wort that is also foreign name in TL language. Usually this flower is yellow, but the story mentions about red hypericum which consider the different kind of \textit{hypericum} in common. To avoid confusion among the readers, the translator uses the cultural words from SL language.

From both data of cultural words above which using the procedures of functional equivalent, and borrowing, the translator then conclude that usually to translate groups of plants like flora, fauna, include flower or name of plant that is still in form of Roman language as the original, using the procedures of both functional equivalent by searching proper names for certain plants, and also borrowing if the name in TL language is still not equivalent or being common in TL culture and also in \textit{Kamus Besar Bahasa Indonesia}, as the reference whether certain cultural words are exist or not in Bahasa Indonesia.

But by seeing “roses” also mentioned in the story, and already have a name in TL language, and so does “daisy”, the translator then have conclusion that there are many cultural words that already translates into TL language but still not in \textit{Kamus Besar Bahasa Indonesia}, perhaps as a slang or appellation for certain name that is many people know about it. Later in several times, it can be translation for the word \textit{hypericum} for TL
language. And for the cultural words that are still do not have equivalent in the TL culture, the other translator will use the strategy of borrowing, not because the translator lazy in searching the meaning, but to add the colors and emphasize the cultural words which is belong to some groups of people who have their culture. It also can be a form of respecting the cultural words from another culture, and introducing it to the readers from another culture.

C. Artistic Terms

This part is about the group of artistic terms which translated by using procedures of borrowing and transference.

1. Borrowing

Artistic term in the table below is a term of dancing which considers as a name of part of a culture that difficult to translate into another terms in TL language because a name of dancing represents culture of where it belongs to.

<table>
<thead>
<tr>
<th>Chapter &amp; Par. Number</th>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.115</td>
<td>“I grew up in Charleston. Anything other than the shag or the waltz is considered alternative,” she said, as though this were the kind of thing any civilized Southerner would know.</td>
<td>“Saya tumbuh di Charleston. Semua selain shag atau wals tergolong sebagai alternatif,” katanya sambil berpikir bahwa hal seperti ini masyarakat bagian selatan pasti akan tahu.</td>
</tr>
</tbody>
</table>

shag :: shag

As the term of artistic, shag is common used in English as a name of a dance. There is no equivalent name for shag dancing because the name of dancing refers to a culture, as part of a culture usually name of a dancing being borrowed if used in another language to show respect of cultural artefacts. It is like name of a song that cannot be changed as the way the translator wants. If in every country or place the name is different, it can cause
cultural misunderstanding or the form of the dancing itself then become changing depends on the cultural adaption in a certain place, which later becomes not original anymore.

To avoid cultural incorrectness, the translator uses the strategy of borrowing by putting the word “shag” from SL in the TL like in the table 3.3 in order to give a very short of introduction of dancing from another culture. Another reason is to make the readers be familiar with culture from outside TL culture, so the readers have a little experience about certain cultural artefacts though only through literary work.

2. Transference

This procedure is a process of transferring a SL word to a TL text as a translation procedure. This is like strategy of borrowing, but with a change in spelling, not the pure form of borrowing. The changing of spelling is to adapt with TL culture, and to make it sounds common in pronunciation of people in TL language. It looks like already adapt to TL language but in fact, the cultural words are being borrowed with a transcription in it.

\[ \text{waltz} :: \text{wals} \]

Different with shag, waltz is already known world wide in years. Waltz is one of a dancing and also kind of music that usually used to dance. The meaning itself still does not equivalent in TL culture because this term is from another culture that formed this dancing. By using procedures of transference or transcription, the translator translates it into “wals”. Transference relates to the conversion of different alphabets, which later this can be called as “loan words”. Newmark in his book also says “some authorities deny that this is a translation procedure, but no other term is appropriate if a translator decides to use an SL word for his text, say for English and the relevant language (Newmark 1988:81). The word then changes from “waltz” into “wals” which can be seen in the table 3.3, in adapting national characteristic of TL culture. The common pronunciation of the alphabets ‘tz’ are become ‘s’ in TL language. By refering to EYD (ejaan yang disempurnakan) in TL language, “waltz” become “wals” in neutralism of TL language.

The reason the translation using procedures of transference is to adapt the foreign language from SL language into TL language, so the readers will have a little understatement about artificial terms. The translator wants to represent cultural words sounds familiar in TL readers, to create bound between SL culture with the readers in TL
culture, by transcripts the cultural words in the way readers usually pronun it as from SL text.

3. Descriptive Equivalent

In the example below, the cultural words is being attached in TL text but with addition of description in several words by the translator to transfer the meaning of cultural word in the SL.

Table 3.5
Artistic Terms 2

<table>
<thead>
<tr>
<th>Chapter &amp; Par. Number</th>
<th>Source Text</th>
<th>Target Next</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.4</td>
<td>Her family celebrated every family get together with a piñata for the kids, listened to mariachi music, watched telenovelas obsessively, and spoke only Spanish among themselves.</td>
<td>Keluarganya merayakan setiap perkumpulan keluarga dengan belanga untuk anak-anak, mendengarkan Mariachi (musik tradisional Meksiko), tergila-gila dengan menonton telenovela (serial drama di televisi), dan berbincang hanya menggunakan bahasa Spanyol.</td>
</tr>
</tbody>
</table>

mariachi :: Mariachi (music tradisional Meksiko)

Mariachi as includes in group of artistic terms because this is an art from Mexico. Mariachi is a kind of music that is being played with several people in a party or celebration in Mexico. According to several references, this is a traditional music that always be played everytime to having fun, considers as joyful and happy song. Mariachi is an artistic work from national place, Mexico. Only Mexican that usually listen to Mariachi. Usually the terms of art and dance is remain the original words, but rather than using procedures of borrowing, the translator uses procedure of descriptive equivalent. The translator adds the words “musik tradisional Meksiko” like in the table 3.4, which in English means traditional music of Mexico.

This procedures is being used because there is no equivalent terms in TL culture as Mariachi is a term of artefact of a culture that cannot be claimed and translated carelessly. The translator also have aims to introduce new terms of dance to the readers without change any spelling, but also adds several words to tell the reader what Mariachi is.
If the translator just borrowed the word and become Mariachi, with the word “listened to” before, the reader may consider Mariachi as a kind of a radio show or something like that. In order to add information and new foreign terms to the reader, the translator describes to the reader that it is kind of music.

Both of those procedures of borrowing and transference are little bit similar each other, with transference changes the spelling of the cultural words. In this study, the translator then concludes that to translate artistic terms can be used procedures of transference or transcription and also borrowing. Transference can be used if the translator is creative enough to change spelling related to TL language pronunciation. If the translator not creative enough or afraid to cause cultural incorrectness, better using strategy of borrowing which also shows the respectful of cultural artefacts of a group of people.

The procedures of descriptive equivalent allows the translator to borrow the original words with addition several description about the terms. The goal is to make clear and little sight to the readers about the cultural words that contains a problem. Three of procedures above have similarity in borrowing terms from SL text. The first procedure forces the translator borrows without any changing of spelling. The second procedure allows the translator to adapt the spelling of cultural terms from SL text into TL language in common and based on EYD.

To translate artistic terms which is a part of a culture belongs to a group of people, the translator should be careful in translating. If the translator translates it without basis, cultural incorrectness will be the effect, which later caused pros and contras among other translators. The safest way is by using borrowing strategy if the translator still does not have strong and accurate terms that equivalent in TL language.

D. Social Culture

The last part is about group of social cultures translated by using procedures of cultural equivalent and descriptive equivalent.

1. Cultural Equivalent

This procedure applies the common language in TL culture so the readers can refer to their language. By using the terms that is similar with the cultural words from SL text, the translator searching the most equivalent cultural words to replace it.
piñata :: belanga

This cultural word belong to Mexican culture, which is performed when Mexican people have a party or celebrate an important day or event, they always have piñata for their (usually) children to beat off with their eyes closed. Piñata filled up with things that are worth like candies, cookies, jewelry, toys, and ect. This is not exist in TL culture which later makes the readers of TL text become questioned about piñata. The equivalent term is not exist in TL language, so the translator uses the procedures of cultural equivalent, by replace the word “piñata” with the word “belanga” like in the table 3.4. The word “belanga” is rarely used in TL language, some people may do not know the meaning of it. In TL language, “belanga” can be a sculpture, or a craft from ceramics or very soft soil.

The terms of “belanga” are similar with piñata as the base of materials that is used to make both of those things are the same. Even in TL culture belanga sometimes not being filled up with anything, it still can replace the word “piñata” in TL culture. Another reason the translator uses this procedure is to make the readers of TL culture can be more familiar with the terms that rarely used in everyday life. This is because in the TL culture there is no similar celebration by using piñata.

Even in English the word “piñata” is being borrowed. There is no equivalent terms for this word in English. The translator not uses the procedures of borrowing just same as English does because this cultural words can be replaced with another word from TL language eventhough it has different in form or materials or filling, or eventhough it is not accurate enough. As long as the readers can understand the words in TL text, it will be better if the translator used the best procedure in introducing the readers with new terms. This is also can add some variation of language that can be used by the readers.

2. Descriptive Equivalent

On the artistic terms in the table 3.4, the word telenovela is being described by using several words to reach equivalent in the TL.

telenovelas :: telenovela (serial drama di televisi)

This cultural words becomes common in TL language without knowing that this is a borrowing word from SL language. Later this becomes having no problem anymore in TL language. Telenovela can be considered as television drama series that usually from Latin America includes Mexico. There is no equivalent meaning as the players, language,
contents of telenovela are different with tv serial in TL culture. Although in TL culture they have the cultural words “sinetron” for serial drama with a lot of episodes. The contents are nearly similar between one sinetron to another sinetron, the problems are complex and usually cannot be solved in just one season. In Mexico, telenovela considers as sinetron with a higher class in TL culture. Both telenovela and sinetron have their own characteristic as the gaps between two of them.

The translator then uses procedures of descriptive equivalent to make the readers understand about cultural words in TL text. By adding several words in bracket which says “serial drama di televisi” like in the table 3.4, readers will considers it as the sinetron, then feel connection between SL culture and TL culture. The readers will notice that in another countries there is also tv show as the part of the culture. Those description words added in order to give information to the readers about the social culture words, and also to make the readers become more familiar with the cultural words from SL text.

In considering social culture one has to distinguish between denotative and connotative problems of translation. There is rarely a translation problem, since the words can be transferred, have approximate one-to-one translation or can be functionally denned. (Newmark 1988:98-99) The terms of social culture can be anything relates with social life. For example is “working class” with different meaning on each translator. To translate social culture, the translator should know about the culture in the SL text first. If the social culture already known by the translator it will be cultural words that are easy to translate.

Based on data of cultural words above, the translator concludes that in translating social culture can used procedures of cultural equivalent which is replace the cultural words in SL to the TL language, by seeing the cultural aspects in the TL culture. The procedures that being used are cultural equivalent and descriptive equivalent which each of them have their own strength. Cultural equivalent allows the translator to compare and replace the cultural words in SL text. By seeing deeper in TL culture the translator also study about both SL and TL culture which later can be a benefit for the translator. The procedures of descriptive equivalent allows the translator to use several words to explain in a short way to the readers about cultural words with the problems. This can help readers in understanding the meaning of the words that they do not know. The translator then concludes that both of these procedures can be used to translates social culture words, depends on the aim of the translator.