

Sexist Language in the Little Men Novel: How Male and Female Translators Differ

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This study examined the Little Men novel by Louisa May Alcott (1871) that has been translated into Indonesian by two Indonesian translators with different genders: Mutia Dharma, the female translator in 2011 and Djokolelono, the male translator in 2015. The objectives of this study were to explore sexist language features in the Little Men novel by Louisa May Alcott, and translation techniques applied by male and female translators to translate the sexist language in the Little Men novel. This study used content analysis with qualitative approach. A corpus consisting of 183 sexist phrases were collected from Louisa May Alcott's Little Men novel and their translations were analyzed qualitatively. The original English sexist phrases were matched with the equivalent words, phrases, or sentences in the Indonesian translations. Data was analyzed using the Spradley (1980) model that applied domain analysis, taxonomy analysis, componential analysis and thematic analysis. Results show that sexist language features appear in six categories, namely: asymmetry, symmetry, marked terms, direct insults, semantic derogation and sexism in discourse. In particular, translation techniques appear in 16 kinds, indicating that the male translator has a tendency to apply a pure borrowing technique whereas the female translator employs an adaptation technique. The Female translator shows better acceptance of translating sexist language but she does not necessarily demonstrate better competence, rather, the female translator uses more techniques of translation.

Key words: *Sexist language; translation technique, male, female, translator.*

Introduction

This study investigates how sexist languages are demonstrated by male and female translators in the *Little Men* novel. In everyday life women are exposed to sexist language using terms and usages that exclude or discriminate against women. One presumes that maleness is the standard, the norm, and that femaleness is the non-standard, or the exception (Magnusson, 2008). The concepts underpinning sexist language as an object of investigation in this current study is that our language, specifically the English language is sexist (Spender, 1998). The English language names the world from a masculine viewpoint and stereotyped beliefs about women and men, thus, there is a biased representation of the sexes in language: men as the norm and women as the appendage or the exception. Linguistically, males appear as non-gendered or generic subjects, while women as specifically feminine categories, that are never as general representatives of humanity or of all people (Frank, 1989, Lledó, 1992).

Research showed that males are portrayed as powerful, females are seen as powerless which does not reflect the changing of social status of females in the society today (Dato, et al, 20018); stigmatizing males are more influential than females in society. As Moghaddas (2013) suggests, the concept of “genderlect” is indicated in various grammatical and vocabulary choices related to males and females. Pauwels (1998:59) exemplifies how women would suffer linguistic discrimination below.

1#He is a secretary: i.e. he works for an organization.

She is a secretary: i.e. she does typing and general office work for a person.

(Pauwels, 1998:59)

2#He is a professional: i.e. a highly qualified worker.

She is a professional: i.e. a prostitute. (Spender, 1988:19)

Wareing (2004:76) points out that sex and gender are different. *Sex* refers to a biological category and *gender* refers to a social category, which is associated with certain behaviour. In addition, she points out that sexist language also uses stereotypes, that represents women and men unequally, as if “one sex was less completely human and less complex and had fewer rights than members of the other sex”. According to Wareing (2004:77) sexist language is twofold: First, to what extent the English language is inherently sexist language that deals with symmetry or asymmetry in the vocabulary; Second, to what extent are some ways of using language are sexist. One example of asymmetry is in address forms where one only uses *Mr* for men, but *Mrs*, *Miss* and *Ms* for women (Wareing 2004:79).

Litosseliti (2006:19) further argues that if language use is constitutive then it has the potential to help establish and maintain social and power relations, values and identities and contribute to social change. Pauwels (1998:10) argues that the aim of sexist language reform is to rid sexist terms from our language use, replacing them with non-sexist ones or with new expressions. According to Litosseliti, raising awareness about sexism and sexist language is still an important step towards change. However, she believes that any effort of intervention must be accompanied by broader changes in our discourse practice and in social and institutional structures.

According to Spender (1998) and Doyle (1998), sexist usage in the English language can be demonstrated, as shown below.

- Conventional titles and forms of address (*Mrs. Smith; Dear Sir*).
- The morphological marking of many female-referring agent nouns (*actress, usherette*).
- The availability of more sexually pejorative terms of women than men
- The generic use of masculine pronouns.
- The use of the male generic 'man' to refer to the human species.
- The use of job titles ending in '-man' and considered to be 'generic' terms.
- The asymmetrical use of first and last names. Women are more often called by their first name, men by their last name, even when they are of equal rank (It is interesting to point out that we speak of Thackeray, but routinely speak of *Jane Austin*).
- Women make more use of vocabulary related to sewing and cooking, men to mechanics and sports.
- Some feminine terms are derogatory or negative, while the masculine term is often positive or non-judgemental (contrast, for example, *ladies' man* and *man-eater*).
- Many negative terms for women have no masculine counterpart, and even when counterparts exist they are often little used. *Nymphomania*, for example, is widely used to describe the condition of a woman who is considered sexually active and eager. The masculine 'equivalent', *satyriasis*, is rarely, if ever, heard (Doyle, 1998).

The relationship between language use and gender has become an issue since linguistic studies have started to intersect with gender studies, showing that there is gender-based influences in language use. In addition, when translation studies become a multidisciplinary field, the curiosity as to whether gender-based language takes part in translation works or not has become an issue (Nneka, 2012). Research shows that translation works made by different translators do not particularly affect the results and quality; translation quality is

affected in some ways not only by ideology, but also religion and economy (Hilmioglu, 2015).

This study uses an American novel, namely *Little Men* as the focus of analysis. This novel is about the Bhaer family consisting of Meg, Jo, Amy, Beth and others. Jo was a main character who was tomboyish and she changes to be a feminine woman. However, she tried to do everything done men. Jo as a main character influenced all characters in the story of the novel. In this novel, the researchers found some various sexist language uses such as Miss, Mrs, Missy, maid, and so forth that can meet the required data. Therefore, this novel was chosen as the source of the data. The data was translated by male and female translators into Indonesian and were analysed using translation techniques.

Research Questions

From the explanation above the researcher focuses on the following:

1. What sexist language features are found in the novel *Little Men*?
2. What translation techniques are applied by both male and female translators to translate the sexist language features?

Literature Review

Translation and Sexist Language

Nida and Taber (1982:12) stated that translating consists of reproducing in the receptor language the closest natural equivalent of the source language, in terms of meaning first and secondly, in terms of style. Therefore, the researcher concludes that translation is transferring meaning, messages, ideas from the source language into the target language. According to Newmark (1988:5) translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or in another language. While, Machali (2009:26) stated that translation is an effort to find the equivalent meaning of a text into a second language. Larson (1984:3) explained that translation consists of transferring meaning of the source language into the receptor language which is done by going from the form of the first language to the form of the second language, in semantic structure. Basnet (2002) also emphasizes that in translation, no language is exactly the same in social reality.

In transferring the meaning concerning with sexist language the translators face many problems; in that English is one of many languages containing sexist language. It usually shows stereotypes about men and women that sometimes tends to diminish women. For instance, the sexist word **maid** can be translated into Indonesian as *pembantu*, (meaning house hold assistance), by employing generalization technique. In this case, *pembantu* can be

male and female. Therefore, *pembantu* is not sexist in the target language. Whereas, **maid** can also be translated into *pembantu wanita*, (women household assistance), translated using establish equivalence technique. The meaning/ message of the word maid is the same as the meaning/ message in Indonesian language. That is why the translation of *pembantu wanita* is also sexist.

Translation Techniques

Molina and Albir (2002:509) defined translation techniques as procedures to analyze and classify how translation equivalence works. It has some basic features:

- 1) affecting the result of translation,
- 2) it is classified by comparing the original text,
- 3) affecting micro-units of the text,
- 4) it is by nature discursive and contextual, and
- 5) it is functional

Molina and Albir (2002) explained that there are eighteen translation techniques, namely adaption, amplification (addition, paraphrase, explicit), borrowing (pure borrowing, naturalized borrowing), calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, particularization, reduction, substitution, transposition, and variation. The thing that must be highlighted is that translation techniques actually point to the actual steps taken by the translators in each textual micro-unit.

Adaptation technique is known as cultural adaptation technique. It is done by changing cultural elements in the source language with the cultural elements that resemble the target language or it can also be with the cultural elements that are more familiar with the target readers. Borrowing technique is carried out by borrowing some words or expression from the source language. This technique is divided into two, they are pure borrowing (without being adapted) and naturalized borrowing (it is done by adapting pronunciation and spelling in the target language). The Established equivalence technique is performed by using terms or expression that are familiar for the target readers (based on the dictionary or daily conversation). The Generalization technique is performed by using more general terms in the target language for the terms that are specific in the source language. The Amplification technique is carried out by adding linguistic elements in the target language. It is divided into three forms, they are addition, paraphrase and explicit. Modulation technique is used by changing the point of view, focus, or cognitive category related to the expression in the source language. The changing point of view can be lexical and structural. The Transposition technique is applied by changing the grammatical category. This technique is the same as

unit, structure and category shift. Variation technique is performed by changing linguistic element or paralinguistics that affect the semantic variation.

Meanwhile, Machali (2009) said that there are a few significant things in terms of technique: technique must be practical and techniques are applied for a particular task. It can cover all the practical tasks and it can also be developed through some training. Techniques mostly encompasses practical steps and problems solving. Hoed (2006:72) classified nine techniques used to translate a source language text into target language text, they are: transposition, modulation, descriptive, contextual conditioning, footnotes, phonological translation, official, no translation and cultural equivalent. Vinay and Darbernet (1958) found seven categories, borrowing, calque, literal, transposition, modulation and adaptation.

The techniques mentioned above are almost the same as translation strategy stated by Molina & Albir (2002), as a part of the translation process to solve all problems faced in translating a text. They consider that strategy is different from techniques. Techniques are used as a procedure to classify and analyse how the translation equivalence works. It means that these techniques are applied to analyse how the text of translation is translated by translators. Techniques are not used to solve the problem when translating a text although some terms used by them are the same as the techniques proposed by Molina & Albir, such as borrowing, transposition, modulation, literal, and so forth.

Sexist language

Sexist language is language that expresses bias in favour of one sex and thus treats the other sex in a discriminatory manner. In most cases the bias is in favour of men and against women (Magnusson, 2008). The existence of sexist language is due to sexism in society. As a social phenomenon, language is closely related to social attitudes. In the past, women are supposed to stay at home, remaining powerless and generally subordinate to man, whereas men are considered as the center, both in the family and society. In a word, for a long-time women have been looked on as “the weaker sex” in society. Even in English-speaking countries, which hold the claim that “everyone is created equal”, discrimination against women exists. Language simply reflects this social fact (Hilmioglu, 2015).

Sexist language can be indicated by the use of words. One example is illustrated from the use of generic pronouns such as ‘he’ (when used to refer to both males and females). Another example is visible from the choice of words ending in ‘ette’, used to refer to women (for instance ‘usherette’). More examples are shown by nouns referring to men and women e. g. ‘landlord and landlady’, ‘manager’ and ‘manageress’, the name we are given and those which are used for part of our bodies, and so on (Mills, 2008:10). Mills stated that the term sexism

is, however, used to categorise a set of stereotypical beliefs about women, which cannot be directly related to a certain set of linguistic usages of features.

Language is sexist because men have had the power to determine the meanings it encodes, and these meanings embody men's perceptions of reality rather than women's. In her own words: "Males, as the dominant group, have produced language, thought, and reality. Historically it has been the structures, the categories, and the meanings which have been invented by males" (Spender, 1998:98). Cameron (1998:11) claims that sexism in language is not just naming the world from a male perspective but a "multifaceted phenomenon, taking different forms in different representational practices, which have their own particular histories and characteristics". To her mind, what is sexist is how certain linguistic subsystems represent gender: generic masculine pronouns, feminine suffixes, etc. López and Morant (1995) maintains that language cannot be inherently sexist because it is an instrument to express thoughts, not an ideology. Men are considered to have power over women, as reflected in language.

According to Syuhada (2017), the positioning of women in society remains secondary, as women are negatively referred to as manipulators who use men to their own advantage, as depicted by the term 'Manizer' and 'boyfriend Cheater'. Further, males are recognised as breadwinners and females as caretakers of the family (Subakir, et al, 2012). Brannon (2004) stated that gender stereotyping refers to the assignment of features to an individual based on the individual belonging to a certain gender. Gender stereotyping consists of beliefs, about the psychological traits and features, as well as the activities appropriate to men and women. The understanding of language and gender can develop into the understanding of sexist language.

Sexist language may also refer to sex bias. This can be seen from the use of "he" and "man" to refer to everyone (Lee, 2007). Sexist language can be defined as the existence of bias in favour of a particular sex. Sexism is manifested most in language. The use of language that expresses bias in favour of one sex and in the process treating the other sex in discriminatory fashion is sexist (Jenjekwa et al, 2013).

However, sexists generally diminish women, as stated by Dar (2012) that in most societies, it is commonly shown in behaviours that depict males as superiors to females. Lei (2006) states that sexist language is language that expresses bias in favour of one sex and thus treats the other sex in a discriminatory manner. In most cases the bias is in favour of men \ and diminishes women. Nguyen (2016) stated that sexism in life varies in forma and is present at different levels. It is probably most readily associated with economic issues, such as equal pay for equal work.

To ease the classification, the researchers focus on the sexist language features proposed by Thomas & Wareing (2003:78). They stated that there are six features of sexist language, namely 1) Symmetry and asymmetry, 2) unmarked and marked terms, 3) semantic derogation, 4) sexism in discourse, 5) direct insult and 6) sexism against men.

An example of symmetry term is the use of titles of woman as Miss/Mrs/Ms and man as Mr. It can be identified that an adult male can be assumed to use the title Mr. before his family name, unless he has another title such as *Dr* or *Judge*. However, an adult woman (who does not use another title) may use one of three titles: Miss, Mrs. Ms. Thus, any woman who gives her preferred titles on a form is revealing far more information about herself than a man does. Miss reveals that she is unmarried, Mrs. indicates that she is married, Ms was introduced to end the inequality in the system, but instead you could say that the inequality has increased. Unmarked and marked terms are still asymmetrical but it takes specific forms, for examples the words waiter and waitress, host and hostess, actor and actress. Semantic derogation is the process of words which refer to women acquiring demeaning or sexual connotations that has been termed semantic derogation, for example, gentleman and lord lady, master and mistress, Sir and madam, bachelor and spinster. Sexism in discourse is located not only in specific words but also in the discourse, that is, by meaning created in whole utterance or sentence, or a longer text. The last is sexism that diminishes men. Some examples that show sexism towards males are HRT (Husband Replacement Therapy), Wrinkle picker, Joy boy, Mantress, Booster Rooster, womanizer and so on.

Little Men Novel

This American novel was written by Loisa May Alcott, first published in 1871. This novel reprises characters from the *Little Women* novel. It tells about the story of Jo Bhaer and the children at Plumfield Estate School. It was inspired by the death of Alcott's brother-in-law. The school did not run on conventional lines. All the children have their own gardens and their own pets and are encouraged to experiment with running a business. The conversation among the characters consist of some sexist language, as well as in its narrative text.

Methods

Research Approach

In this study a corpus consisting of 183 sexist phrases collected from Loisa May Alcott's *Little Men* novel and their translations were analyzed using a content analysis design and a qualitative approach. The original English sexist language were matched with the equivalent words, phrases, or sentences in the Indonesian translations. Content analysis was used because the object of investigation was data of sexist language taken from novel (Krippendorff, 1985). In addition, this study was qualitative in nature because the data

involved words, phrases, and sentences together with identified relationships among them that infer meaning (Spradley, 1980). It is also a product-oriented research, since it investigates objective aspects (literary work product), and effective aspects (response to literary work). It does not delve into the translators' cognitive processes while performing tasks.

This study examined the *Little Men* novel by Loisa May Alcott (1871) that has been translated into Indonesian by two translators with different genders: Mutia Dharma, the female translator in 2011 and Djokolelono, the male translator in 2015. This classic novel was written in 1871. The *Little Men* novel was awarded the Pulitzer Prize for Fiction in 2006. Therefore, it is worth being analysed.

Participants

The participants in this study comprised 8 people involved in a focus group discussion (FGD) to analyze the sexist language, the translation techniques applied, and the translation quality. Three participants were experts of gender and translation studies and five participants are expert of linguistics and translation. All of the participants are lecturers in translation studies as well as professional translators.

The data of sexist language was evaluated by three members who are experts of gender and translation. The translations were evaluated by five members focused on assessing the quality of the Indonesian translation of the novels. The participants were selected using purposive sampling techniques (Santosa, 2017), the criteria relied on the expertise and authority of the participants. The participants were invited to participate in the FGD process in order to derive a consensus for the data of sexist language, the assessment of the translation techniques applied and the translating quality of sexist language. Of the 8 participants, 3 held doctorate degrees, while the remaining five had master's degrees.

All data of sexist language translated into Indonesian was evaluated using translation techniques that affect their translation qualities. The result from the assessment process carried out by the experts in focus group discussions were arranged to confirm the analysis results.

Data and Source of Data

The primary data for this study comprised a corpus of sexist language taken from *Little Men* and its two different versions of translation. The linguistic data of this study therefore came from the sexist language in the original novel written in English and in Indonesian translations. The data was in the form of words, phrases, and sentences. Accordingly, the

source of data for this study was *Little Men* written in English and 2 translated novels in Indonesian. The first translation was done by Mutia Dharma (2011) published by Serambi Ilmu Semesta. The second translation was translated by Djokolelono (2015) published by Gramedia Pustaka Utama.

Little Men is written by American author named Louisa May Alcott, first published in 1871. The novel tells the story of Jo Bhaer and the orphan boys filling the informal school at Plumfield. The story of this novel has been adapted to into a 1934 film, a 1940 film, a television series, and a Japanese animated television series.

Data Collection Procedures

The data for this research was collected from *Little Men* written in English and two Indonesian translation novels with the same title. Sexist language was first identified in the English novel. The data was recorded in terms of the words, phrases, and sentences in the original English version and their equivalents in the Indonesian versions. First, the researcher collected sexist language data then matched it with the Indonesian translation versions. Three members of FGD evaluated the data and the quality of the translations. The other five members evaluated the readability, accuracy, and acceptability of each translated expression, allowing the entire data set of 183 sexist phrases to be judged for their translation quality. Finally, the researcher and the member of FGD have evaluated the sexist language in the novel and determined the technique that had been used to convey the meaning of the sexist language into the Indonesian versions.

Data Analysis Techniques

This research employed domain analysis, taxonomy analysis, componential analysis, and thematic analysis (Spradley, 1980). Prior to the analysis, the sexist language was coded as words, phrases, and sentences. In the domain analysis, all data was classified in general categories whose domains were similar. In the taxonomy analysis, each domain was supplied with indicators from which the relevant translation techniques were identified. The componential analysis was used to link and infer each taxonomy in the domain with how a translation technique was applied. Finally, thematic analysis was used to determine each translation technique being analyzed, the sample of evidence for the data the translator used, and the quality of the translation product.

Each datum of the sexist language in this study was first evaluated in Source Language and Target Language in the forms of word, phrase, and sentence. Sexist language obtained in the original novel was matched to Indonesian translation novels. Moreover, each data was

identified the translation technique being used by the translators. This way, each original terms or expressions in English was identified and elaboration into words, phrase, and sentences. In each level of translation, we analyzed what techniques were applied to transfer the meaning. In this section, assessment of the translation quality was also confirmed with its accuracy, readability, and acceptability. Along with the assessment, results of evaluation from the experts in the FGD were arranged to confirm the results of analysis.

Findings

Kinds of Sexist Language in Little Men Novel

This study identified 183 data of sexist language found in the *Little Men* novel, and classified into six kinds of sexist language: asymmetry, symmetry, marked terms, direct insult, semantic derogation, and sexism in discourse.

Asymmetry

Asymmetry in sexist language means that words, phrases, or clauses have special meaning only referred to a specific gender or that cannot be used generically, as exemplified below:

He said, "Thank you ma'am," instead; and said it so gratefully that Mrs. Bhaer's eyes grew soft again, ... (p.10)

The word *Mrs* is asymmetry as the tittle is used only for a married woman, giving more information about marital status of the woman.

Symmetry

Symmetry in sexist language means that words, phrases or clauses have social meaning referring to both men and women. For men, *Mr.* refers to a symmetry, however, it does not determine his marital status. Usually, it is used to show respect for men. This study found 60 data points, among others: *mankind, freshmen, businessman, foreman, men, fish-man, stablemen*, etc. The following is the example of the usage of symmetry in a sentence.

*Just now, she regarded all **mankind** as her enemy. (p. 62)*

The word *mankind* is symmetry because it can be used to refer to men and women.

Marked Terms

The third sexist language is marked terms. Marked terms are terms related to women or men. They usually refer to professions that are carried out by adding -ess, such as host becomes hostess, actor becomes actress, etc. The following is an example of marked terms showing sexist language in a sentence.

*Daisy beamed upon her company like the weary, warm, but **hostess** so often to be seen at larger tables than this.* (p. 51)

The word *hostess* tends to refer to a profession of women. The word *hostess* is from *host* that is defined as a man who receives guests (Longman Dictionary, 1978). The word *hostess* originates from the word *host* by adding -ess. Hence, *hostess* refers to the profession of women and gives femininity for the job of receiving guests.

Direct Insult

The fourth sexist language is direct insult. It can be spoken directly for women and also for men. In this novel, there are five sexist languages referring to men. They are turkey-cock, wild beast, brutes, molly-coddles and game-cock. The following is an example of the usage in a sentence.

*“They were a fine set of **brutes**; but we have learned somethings since then”*(p. 91)

Brutes is typically used as a reference to an animal being cruel, or very strong, or even an unfortunate animal. *Brute* sometimes refers to men being humorous rough, cruel, insensitive or bad-mannered cited from Longman Dictionary, 1978. In the novel, the researcher did not find a direct insult referring to women.

Semantic Derogation

The fifth form of sexist language is semantic derogation. This term usually refers to women whose meaning has a negative or sexual connotation. There is a word found in *Little Men* ‘*mistress*’, and it is used two times referring to women.

*The master and the **mistress** of the house cleared the table with appetites that everyone might envy them.* (p. 51)

The word ‘mistress’ tends to give a negative connotation to women, but no similar term is used for men. The word ‘master’ in the sentence has a positive connotation.

Sexism in Discourse

The last sexist language based on its features is ‘sexism in discourse’. Two findings are as follows:

They say, " Girls cannot play football". (p. 42) and

"Boys always tease their sisters"; Tom says so. (p. 88).

Sexist language in the form of clauses was also found. The first example is sexist because both males and females can play football. In the second example, both males and females always tease their sisters.

The Translation Techniques

This study identified 14 different techniques used by male and female translators. The techniques are shown in table 1.

Table 1: Findings of Translation Techniques in The Novel (male and female translators)

Number	Techniques of Translation	Number of data (male)	Percentage (male)	Number of data (Female)	Percentage (Female)
1	Pure borrowing	77	38 %	01	0.6%
2	Generalization	45	22 %	42	22 %
3	Established equivalence	43	21 %	43	23%
4	Explicit (part of amplification)	11	5.4 %	01	0.6%
5	Modulation	08	05 %	05	03 %
6	Adaptation	07	03 %	86	45 %
7	Implicit	05	2.5 %	02	01 %
8	Deletion (part of reduction)	05	2.5 %	03	1.6 %
9	Discursive creation	02	01 %	01	0.5 %
10	Particularization	01	0.6 %	02	01 %
11	Description	-	-	01	0.5 %
12	Addition	-	-	01	0.5 %

13	Literal	-	-	01	0.5 %
14	Variation	-	-	01	0.5 %
Total		204	100%	190	100 %

As table 1 suggests, the female translator applied more varied translation techniques than the male translator. She applied 14 techniques in translating the sexist language, while the male translator only applied 10 techniques. However, it does not mean that the female translator is superior to the male translator. Both translators applied the same techniques which are pure borrowing, established equivalence, generalisation, adaptation, discursive creation, modulation, explicit, implicit, particularisation, description and deletion (a part of reduction). Meanwhile, there are four techniques only applied by the female translator which are description, addition, literal and variation. Those techniques are only applied once by her.

Below are some examples of the usage of translation techniques applied in the *Little Men*. The techniques applied are more than data points, male (204) and female translator (190), because each datum of sexist language can be in the form of words, phrases, and clauses/sentences. If the data in the forms of phrases or clauses, the techniques applied must be more than one depending on how many words that exist in phrases or sentences.

Datum number 107 translated by female translator.

SL: And **Mrs.** Jo to look after him with tears in their eyes. (p. 69)

TL: *Dan Mrs. Jo yang memandangnya dengan mata berkaca-kaca.*(p. 133)

Datum number 107 showed that the sexist language Mrs. is translated into Mrs. It is translated using pure borrowing. There is no change in the source language and also in the target language. This technique is applied only once by the female translator and 77 times by the male translator. However, the female translator applied 86 times for adaptation techniques whereas the male translator only applied 7 times. The following is the example of the adaptation technique applied by the female translator in datum number 105.

Datum number 105

SL: He heard **Mrs.** Bhaer say pleadingly. (p. 69)

TL: *Dia mendengar Bu Bhaer berkata memohon.* (p. 132)

The word *Mrs.* in datum 105 is translated into *Bu* (a woman who has gotten married). The word *Mrs.* is not retained; it is adapted to the target language to make the readers familiar with the term in the target language. This is one of 86 data points translated by the female

translator using the adaptation technique. In addition, it can be suggested that the female translator tends to apply the adaptation technique rather than pure borrowing.

Furthermore, the male translator tends to apply pure borrowing techniques rather than adaptation. The following shows examples of pure borrowing and adaptation techniques applied by the male translator.

SL: **Miss** Smith sailed up an old secretary which stood in the room, threw back the lid of the writing-desk... (p. 87)

TL: *Miss Smith meluncur kemeja tulis berbentuk cabinet di ruang itu.* (p. 165)

The examples show that the word Miss is translated into Miss (unmarried woman). The translation technique applied is pure borrowing. Meanwhile in other datum, the male translator, also applied the adaptation technique.

SL: Asia had scrawled, "For **Missy**'s lunch, if her cooking does not turn out well. (p. 51)

TL: *Surat dari Asia, "Untuk **Nona**, kalua masakannya tidak berhasil".* (p. 96)

From the example above, it can be identified that the word *Missy* is translated into *Nona*. It can be identified that the technique applied is adaptation.

From the examples above, it can be analysed that the frequency of the usage for pure borrowing and adaptation applied by both translators can affect the quality of the translation. The female translator attempts to make the target readers understand very well by reading the words adapted to the target language, whereas the male translator considered that the target readers are familiar with sexist language in the source language. The next examples outline four techniques that are only applied by the female translator. They are description, addition, literal and variation.

SL: When sick or in trouble, they instinctively turned to Mrs. Jo, while the little ones made her their **mother-confessor** on all occasions.(p. 29)

TL: *Saat sakit atau mengalami kesulitan, secara alami mereka berpaling pada Nyonya Jo, smentara anak-anak yang lebih kecil menjadikannya **ibu sekaligus tempat mengadu** pada berbagai kesempatan.* (p. 50)

SL: When sick or in trouble, they instinctively turned to Mrs. Jo, while the little ones made her their **mother-confessor** on all occasions.(p. 29)

TL: *Tapi saat sakit atau mereka mendapat kesulitan, mereka secara alami mengandalkan*

Mrs. Bhaer. Anak-anak kecil berbeda. Untuk segala hal mereka lebih suka mendatangi Mrs. Bhaer. (p. 53)

From the examples above, the word mother-confessor was translated into *ibu sekaligus tempat mengadu* (mother with full affection) by the female translator and Mrs. Bhaer by the male translator. The techniques applied are different; the female translator applied description, but the male translator applied amplification.

SL: "Say that again, will you" and Tommy bristled up like an angry **turkey-cock**.(p. 58)

TL: "*Ngomong lagi kalau berani!*" kata Tommy dan berdiri tegak seperti **ayam kalkun yang marah**.(p. 111)

SL: "Say that again, will you" and Tommy bristled up like an angry **turkey-cock**.(p. 58).

TL: "*Coba ngomong lagi!*" Tommy meradang seperti **ayam jago siap meradang**. (p. 110)

From the examples above, it can be identified that the female translator translated turkey-cock into *ayam kalkun* (chicken from Turkey) using the literal technique, whereas the male translated it into *ayam jago* (rooster) using the adaptation technique.

SL: "Boys always tease their sisters, Tom saysso". (p. 88)

TL: "*Anak laki-laki **kan** selalu mengganggu adik-adik perempuan mereka, Tom bilang begitu.*".

SL: "Boys always tease their sisters, Tom saysso". (p. 88)

TL: "*Anak-anak laki-laki selalu mengganggu saudara perempuannya, begitu kata Tom.*"(p. 168).

From the example above, it can be seen that there is an addition **kan** in the target language to strengthen the expression of the speaker that was translated by the female translator, whereas the male translator did not. The female translator applied addition technique (a part of amplification) while the male translator did not.

SL: "They say girls can't **play** football". (p. 42)

TL: "*Mereka bilang anak perempuan tidak bisa **main** bola*". (p. 79).

SL: “They say girls can’t **play** football”. (p. 42)

TL: “Kata mereka perempuan tidak bias **bermain** sepak bola.”(p. 81)

From the examples above, it can be identified that the word *play* as a part of sexism in discourse, was translated into *main* by the female translator using the variation technique, whereas the male translator translated the word *play* into *bermain* using the established equivalence technique. The techniques applied by the translators can affect the quality of the translation. It was discovered that each technique can have the same or sometimes different patterns for the quality of translation.

Discussion

This study shows that sexist phrases appear as evidence that indicates male and female translators do work in adherence to their ideology on gender and sex perspectives. In the translation techniques, sexist languages manifested in the translation indicates that language is truly sexist and the way male and female translators use translation techniques indicate the sexist language.

This evidence shows that *asymmetry* is mostly used, followed by *symmetry*, *marked terms*, *direct insult* and the last being *sexism in discourse*. The usage of *Mrs.* and *Miss* is very dominant, showing that these words are used and seen similarly in the place of the authors’ lives. Even though it is acceptable, the use of the terms is considered as sexist language. The terms can inform readers about the status of the women, whether they are married or not. It will be different from the usage of the term *Mr.* The term *Mr.* does not give information about whether a man is married or not. It is not fair for women. Hence, the terms of *Mrs.* and *Miss* are sexist. All semantic derogations are found against women, e.g., *mistress*, *spinster* and so forth. It can be identified that most of the sexist language especially semantic derogations is used to diminish women, as proven by Park and Robertson (2000), that sexist language can have harmful effects on both women and men-but more on women. The result of the research also shows that most of the sexist language features found in the novel diminishes women. It cannot be separated from the setting and also the author’s country. It is known that the setting of the novel is in America, as well as the author’s location, where the society still holds the patriarchal tradition. The inequality of gender really occurs there.

The techniques of translation that are mostly applied by both translators (male and female) are the same. They are, established equivalence and generalisation. Pure borrowing and adaptation are different from each other. The male translator tended to apply pure borrowing, while the female translator tended to apply adaptation. As outlined during the discussion with the raters, an established equivalence has a high accuracy while generalisation has a medium

accuracy, e.g., the word *maid* is translated using generalisation into *pelayan* (male or female servant) and translated into *pelayan wanita/perempuan* (female servant) using established equivalence. The word *Mrs.* is translated into *Mrs.* using pure borrowing and translated into *nyonya*, using adaptation. From the examples, it can be suggested that that the techniques applied by both translators can affect the quality of their translation.

Evidence shows that the techniques applied by male and female translators are significantly different, especially pure borrowing and adaptation. Both male and female translators have different kinds of techniques applied, as well as a different frequency of the usage. Therefore, each technique and frequency of the usage can affect the quality of the translation. The technique of pure borrowing is applied by the male translator 77 times, and adaptation applied only once by the female translator; furthermore, is applied by the male translator 7 times but by the female translator 86 times. Pure borrowing technique has a high accuracy, the same as adaptation technique. Pure borrowing has high acceptability, whereas adaptation has high acceptability. Regarding readability, pure borrowing has medium readability whereas the adaptation has high readability. However, Silalahi (2009) found that pure borrowing has a higher quality for accuracy, acceptability and readability. In addition, the frequency of use of pure borrowing and adaptation techniques is significantly different. In addition, the translation of sexist language by the female translator has a higher quality than that of the male. It indicates that the female translator is not influenced by her gender in translating the sexist language, because most of the sexist languages diminish women. She is not influenced by the ideology of feminists, in which they tend to intervene their translation from the gender discrimination that can affect the quality of translation (Yang, 2014 and Simon, 2005).

Conclusion and Implications

The objectives of this study are to see sexist language features and translation techniques used in the novel *The Little Men*. In summary, our results show that the male translator is not superior than the female author. Specifically, features of sexist language do exist in terms of translation products where both male and female works. Six features of translation whose sexist languages appear are: asymmetry, symmetry, marked terms, direct insult, semantic derogation and 'sexism in discourse'. Asymmetry is the most dominant, it means that most of words were expressed unequally by either gender. The findings show that the male translator applied fewer techniques than female one. In addition, some translation techniques were applied by the male translator but not applied by the female translator. Both translators applied established equivalence dominantly to show that they try to translate the sexist languages as accurately as possible. However, the female translator mostly tended to apply adaptation technique as identified that the female translator considered that the target readers are more familiar with the target language. In addition, the male translator mostly applied



borrowing, to consider that the target readers are more familiar with the existing source language. The usage of the techniques affects the quality of translation indicating the female translator produced a better translation quality. The female translator still retains the translation quality, although the sexist language tends to diminish women.

It is helpful to understand sexist language. It foregrounds the representation of both sexes and genders in society. Either sexes or genders, regardless their innate nature, can appear in either a similar or different fashion in terms of power, nature and rights

The theoretical implication of this research is that sexism always has a close relation with language, the users and also with its translators. Without having good understanding of the source and target language, a translator will find it difficult to understand a text containing sexism. Practically, this research can inspire future translators to use genetic factor (translator) during translating of text by interviewing the translator to find out the reason she/he has such translations. Expressions of sexism are valuable in the form of terms, words, phrases and clauses with semantic derogation, use of life and syntactic asymmetry parameter. Future research can also be carried out by taking different sources of the data like film and drama.

The novel also inspires the readers that being a woman must not be weak. Women have to be independent and enjoyable to run their life. The condition forces the women to be tough though they are feminine and motherly; they are strong enough to care for their family.



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