

**THE MAPPING OF THE ENGLISH EVALUATIONAL ADJECTIVES TRANSLATED  
INTO INDONESIAN**

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**Abstract**

This studyentitled “The Mapping of The English Evaluational Adjectives Translated into Indonesian” concerns with the mapping of the English evaluational adjectives translated into Indonesian. Evaluational adjectives play a prominent role in argumentation and have a strong interpersonal dimension: they reveal much of the speaker’s or writer’s thoughts. To translate the meaning of evaluational adjectives will be a challenge to a translator because the evaluational adjectives examines vague predicated in the semantic studies. This study aims at explaining the translation procedures applied and mapping of English evaluational adjectives into Indonesian. The data were taken from a bilingual novel *After* by Anna Todd and its translation *Setelah Dirimu* translated by Dina Begum. This study utilized observation method with note-taking technique in collecting the data. A descriptive method was applied in analyzing translation procedures and the mapping of evaluational adjectives. The selected data were analyzed by applying translation procedures from Molina and Albir (2002), and Natural Semantic Metalanguage from Wierzbicka and Goddard (2014). The result of this studyis calque translation procedure isthe most translation procedure found in the data source. Furthermore, in mapping the evaluational adjectives, there are some lexicons with similar meanings used and for the lexicons which were less appropriately translated in the TL; the translation suggestion was given to make it more appropriate.

**Keywords:** Translation Procedure, Evaluational Adjectives, Mapping, Natural Semantic Metalanguage

## **Introduction**

Translation is one of the applied studies in the study of language. Larson (1998:3) states that translation, the form of the Source Language (SL) is replaced by the form of the Target Language (TL). Translation can be a way to understand some texts or utterances from different languages. Hence, the translator should have knowledge both in the source language and the target language. Learning about the meaning is one of the study language called semantic.

Semantic refers to the branch of study within linguistics that deals with language and how we understand the meaning. Katz (1972:1) states that semantics is the study of linguistic meaning. It is concerned with what sentences and other linguistic objects express, not with the arrangement of their syntactic parts or their pronunciations. Semantics largely determine our reading comprehension, how we understand others, and even what decisions we make as results of our interpretations. Semantic studies provide theories or methods in understanding ‘meaning’ that is very useful in translation. Some problems related to meaning are often faced by translators in translating a text or an utterance. Translators have to translate every type of word, clause, and sentence. Nida and Taber (1974) say that translating consists of reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style. Meanwhile, Wierzbicka (1996) claims that Natural Semantic Metalanguage (NSM) is being the best-developed, comprehensive, and practical theory to cross-linguistic and cross-cultural semantics on the contemporary scene, including translation studies. The explication provided by the theory through semantic primes enables us to get the detailed characteristics and features of each different lexical item. The meanings of complex and cultural or specific words and grammatical constructions can be mapped by semantic explication.

This study analyzed the specific word from adjectives, evaluational adjectives. Evaluational adjectives play a prominent role in argumentation and have a strong interpersonal dimension: they reveal much of the speaker’s or writer’s thoughts. Explicit evaluative markers such as evaluational adjectives are the main topic in this research thesis. Evaluational adjectives, in their turn, have been viewed as a coherent syntactic and semantic class for years according to Bolinger (1961). Baker (2003) states evaluational adjectives are examined to interpret ‘vague’ predicated that in semantic studies. Hence, this research thesis used NSM in mapping the meaning of evaluational adjectives and analyzing the vagueness in evaluational adjectives.

Utilizing Natural Semantic Metalanguage (NSM) theory can map the evaluational adjectives. This theory is applicable for analyzing the equivalence of evaluational adjectives in the source language and the target language. Providing such detailed prove on how the evaluational adjectives were being translated can lead us into realizing the translation procedure

conducted as the result of translation. How are the semantic features in the result of the translation of evaluational adjectives? Because translating evaluational adjectives is a fascinating challenge for semantic description, both on account of their inherent subjectivity and because of the sheer number of subtly different meanings involved.

This study used bilingual novels as the data source because the variety of evaluational adjectives and the novel is interesting. An English novel entitled *After* by Anna Todd and its translation into Indonesian *Setelah Dirimu*. Those novels became the focus of this study in determining the evaluational adjectives lexicons by applying the theory of the Natural Semantic Metalanguage (NSM) by Godard & Wierzbicka (2014). Besides, the translation procedures proposed by Molina and Albir (2002) was applied in this study. This study analyzed the translation procedures when translating the evaluational adjectives. The semantic features of evaluational adjectives lexicons in both SL and TL were explicated and compared to reveal the equivalence of both translation results.

### **Research Method**

The data were taken from the English Novel entitled *After* by Anna Todd and its translation *Setelah Dirimu*. Therefore, the theory of translation procedures by Molina and Albir (2002) was applied to analyze the procedure in translating the evaluational adjectives. The theory of Natural Semantic Metalanguage proposed by Wierzbicka and Goddard (2014) was used to map the semantic features of the evaluational adjectives. The data were collected with observation method by utilizing the note-taking technique and the data were analyzed with a qualitative method. The selected data in the SL and TL were compared. The result of the analysis is presented in the table and the explanation based on the data and the theories applied.

### **Theoretical Framework**

This study used the translation procedures proposed by Molina and Albir (2002). According to Molina and Albir (2002), translation procedures has eighteen types. Adaptation replaces the cultural elements of a type in the SL with cultural elements that exist within the TL. Addition adds information that does not exist in the source sentence. Borrowing uses words or phrases when translating the source language into the target language. Calque technique is a literal translation of a word or phrase in translating the source language into the target language. Compensation replaces the item information or position effects in the SL in other parts of the TL because it cannot be realized in the same section in the SL. Description replaces the term in the source language with the description in the target language. Discursive Creation uses equivalent translation techniques while away from their original context. Established Equivalence translates terms in the source language term that is already prevalent in the target language. Generalization translates a term with the term that is already well known in public and known to the wider community. Linguistics Amplification adds elements of Linguistics from SL into the TL.

Linguistics Compression unites or collects the linguistic elements that exist in the SL. Literal Translation translates an expression in SL in the word of words into the TL. Modulation replaces focus on the point of view or the cognitive aspect that exists in the SL, either lexical or structural. Particularization uses terms that are more concrete and specific. Reduction condenses the information contained in the source language into the target language. Substitution replaces the linguistic elements into paralinguistic (such as intonation and gesture) or vice versa. Transposition replaces the grammatical categories of the source language into the target language, for example, replacing the words to become phrases. Variation replaces linguistic elements or paralinguistic which influence the linguistic variable.

Natural Semantic Metalanguage (NSM) combines the philosophical and logical tradition in the study of semantics with a typological theory to the study of language which is based on the empirical research of languages (Wierzbicka: 2014). NSM provides terms for describing the concepts in the object language called the set of semantic primes, a small core of basic, universal meaning which are believed to be shared by all the languages of the world. According to Wierzbicka (2014), NSM is a theory of semantic analysis based on reductive paraphrase that is breaking concepts or words using a small collection of semantic primes.

The selection of this theory was greatly motivated by some reasons; first, the Natural Semantic Metalanguage is designed to explicate all meanings including lexical, grammatical, and even illocutionary; second, the users of this theory principally believe that the natural condition of a language is purposed to maintain one form into one meaning and one meaning into form; third, in NSM, meaning explication is framed on a metalanguage that is derived from natural languages.

### Result and Discussion

This chapter contains the analysis of translation procedures and mapping of evaluational adjectives translated into Indonesian found in a bilingual novel entitled *After* by Anna Todd and its translation *SetelahDirimu*. The result of this study is calque translation procedure is the most found procedure in the data source. Furthermore, in mapping the evaluational adjectives, there are some lexicons with similar meanings used and for the lexicons which were less appropriately translated in the TL; the translation suggestion was given to make it more appropriate.

	SL	TL
Data 1	It tastes <b>horrible</b> . (After, 2014: 49)	Rasanya <b>mengerikan</b> . (SetelahDirimu, 2019: 57)

On the data 1, based on English-Indonesian Online Cambridge Dictionary, the word *horrible* can be translated into *mengerikan* or *tidak menyenangkan*. In this part, the translation procedure used in translating the data was calque because the translator used the literal translation by changing the position of the words from SL to the TL. Based on the data 1, the word *it* is before the word *tastes* and in the TL, the word *-nya* is after the word *rasa*. Hence, the position of the words in that sentence is changed.

The explication of *horrible* can be seen through the following explication.

**Horrible**

I think about this X like this

‘this X is very bad’

If I could, I don’t want something like this happened

I can’t do anything about this X

When I think like this,

I feel something very bad about it.

On the data 1, the translator translated the lexicon *horrible* into *mengerikan*. Based on the explication of *horrible*, the result of the translation is appropriate with the source language. It can be known that there is something very bad, but the speaker couldn’t do anything about it and it gave the speaker the scared feeling toward it. In order to show the clearer comparison between the word *horrible* and *mengerikan*, the cognitive scenario of each word is presented below. Here is the explication of *mengerikan*.

**Mengerikan**

I think about this X like this

‘this X is very very bad’

‘I don’t want to have something like this’

‘I can’t do anything about this’

Someone can feel something very bad because it is like this

When I think like this,

I feel something very bad about it.

Based on the comparison between *horrible* and *mengerikan*, the main meaning from the TL still could be maintained even with that word in the TL.

	SL	TL
Data 2	....and tell him how <b>great</b> it all sounds. (After,	....dan mengomentari betapa <b>menyenangkannya</b> kedengarannya. (Setelah Dirimu, 2019: 80)

	2014: 70)	
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On the data 2, based on English-Indonesian Online Cambridge Dictionary, the word *great* can be translated into *besar, amatsangat, menyenangkan* or *banyak*. In this part, the translation procedure used in translating the data was calque because the translator use the literal translation by changing the position of the words from SL to the TL. Based on the data 2, the position of the word *it* is before the word *sounds* and in the TL, the word *-nya* is after the word *kedengaran*.

The explication of *great* can be seen through the following explication.

**Great**

I think about this X like this  
 ‘this X is very very good’  
 When I think like this,  
 I feel something very good about it

On the data 2, the translator translated the lexicon *great* into *menyenangkan*. Based on the explication of *great*, the result of the translation is appropriate with the source language. It can be known that there is something very good. In order to show the clearer comparison between the word *great* and *menyenangkan*, the cognitive scenario of each word is presented below. Here the explication of *menyenangkan*.

**Menyenangkan**

I think about this X like this  
 ‘this X is very very good’  
 When I think like this,  
 I feel something very good about it

Based on the comparison between *great* and *menyenangkan*, the main meaning from the TL still could be maintained even with that word in the TL.

	SL	TL
Data 3	They are insanelly talented, and their music is <b>wonderful</b> . (After, 2014: 90)	Mereka sangat berbakat, dan musik mereka <b>bagus</b> . (Setelah Dirimu, 2019: 105)

On the data 3, based on English-Indonesian Online Cambridge Dictionary, the word *wonderful* can be translated into *hebat*. In this part, the translation procedure used in translating the data was calque because the translator use the literal translation by changing the position of

the words from SL to the TL. Based on the data 3, the position of the word *there is* before the word *music* and in the TL, the word *merkais* after the word *music*.

The explication of *wonderful* can be seen through the following explication.

### **Wonderful**

I think about this X like this

‘this X is very verygood’

Someone can feel something very good because it is like this

When I think like this,

I feel something very good about it.

On the data 3, the translator translated the lexicon *wonderful* into *bagus*. When it is translated into Indonesian, the meaning of *wonderful* is not represented by *bagus*. *Bagus* is represented as something good but has less impact from *hebat*. In order to show the clearer comparison between the word *wonderful* and *bagus*, the cognitive scenario of each word is presented below. Here the explication of *bagus*.

### **Bagus**

I think about this X like this

‘this X is good’

Someone can feel something good because it is like this

When I think like this,

I feel something good about it.

Therefore, instead of translating *wonderful* into *bagus*, it’s more appropriate to translate it into *hebat*. The explication of *hebat* can be seen below.

### **Hebat**

I think about this X like this

‘this X is very verygood’

Someone can feel something very good because it is like this

When I think like this,

I feel something very good about it.

If it is compared between *menakjubk anand hebat*, *hebat* is closer to the meaning of *wonderful* based on the mapping of both words. Both words can give similar impact to the readers than the word *bagus* which has smaller impact to the reader.

### **Conclusion**

There were fifteen procedures found in the data source. They were adaptation, addition, borrowing, calque, compensation, description, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, transposition, and variation. The most found translation procedure is calque procedure. This phenomenon happened because most of the evaluational adjectives in the the SL have the equivalence in the TL and the

translator translated them by changing the position of the term in the sentences. There lexicons used in the TL are similar in this study. Some of them could convey the message from the SL, making them equivalence in the TL. Besides, there are some different lexicons which are less equivalent in the TL. In addition, if the evaluational adjectives were translated less appropriately, suggestions were given in the TL to make them more appropriate.

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