TRANSLATION TECHNIQUES OF CULTURAL WORDS APPLIED IN THE NOVEL THE HUNGER GAMES

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Abstract

Translating a book into other languages requires sufficient knowledge. It cannot just randomly be translated, because readers may have difficulty understanding the content. It is important to know and understand the techniques of translation before translating to avoid making mistakes. Before translating a book, the translator should know and understand some translation techniques. The researcher conducted this study to find translation techniques that were applied by the translator in translating cultural words in the novel The Hunger Games by Suzanne Collins. This research used descriptive qualitative research. The source of the data is The Hunger Games novel written by Suzanne Collins and its Indonesian version that is translated by Hetih Rusli. The research instrument in this study is the researcher herself with the help of table list. The researcher considered to focus on cultural words in the novel as a necessary data and analyzed the translation techniques based on the theory by Molina and Albir. The result of this research showed that there are twelve translation

techniques which were applied by the translator in translating 84 cultural words found in the novel. There are 29 calque, 19 Borrowing, 13 Amplification, 6 Linguistic compression, 2 Description, 5 Discursive creation, 3 Linguistic amplification, 2 Literal translation, 2 Particularization, 1 Established equivalent, 1 Generalization, and 1 Reduction. The researcher offers that the reason why the translator mostly used calque technique is because most of the cultural words in The Hunger Games novel have the equivalent in Indonesian.

Keywords: Cultural Words, Translation Technique

Background

There are many popular and well-written novels have been published in foreign countries. These novels are written by foreign novelists in English, but not all Indonesian are fluent in this language. People will encounter difficulties because they do not understand messages expressed in foreign languages. In order for readers to understand the story, the novel must be translated from a source language (English) into the target language (Indonesian). Through the existence of translation, it can help people to share information, knowledge, and ideas, and better understand the content of the novel. Translating a book into other languages requires sufficient knowledge. The book cannot just be randomly translated because it can confuse the reader and makes it difficult for them to understand the content. Not to mention that different terms in foreign languages and our language, if translated incorrectly and not carefully, may cause the actual meaning of the expression to be misinterpreted. There are some techniques of translation that a translator should know before translating a book.

According to Moreno (2012), translation consists of converting text in the source language into text in the target language. The idea is to make sure that the surface meanings of the two languages are roughly similar and that the source language structures will be preserved as closely as possible, but the structure will not be severely distorted.

Not only does the translator convert every word from the source language into the target language, but a good translator must be skillful translates the source language into the target language without changing the purpose and message from Source Language. Sufficient knowledge is required in translating a book or novel into other languages. Therefore, the translator can transmit the SL to the TL text by using some translation techniques to make sure the readers can understand the text in the TL. Molina and Albir (2002) define translation techniques as the process of analyzing and classifying equivalent forms.

The translator may use some techniques in translation stated by Molina and Albir (2002). They are adaptation, amplification, borrowing, calque, compensation,

description, discursive creation, establish equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation. Those are the techniques that are usually used by the expert translator in translating a book or novel. Since students tend to make mistakes in translating sentences, one of the reasons is that they do not master techniques of translation or simply not knowing the techniques to translate a language.

Reinata Andriyanie, Hendro Firmawan, and Tri Wahyu R (2016) conducted a study to find out the translation techniques that were used in "Eat, Pray, Love" novel written by Elizabeth Gilbert. The research found that there are 8 techniques from Molina and Albir's techniques of translation that were applied by the translator in translating cultural words. The writer concluded that the translation technique mostly applied by the translator is pure borrowing.

Ragil Ayu Dhimas Utami Putri (2013) also conducted research that aimed to describe translation techniques that were found in the novel "Twilight". The researchers found 13 techniques (by Molina and Albir) of translation used by the translator to translate the novel "Twilight" and the most technique that was used by the translator is a literal translation.

Ndruru (2017) researched translation techniques that were applied in translating "A Time To Kill" a novel by John Grisham. The researcher found that there are 17 techniques out of 18 translation techniques by Molina and Albir were used in translating 974 data.

Based on the findings above, the researcher is interested in conducting this research since it is important to know and understand the techniques of translation before translating the English language to avoid making mistakes. Aside from that, this study can provide additional input in teaching translation techniques, especially in translating cultural words from English into Indonesian. And also, this study will be useful for students to improve their knowledge in order to translate cultural words from English into Indonesian.

This research aims to discover the translation techniques based on the theory by Molina and Albir that were used by the translator to translate cultural words based on the theory by Newmark in the novel The Hunger Games into Indonesian.

Literature Review

Translation Techniques
In this research, to find out and analyze the technique of translation applied by the translator in the translation of the novel called The Hunger Games into Indonesian, the researcher uses techniques of translation by Molina and Albir in Rudi Hartono (2009) They are:
1) Adaptation

To replace a source text cultural element with one from the target culture. Other examples from English into Indonesian is in the frase of 'Dear sir' becoming 'Yang Terhormat' or 'Sincerely yours' translated into 'Hormat saya'.

2) Amplification

To introduce details that are not formulated in the ST (Source Text): information, explicative paraphrasing. When translating from English 'At twenty-three' to Indoneisan it becomes 'Pada umur dua puluh tiga tahun'. The objective of using this technique is to give the complete information intended in the SL to the TL reader. Footnotes are also a type of amplification. Amplification is in opposition to reduction.

3) Borrowing

To take a word or expression straight from another language. It can be pure (without any change) or it can be naturalized (to fit the spelling rules in the TL), e.g., examples from English into Indonesian are urine, horizon, diameter, stereo, neutron, etc.

4) Calque

It is almost the same with literal translation technique, in which the words are translated singly or word for word. Calque, however, is used in translating a word or phrase singly from SL into TL. It can be lexical or structural. For example in translating "Vice precident" into "Wakil presiden."

5) Compensation

To replace 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 SL. For example in translating 'a pair of scissors' into 'sebuah gunting'.

6) Description

To replace a term or expression with a description of its form or/and function. For example translating 'a gazebo' into 'sebuah gazebo, semacam pendapa' in English. It is translated into a description that describe the word to replace the term.

7) Discursive Creation

To establish a temporary equivalence that is totally unpredictable out of context. These technique often appear in th translation of titles of movies, books, and novels. For example, translating "The Godfather" into "Sang Godfather".

8) Established Equivalent

To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL. For example, to translate the English expression "dense grey" into "kelabu lebat" instead of "abu-abu tebal".

9) Generalization

To use a more general or neutral term, e.g., examples like "Bajai" is translated to vehicle. It is in opposition to particularization.

10) Linguistic Amplification

To add linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression "Everything is up to you!" into "Semuanya terserah padamu!". It is in opposition to linguistic compression.

11) Linguistic Compression.

To synthesize linguistic elements in the TL. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question "Are you hungry?" into "Lapar?" in Indonesian. It is in opposition to linguistic amplification.

12) Literal Translation

To translate a word or an expression word for word, e.g., for example "I will love you" into "Aku akan mencintai kamu". It does not mean translating one word for another.

13) Modulation

Modulation replaces focus the point of view or the cognitive aspect that exists in the SL, either lexical or structural. Example like to translate 'anda akan menjadi seorang bapak' as 'you are going to have a child', instead of, 'you are going to be a father'. Another example is like in translating "Nobody doesn't like it." into "Semua orang menyukainya."

14) Particularization

To uses terms that are more concrete and specific. The technique contrasts with the technique of generalization. Example is like to translate "The girl likes to collect jewelry." into "Gadis itu senang mengoleksi kalung emas."

15) Reduction

Reduction condenses the information contained in the source language into the target language. Compacting of information should not alter the text of the message in the source language. It is in opposition to amplification. Example like to translate "The boy got a car accident." into "Lelaki itu mengalami kecelakaan."

16) Substitution

Substitution replaces the linguistic elements into paralinguistic (such as intonation and gesture) or vice versa. Example: nodding head in Indonesia translated "Yes!". It is used above all in interpreting.

17) Transposition

Transposition replaces the grammatical categories of the source language into the target language, for example, replacing the words to become phrases. This technique is usually used because of a different grammar between SL and TL. Example in translating "I have no control over this condition." into "Saya tidak dapat mengendalikan kondisi ini."

18) Variation

To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc. Example to translate "Give it to me now!" into "Berikan buku itu ke gue sekarang!"

Cultural Words

Cultural expressions are words and phrases conditioned by cultural diversity which often occurs in translation. Cultural words are the terms coined by Newmark. Newmark (1988) & Imami et al. (2021) also defined "cultural words that denote a specific material cultural object." This study is using the theoretical framework from Peter Newmark. Newmark divides cultural-specific words into five categories (Newmark, 1988):

1) Ecology
   Name of animals, plants, local winds, mountains, plains, natural phenomena, etc.
2) Material culture (artifacts)
   Name of food, beverages, clothes, housing, city, transportation and communications.
3) Social culture - work and leisure. Example, name of human labor, entertainment, hobbies, sports.
4) Organisations, customs, ideas - Name of political organizations, activities, procedures, concepts, ideas, religious, etc.
5) Gestures and habits (often described in 'non-cultural* language) – Name of regular behavior and movement.

Translation Technique in Literature Towards English Language Teaching and Learning

Dagilienė (2012) explained that translation in foreign language classes enhances a better understanding of the structures of the two languages and also strengthens students' translation skills. It is an effective, valid tool in foreign language learning and can be used in the university classroom to improve knowledge of English. Her study shows that translation is a useful learning tool and could be applied in the foreign language learning process. Most of the students gained English language knowledge and developed skills in speaking, listening, reading, vocabulary, grammar, and writing. While translating students are incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking, and to correct common mistakes that could otherwise remain unnoticed. Students can make the best out of their learning if they are encouraged to use translation skills properly.

Translating both English texts into Indonesian and Indonesian into English requires good skills in translation. Translation is not an easy thing to do, as it can be difficult to establish its equivalence, such as in English change into Indonesian or vice versa since there are some different systems and structures between those languages.

A good translator must be skillful in translating the SL into TL without changing the purpose and message from SL. Sufficient knowledge is required in translating a book or novel into other languages. Therefore, the translator can transmit the SL to the TL text by using some translation techniques to make sure the readers can understand the text in the TL. Since students tend to make mistakes in translating sentences, one of the reasons is that they do not master the technique of translation or simply not knowing the techniques to translate a language.

Previous studies have pointed out that learning techniques of translation are quite important in English teaching and learning since it is necessary to know and understand the techniques of translation before translating English sentences to avoid making mistakes. As a way to communicate, translation has a function as the way to share information, stories, experiences, and most of all knowledge. Translation is a medium that can help people get knowledge or information. One of the main aims of foreign language teaching is to develop the student's ability to communicate in the target language. Ross (2000) in Inga Dagilienė (2012) stated that translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching. In other words, developing translation skills by mastering techniques of translation is necessary in order to learn the English language better to take part in communicating in all kinds of daily situations.

Translation is a means to make students aware of the diversity of languages and cultures that exist, and that may be present in the classroom (Moreno, 2015). Since translation is also related to international communication, it takes place in news reporting, film subtitling, and even in translating books such as nonfiction or fiction. For this, the role of literature is rather necessary in the English language teaching (ELT) contexts. For instance, Lazar in Tarek A. Alkhaleefah (2017) mentioned various reasons why literature is essential and beneficial to language learners including it is very motivating, it is an authentic material, it helps students to understand another culture, it is a stimulus for language acquisition, it also expands students' language awareness.

The material for translation should be interesting and varied, expressive, and related to the learners' knowledge. As students should cover different aspects of the foreign language, the material is required to be authentic, and diverse in terms of structure and function (Dagilienė, 2012).

According to a study conducted by Tarek A. Alkhaleefah (2017), the importance of literature in helping stimulate learners' interests and personal engagement with literary texts, fostering EFL learners' language skills (particularly their reading and writing skills), and developing learners' critical thinking skills. EFL teachers should encourage learners to engage in classroom activities that involve, for instance, reading selected authentic literary texts (e.g., short stories) to develop their reading strategies and fluency, as well as their critical thinking skills. Apart from

being exposed to the cultural aspects of literary texts, EFL learners might gain considerably from extensive reading tasks involving authentic literary materials that are interesting and self-engaging inside and outside the classroom. That is, reading literature not only provides language learners with opportunities to promote their cultural awareness and tolerance but also extends their existing knowledge and experience of the world around them. When carefully selected, literary texts can be beneficial and rewarding to EFL learners because literature "increases the exposure to the target language, reveals unusual and unexpected uses of the language, stimulates language acquisition, and provides a motivating and enjoyable way of learning the language" (Daskalovska & Dimova, 2012).

Also, understanding and appreciating the world's cultures and traditions can be brought closer to EFL learners when engaged in reading literature which enables learners "to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive tradition of thought and feeling and artistic form in those cultures" (Carter & Long in Moreno, 2015). Providing cultural awareness and knowledge about languages is a way to enhance relationships between people who come from different backgrounds and who can take for granted issues that are different in other communities. "It is an important element in a social reformist education which seeks to overcome mutual ignorance and inequality between speakers of two languages" (Cook in Moreno, 2015).

Research Method

Research Design

To conduct this study, the researcher used descriptive qualitative and quantitative research. In this research, the researcher focused on describing the techniques that the translator used (based on the theory of Molina and Albir) to translate cultural words (based on the theory by Newmark) that were found in The Hunger Games novel from its English version into Indonesian version.

Research Object

The researcher used the novel "The Hunger Games written" by Suzanne Collins and its Indonesian version that is translated by Hetih Rusli as the source of the data. The researcher decided to choose this novel because it is a bestseller novel in the New York Times and is very popular among people, especially young adults. The Hunger Games has been translated into 50 languages and due to the popularity of the novel, it has even been made into a blockbuster movie (Marilia & Azhari, K.D., 2017).

The researchers considered focusing on cultural words in the novel as a necessary data to be analyzed because language and culture are connected. They have a mutual relationship in which the language is the key to understanding the culture and the media to spread the culture. This means that if we learn a language, we also learn the culture.

Instruments

The research instrument in this study is the researcher herself with the help of a table list because she analyzed and collected the data from the novel. After the collection, the researcher selected the data that were suitable to support the research analysis.

Data Analysis

The data were collected from The Hunger Games English version written by Suzanne Collins and its Indonesian version translated by Hetih Rusli. The researcher read and comprehend these two novels. The researcher then selected the necessary data from the novels that are dealing with the research problem such as labeling all the cultural words and finding the equivalent in the Indonesian version, also classifying the cultural words according to Newmark's category of cultural words. After collecting the data, the researcher analyzed the data by focusing on what techniques were used by the translator (based on Molina and Albir's theory) to translate cultural words in the novel The Hunger Games from English into Indonesian. Last, the researchers draw a conclusion based on the result of the findings (Nababan, 2010).

Findings and Discussion

Findings

The collected data is summarized into tables. The following list is the cultural words that were found in the novel.

Table 1. List of Cultural Categories found in the novel

No	Cultural Categories	Frequency	Percentage
1	Ecology	27	32,1%
2	Material Culture	34	40,5%
3	Social Culture	10	12%
4	Organizations, customs, activities, procedures, ideas	1	1,2%
5	Gestures	12	14,2%
	Total	84	100%

According to Newmark (1988), cultural words are divided into 5 categories which are ecology, material culture, social culture, gestures and organizations, customs, activities, procedures, ideas. There are a total of 84 cultural words that were

found in the novel. The most category found is material culture with the total number of 34 words (40,5%), ecology with total of 27 words (32,1%), gestures with total of 12 words (14,2%), social culture with total 10 words (12%), and organizations, customs, activities, procedures, ideas with total 1 word (1,1%). The next table presents a list of translation techniques used by the translator in translating cultural words in the "The Hunger Games" novel.

Table 2. Techniques of Translation Used by the Translator

No	Technique of translation	Frequency	Percentage
1	Amplification	13	15,4%
2	Borrowing	19	22,6%
3	Calque	29	34,5%
4	Description	2	2,4%
5	Discursive creation	5	6%
6	Established equivalent	1	1,2%
7	Generalization	1	1,2%
8	Linguistic amplification	3	3,6%
9	Linguistic compression	6	7,1%
10	Literal translation	2	2,4%
11	ParticuIarization	2	2,4%
12	Reduction	1	1,2%
	Total	84	100%

From the table above, there are 12 techniques of translations found in this research. The translator mainly used the calque technique with 29 cultural words. The rest are 19 Borrowing, 13 Amplification, 6 Linguistic compressions, 2 Description, 5 Discursive creation, 3 Linguistic amplification, 2 Literal translation, 2 Particularization, 1 Established equivalent, 1 Generalization, and 1 Reduction.

Discussion
Amplification
This technique introduces details that are not expressed in the source language. This technique was applied 13 times in the translation of the novel. Example:

Table 3.

Text		Category
SL	TL	
The first **dandelion** of the year. (Page 33:9)	**Bunga dandelion** pertama tahun itu. (Page 41:21)	Ecology

In the translation of the phrase above, the information not stated in the SL is presented by adding the word *bunga* before the translation of the word "dandelion"

in the TL. The word *bunga* is "flower" in English and it can be seen that this word is not written in the SL. The purpose of using this technique is to provide readers of the TL with the complete information intended in the SL. The translator also translated words like "primrose", "willow", and "the Rockies" using the amplification technique in which the translator added details in the TL. They were translated into "Bunga primrose", "pohon willow", and "pegunungan Rocky". The word "pohon" in English is "tree" and the word "pegunungan" in English is "mountains". These words are details that were not stated in the source language (Maharatna et al., 2017).

Borrowing

It is a technique in which the translator obtains words or expressions directly from another language. It can be naturalized to fit the spelling rules in the target language or it can be purely borrowed, which means there are no changes. This technique was applied 19 times in the translation of the novel. Example:

Table 4.

Text		Category
SL	TL	
Our part of **District 12**, ... (Page 5:13)	Bagian wilayah kami di **Distrik 12** ...(Page 10:31)	Material Culture
How could you possibly know an **Avox**? (Page 77:23)	Bagaimana mungkin kau bisa kenal **Avox**? (Page 90:8)	Social Culture

Borrowing translation is used to translate the phrase "District 12" by generating its original form of it in the TL. In other words, the "District" is rewritten and naturalized in the TL without being translated. It's the same with the word "Avox" which is translated in its original form of it in the TL. For other examples, the translator also used this technique to translate words like "mansion", "mentor", "pokeweed" and "groosling" where these words is translated without any sort of changes in the target language (Arik Sintya Dewi, 2016).

Calque

It is a technique in which words or phrases are translated individually or word for word in the target language. This technique was applied 29 times in the translation of the novel. Example:

Table 5.

Text		Category
SL	TL	

Most of the **Peacekeepers** ... (Page 6:26)	Sebagian besar **Penjaga Perdamaian**... (Page 12:23)	Social Culture

Calque technique is used in translating the word "the peacekeepers" in which Indonesian meaning is *penjaga perdamaian*. Those words are translated singly, but adapted to the structure of the TL sentence. For other examples, the translator used this technique to translate phrases like "air forces", "remake center", "nightgowns", "wasp" and "piney woods" into "angkatan udara", "pusat tata ulang", "gaun tidur", "tawon", and "hutan pinus" in the target language. These words were translated individually and adjusted to the TL structure (Tekalp & Tarakçioglu, 2016).

Description

It is a technique that replaces terms or expressions with descriptions of their form. This technique was applied twice in the translation of the novel. Example:

Table 6.

Text		Category
SL	TL	
Then when this crazy **lynx** started following me around ... (Page 8:3)	Kemudian ada **lynx-kucing liar berukuran sedang-**yang sinting dan mulai mengikutiku ... (Page 14:4)	Ecology
I'm in a black **unitard** that covers me ... (Page 67:3)	Aku mengenakan **pakaian ketat terusan** hitam yang menutup tubuhku ... (Page 78:22)	Material Culture

Based on the data above, the translator used description technique to translate the word "lynx". The word is rewritten in the TL but added description of its form *kucing liar berukuran sedang.* which is a descriptive expression of the word itself. It is also used in translating the word "unitard" in the TL. The word is replaced by *pakaian ketat terusan,* which is a descriptive form of its word.

Discursive Creation

It is a technique to establish temporal equivalences. This technique is the result of the creativity of the translator and the equivalence is often out of context or unpredictable. This technique was applied 5 times in the translation of the novel. Example:

Table 7.

Text		Category
SL	TL	
... the woman who sells **white liquor**. (Page 56:11)	... wanita yang menjual **cairan bening**. (Page 67:6)	Material Culture

Looking at the sentence above, there is a problem in the translation. In the translation of the phrase "white liquor", when it is translated as *cairan bening* instead of *minuman keras putih*, there is a non-literal equivalent in the TL. The translator attempted to create a temporal equivalence of the phrase which is unpredictable and based on the translator's creativity(Liem Galih Natalia & Raden Arief Nugroho, 2014). For other examples, the translator used this technique to translate "ceremonial suit" and "tracker jackers" into "jas kebesaran" and "tawon penjejak" in the TL.

Establish Equivalent
This is a technique that uses a term or an expressionas an equivalent in the TL that is recognized by a dictionary. This technique was applied once in the translation of the novel. It is illustrated below.

Table 8.

Text		Category
SL	TL	
..., apothecaries are our **healers**. (Page 9:18)	..., ahli obat-obatan menjadi **dokter** kami. (Page 25 :18)	Social Culture

In the sentence above particularly in translating the word "healers" into *dokter* instead of *penyembuh*. The term is recognized as an equivalent in the TL by dictionaries or language in use.

Generalization
This is a technique that replaces words with more general terms. It is the opposite of particularization technique. This technique was applied once in the translation of the novel. It is illustrated in the table below.

Table 9.

Text		Category
SL	TL	
Since the baggy miner's **jumpsuits** ... (Page 66:10)	Karena **pakaian** pekerja penambang yang longgar ... (Page 77:28)	Material Culture

In the sentence above, the generalization technique is used in translating the word "jumpsuits". The translator used a more general term such as *pakaian* to translate the word "jumpsuit", which is a specific type of clothing.

Linguistics Amplification
This is a technique for adding linguistic elements to the words in the target language. This technique was applied 3 times in the translation of "The Hunger Games" novel. Examples:

Table 10.

Text		Category
SL	TL	
"Sit down! Sit down!" says Haymitch, **waving me over**. (Page 55:12)	"Duduk! Duduk!" seru Haymitch, **melambaikan tangan padaku agar mendekat**. (Page 66:5)	Gestures

The phrase "waving me over" is translated into *melambaikan tangan padaku agar mendekat*. The appearance of the word *tangan* (in English "hand") and *agar* (in English "so that") indicates the addition of a linguistic element in the TL which is not presented in the SL. As an interpretation of the SL, unwritten information is added in the TL. For other examples, the translator translated phrases like "giving me a squeeze" into "meremas tanganku memberi kekuatan". The appearance of the word tangan (in English "hand") and memberi kekuatan (in English "giving strength") indicates the addition of a linguistic element that was not presented in the SL.

Linguistics Compression
This is a technique that integrates linguistic elements in the Target Language. This technique was applied 6 times in the translation of the novel. Example:

Table 11.

Text		Category
SL	Gestures and habitsTL	
He **raises his eyebrows.** (Page 105:19)	Dia **mengangkat alis**.(Page 120:17)	Gestures

It can be seen in the disappearance of the translation of the possessive pronoun "his" in the phrase "raises his eyebrows" in the TL. The possessive pronoun can be translated as "-nya", but it is missing in the TL, where it's supposed to be "mengangkat alisnya". The translation of the phrase is compressed in the TL. For other examples, this technique is used in translating phrases like "wrinkles his nose at it" into *mengernyitkan hidung*. The phrase "gives me a nod" is translated into *mengangguk*. Also, the phrase "blows a kiss out to her in general" is translated into *meniupkan ciuman kepadanya.*

Literal Translation
This is a technique in which the translator translates words or expressions individually in the target language. Every word in the source language is translated word by word in the target language. However, the translation is adapted to the TL sentence structure. This technique was applied twice in the translation of the novel. Example:

Table 12.

Text		Category
SL	habitsTL	
He **catches my hand and presses it against his lips.** (Page 260:5)	Ia **menangkap tanganku lalu menekankannya di bibirnya**. (Page 291:20)	Gestures

The sentence "he catches my hand and presses it against his lips" is translated using literal translation. Each of SL word is translated individually or word by word in the TL. For instance, the word "catches" is translated as *menangkap*, "my hand" as *tanganku*, "and" as *lalu*, "presses" as *menekannya*, and so on with the rest of the words in the sentence.

Particicularization

This is a technique that uses more precise or specific terms to replace words in the target language. This technique was applied twice in the translation of the novel. Example:

Table 13.

Text		Category
SL	TL	
... there are added concerns like **rabid animals, ...** (Page 6:12)	... masih ada pula tambahan kekuatiran lain seperti **anjing-anjing gila**. (Page 12:4)	Ecology
cats lived deeper in, (Page 51:22)	**macan** hidup jauh di dalam hutan,(Page 62:8)	

In translating the sentence above, particularization technique is used. Especially, in the translation of the phrase 'rabid animals' into anjing-anjing gila, particularization is used. The word 'rabid animals' can mean *hewan gila* in the TL which is any kinds of animals, whereas anjing means only dog. The translator specified the term to be more concrete (Fortunita, 2013). Particularization technique is also used translating the word 'cats' into *macan* in TL.The word 'cats' in this context referring to any of the five members of genus *panthera* (cats that roar), whereas *macan* means only tiger.

Reduction

This is a technique to deletes ST information elements in the TL. This technique was applied once in the translation of novel. It is illustrated in the table below.

Table 14.

Text		Category
SL	TL	

There's an **elegant glass of orange juice**. (Page 55:16)	Ada **segelas jus jeruk**. (Page 66:11)	Material Culture

The translator used a reduction technique to translate words in the material culture category from the SL to TL. The word "elegant" is omitted from the TL, which can be translated in Indonesian as "elegan" and it is not presented in the TL (Peterson, S.,2010).

Conclusion

A conclusion can be drawn based on the research result and discussion. The translator used 12 techniques out of 18 techniques of translations by Molina and Albir in translating cultural words that were found in the novel. There are 29 Calque, 19 Borrowing, 13 Amplification, 6 Linguistic compressions, 2 Description, 5 Discursive creation, 3 Linguistic amplification, 2 Literal translation, 2 Particularization, 1 Established equivalent, 1 Generalization, and 1 Reduction. The translator mainly used the calque technique to translate cultural words in the novel. As mentioned by Molina and Albir (2003) about the calque technique in which words or phrases are translated individually from a source language into the target language, the researcher offers that the reason why the translator mainly used this technique is that most of the cultural words in The Hunger Games novel have the equivalent in Indonesian.

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