

TRANSLATION METHODS IN CHILDREN STORYBOOK “FUTURISTIC TALES”

BY ARLEEN A AND ITS ACCURACY LEVEL OF TRANSLATION

THESIS



By

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P O N O R O G O

ABSTRACT

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Keyword: *Translation, Translation Method, Accuracy Level*

The translation is a significant activity in the modern world where people need a bridge to communicate to each other. As it is known, that there are many languages in the world and translation is the most important role in terms of communication because translation can help people who cannot understand foreign language to be able to understand the language. That's why translation becomes a significant activity in the modern world. Translation mean renders meaning to another language.

In this research, the researcher solved the statements of the problems as follow: 1) What are the translation methods used in children bilingual storybook entitled Futuristic Tales by Arleen A? 2) How is the quality of accuracy level of translation in children bilingual storybook entitle Futuristic Tales by Arleen A?

This research implements descriptive qualitative research as design. In this research the data were analyzed through data collection, data reduction, data display, and drawing conclusion. The data were gotten from children bilingual storybook “Futuristic Tales” by Arleen A. and the sheet of data accuracy and inaccuracy indicator.

The findings clarified that: 1) The most translation method used in translating is literal translation because it most suitable to make easier the reader especially children to understood the meaning of the storybook. It can be frequently as 96 data founded as literal method, word for word is frequently using 62, free translation method is frequently using 27, and semantic translation method is frequently using only 8 and 2) the accuracy level of translation is accurate. It is calculated 99.8% data are accurate. Literal translation method has the highest proof of accurate translation (49.9%) while others show less frequently of accurate translation: word for word translation (35.1%) and free translation (12.3%), and semantic translation show innacurate level of translation. Then, the researcher concluded that this bilingual children's storybook entitled “Futuristic Tales” by Arleen A is accurate since the frequency of accurate level of translation a text is more than 50%.





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CHAPTER I

INTRODUCTION

A. Background of the Study

The translation is a significant activity in the modern world where people need a bridge to communicate with each other. As it is known, there are many languages in the world, and translation is the most important role in terms of communication because translation can help people who cannot understand a foreign language to understand the language. That's why translation has become a significant activity in the modern world.

Translation means it renders the meaning of a text into another language that the author intended the text¹. Brisling also said translation is a general term that refers to transferring thoughts and ideas from a source language to a target language, whether or not the language has an orthographic standard². As far as the researcher is concerned, there are eight translation methods offered by Peter Newmark: word for word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation.³

Furthermore, several types of methods also applied in translating Arleen book, in Stanley, the housekeeping robot, such: They never forgot to charge him or to oil his joints. And Emily, the daughter, always invited to her parties. *Mereka tidak pernah lupa mengisi listriknya atau memberinya pelumas. Dan Emily, selalu mengundangnya ke pesta minum*⁴. In this case, the translator used the literal translation method to translate this sentence.

Those methods are applied in translating text to enrich readability, acceptability and accuracy. As expressed by Nerudova that translation has always been connected with the notion of quality, and it became another challenge⁵. The challenge for the translator itself is

¹ Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1987), 5.

² R. W. Brislin, *Translation: Application and Research* (New York: Gardner Press Inc, 1986), 1

³ Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1987), 45-47.

⁴ Arleen A, *futuristic Tales Collection, Bilingual Book* (Jakarta: PT Buana Ilmu Populer, 2011), 3

⁵ Nerudove, L. *Quality of translation: approaches and field survey*. (Czech Republic: Masaryk University, 2012), 8.

not only about transferring the meaning from the source language (SL) to the target language (TT). Much consideration must be taken to obtain a translation of a certain quality.⁶

Translation acceptability must also be by the target reader, especially children. The language used in translating a text must be suitable for children because it can help them learn English earlier. According to Cermakova in Reza Anis thesis, first, translators must pay attention to the linguistic abilities of children at a certain age, not only to translate how or what is meant by the source language but also to provide clarity about the explanation of why the text writer uses language and arranges sentences as they are written in source-language text. Second is the simplicity of both narrative form and content, the narrative form of stories with uncomplicated and easy-to-understand plots⁷.

As one of previous research findings by Maisa. She argued that the writer of the children story “Lila, The clumsy witch” used more techniques of translation that focused on Source language, and they were translated by using the word-for-word method, literal translation, and free translation⁸.

Based on the explanation above, the researcher chooses this storybook as the object of the research because this storybook contains much moral value for children. This bilingual book also helps the children to learn a foreign language and develop early literacy skills.

In this story, the writer presents exciting things that can enrich a children’s imagination to develop and teach good things to the children. The difference is if the most-read stories are fairy tales that tell about the past in a kingdom in the middle of nowhere. The author of this storybook invites children to imagine how life on earth would be when technology became more sophisticated⁹.

⁶ Yola Savitri, *An Analysis od Students’ Tranlation Quality (Accuracy, Readability and Acceptability) in Translating an Informative Text Entitle YSEALI to Indonesia* (Bandar Lampung: University of Lampung), 2.

⁷ Reza Anis Maulidya, *Translation Acceptability of Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih*. (Thesis, UIN Syarif Hidayatullah Jakrta, 2019), 2-3.

⁸ Maisa, *The Analysis od Translation Technique od Children Story: “Lila, The Clumsy Witch”*. *Journal of English Language and Learning*, 4 (Mei, 2014), 1.

⁹ Ila Rizky : *[Resensi Buku] Kumpulan Dongeng Futuristik by Arleen A*, (Online), (<https://resensi.ilarizky.com/2014/03/resensi-buku-kumpulan-dongeng.html>), diakses 24 Juni 2021).

This storybook is bilingual language, English, and Indonesian language. The translation method applied in this storybook makes the researcher curious to research it. The researcher believes the translation method used in this storybook can help learners learn English and maybe a reference for further research. By understanding the translation method used in translating children's storybooks, the researcher can learn how to translate, which is acceptable in translating a storybook that is suitable for children.

In this research, the researcher wanted to use the Peter Newmark method to determine the translation method used in translating this storybook written by Arleen. The researcher intended to use this theory because it presented more completed translation methods than others. Those translation methods were also used to analyze the students' translations work of the sixth semester of the English Educational Department at UIN Alaudin Makassar. In her research, five students only used a free translation. One used three methods in translating the word by word method, the free translation method, and the communicative method. One student uses the communicative and word-by-word methods. One student uses the free translation method and *harfiah* translation method in translating method¹⁰.

Furthermore, Lita Karina also used this method to analyze translation strategies found in New Moon into *Dua Cinta* by Monica Dwi Chresnayani. She found: 1) addition 33,8%, 2) adoption 28,0%, 3) deletion 35,5%, and 4) adaptation 2,9% (Lita Karina: 2018). The last is from Nafia Dewi Nurhanifah in analyzing English-Indonesian Translation methods in product' label. She found free translation 22%, communicative 20%, literally 14,7%, faithful 14,7%, word-for-word 6% and idiomatic 0,7%¹¹.

Based on the explanation above, the researcher analyzed the translation method and the accuracy level of translation acceptability of bilingual children storybook. So, the researcher

¹⁰ Herti Hidha Astria, "An Analysis of Translation Method Used by Student at the Sixth Semester of English Education Department UIN Alauddin Makassar," (Thesis, Makassar, 2017), 37-38.

¹¹ Nafia Dewi Nurhanifah, "An Analysis of English-Indonesia Translation Methods in Products' Label," (Article, Surakarta, 2019), 10.

decided to conduct the research entitled “**Translation Method used in Children Storybook “Futuristic Tales” by Arleen A.**”

B. Statements of the Problem

Based on the background above, the researcher formulates the research problem as follow:

1. What are the translation methods used in the children bilingual storybook entitled Futuristic Tales by Arleen A?
2. How is the quality of accuracy level of translation in children bilingual storybook entitle Futuristic Tales by Arleen A?

C. Objectives of the Study

Concerning the statement of the problems, this study has some objectives as a following:

1. To identify the translation methods used in children bilingual storybook entitled Futuristic Tales by Arleen A
2. To determine the quality of accuracy level of translation in bilingual children’s story book entitled Futuristic Tales by Arleen A.

D. Significances of the Study

The result of this research highly expected to carry out some significances of teaching and learning translation as follow:

1. Theoretically Significance

This research expects to contribute ideas in developing translation theories, especially in learning translation courses and teaching English as a foreign language for children.

2. Practical significance

a. For the students

Students are expected to be good translators and be able to translate Indonesian into English or English to Indonesian.

b. For the lectures

This research is expected can help to be an additional reference guide to the students in increasing their students' ability in translating courses.

c. For the other researcher

The results of this research are expected for additional references for further studies in the future.

E. Previous Research Finding

Nowadays, researching children stories for education is not something new. Some researchers analyzed the book to observe the language culture, values, and translation, even for educational purposes. Here, the researcher finds some previous related studies with this research.

The first is a journal from Dwi Inayati L. and Setyo Pasiyanto Cahyo, entitled "Method of Translating the children story of "Woody Looked for a Friend" into "Woody Mencari Teman" in a bilingual book by Arleen A". Dwi Inayati and Setyo Prasiyanto journal aim to explain the translation methods used by the translator in translating the children story of "Woody Looked for a Friend" into "Woody Mencari Teman" in Bilingual Book by Arleen A, different from the researcher now is trying to analyze the translation method used by the translator in translating "Futuristic Tales" in a bilingual book by Arleen A and its accuracy level of translation. Dwi Inayati and Setyo Pasiyanto's journal has the same interest in the translation methods in children bilingual book as the researcher. The result of Dwi Inayati and Setyo Pasiyanto's journal was found that the most frequently used translation method was literal translation to preserve and translate the words singly with their most common

meaning out of context. The result of her research was there found translation methods applied in translating this book; such as 5 semantic translations, 4 faithful translations, and 3 communicative translations.¹²

The second is a Journal from Maisa, entitled "The Analysis of Translation Technique of Children Story: "Lila, The Clumsy Witch"". In Maisa's paper, the researcher tried to analyze the translation technique used by P Francis Rhien in translating children story written by Amelia Kurniawati¹³, while the researcher now is trying to analyze the translation methods used in the children storybook "Futuristic Tales" by Arleen A. The result of Maisa research is that the translator is more focused on source language by using word for word translation 19.3%, Literal translation 61.5%, and free translation 19.3%. The conclusion of Maisa's research is the translator of the book focused on the source language because that method is easier to translate text from English to Indonesian.

The third is a thesis from Reza Anis Maulidya., entitled "Translation Acceptability of Bilingual Children Storybook: *The Story of Bawang Merah and Bawang Putih*". Reza Anis tried to find out translation acceptability of the bilingual children's storybook applied in *The Story of Bawang Merah and Bawang Putih* by using a qualitative descriptive method that conducted a survey of 9-10 year old LBPP LIA Cengkareng students. The result of her research is acceptable, but still requires one complex-compound sentence which is not suitable for children because it provides natural and acceptable translated text for children¹⁴. Reza Anis' research has the same interest in researching bilingual children storybook with the researcher, and the difference from her research is the source of data taken. The research focuses on the accuracy level of translation in bilingual children storybook entitled "Futuristic Tales" by Arleen A.

¹² Dwi Inayati L. , "Method of Translating the children story of "Wood Looked for A Friend" into "Woody Mencari Teman" in Bilingual book by Arleen A.", (Journal, UNIDUS, Semarang, 2014), 1.

¹³ Maisa, "The Analysis of Translation Technique of Children Story: "Lila, The Clumsy Witch"", *Journal of English Language and Learning*, 2, (Mei, 2014), 1-2.

¹⁴ Reza Anis Maulidya "Translation Acceptability of Bilingual Children Storybook: *The Story of Bawang Merah and Bawang Putih*," (Thesis, UIN, Jakarta, 2019), 2.

Based on the finding above, the researcher concludes that there are several researches that are curious about translation techniques applied in bilingual children storybooks.

Hence, there is a similarity of this research with the previous research findings that research variables consist of translation. The difference between this research and previous research findings has explained many translation techniques in translation bilingual children storybook. However, there is none of them analyze the accuracy level of translation on translating children bilingual storybook. This research aims to analyze what kinds of translation methods are used in the children storybook “Futuristic Tales” by Arleen A and the quality of translation acceptability in it.

F. Research Methods

This part consists of research methods which include the research approach, data and source of data, data collection techniques, and data analysis technique. This research focuses on translation methods and translation quality.

1. Research Approach

In this research, the researcher using library research with a descriptive analysis approach. This research categorized library research because in this research there are some characteristics of qualitative research, including (a) data in the form of natural documents, (b) the researcher as an instrument, the key in collecting data and interpreting data, (c) data analysis is done inductively, and (d) meaning is essential and the primary concern of researchers. *As Amir Hamzah said in his book, library research is qualitative research, working at an analytic level and having an emic perspective, namely obtaining data not based on the researchers’ perceptions but based on conceptual and theoretical facts¹⁵.*

This research is based on children story book entitled “Futuristic Tales” by Arleen A.

This research is designed by formulating the problem, collecting the data from the story

¹⁵ Amir Hamzah, et. al. *Metode Penelitian Keperpustakaan Library Research*, (Malang: Literasi Nusantara, 2020), 9.

book, analyzing the data, and drawing the conclusion. The researcher identifies the translation method used to translate this book and determines the accuracy level of translation. The accuracy of translation quality was taken from four indicators based on Lason; there are omission, addition, different meaning and zero meaning.

Regarding the criteria for evaluating the translation results, Albir in Rudi Hartono proposes four basic principles that must be observed:

- a. The evaluator must be faithful to the established criteria and must be aware of the existing criteria.
- b. The assessment criteria depend on the context and assessment function; it must be considered why, for what, and for whom the assessment was carried out.
- c. The object of assessment. In this case, the appraiser must be considered what he should evaluate and what he can evaluate.
- d. The evaluator of translation should consider some indicators then; they are able to recognize what is being evaluated to prove the competence¹⁶.

2. Data and Source of Data

Robert C. Bogdan states that data refers to raw materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis, such as photographs, documents, newspaper, article etc.¹⁷. In this research, the data are in the form of quotes, phrase, or sentences contained in the bilingual storybook entitled *Futuristic Tales* by Arleen A.

Based on the explanation above in this research, the data source was categorized into two classes. They were primary and secondary data.

¹⁶ Hartono, Rudi. *Pengantar Ilmu Menerjemah: A Handbook of Translators*, (Semarang: Cipta Prima Nusantara, 2017), 56.

¹⁷ C. Robert, K. Sari. *Qualitative Research for Education: An Intorduction to Theory and Methods*, (Boston: Allyn and Bacon, Inc, 1982), 73.

a. Primary Data Source

Lofland and Lofland said in Lexy Moleong, primary source data in the qualitative study are words and actions and additional data such as documents¹⁸. In this research, the primary data source was taken from the children story book entitled “Futuristic Tales” written by Arleen A. it was published in 2011 by PT. Buana Ilmu Populer Jakarta. The source data analyzed is the first chapter till the fifth chapter in this book. The book was chosen because it was a bilingual English-Indonesia languages’ children story book which also provides the illustration on each page.

b. Secondary Data Source

Secondary data sources are additional material from the source book, a scientific magazine, archives, personal documents and official documents¹⁹. Secondary data sources can help researchers analyze and discuss this research, such as books related to the translation model. Based on the explanation, the secondary data source in this research were books related to translation method, translation characteristics, and material used by translator to translate and grade the translation level of a story book or novel, such as a text of translation and translation studies.

3. Data Collection Technique

In conducting the research, the researcher used a documentary technique to collect the data by getting the data from the bilingual reading storybook by Arleen A and from the validator the accuracy of the translation result. Prof. Dr Sugiono said documentary techniques could be in writings, pictures, or monumental works of the person²⁰. Documentary techniques in this study were carried out on words, phrases,

¹⁸ Moleong, Lexy, *J. Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2001), 157.

¹⁹ Ibid.

²⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), 329.

clauses, and translation methods. In this research, the researcher took some documentation such as translation methods used in this book and translation accuracy level results to help the researcher provide proof data.

In this study, the researcher needs to take steps to collect data as follows:

- a. The researcher reading and understood the bilingual storybook. It means understanding the meaning of the return that is in the data source.
- b. The researcher makes a mark and writes the words, phrases, clauses, or sentences containing the translation method.
- c. The researcher gave the validator data card of accuracy in assessing the accuracy level of translation; it provides a general view of the accurate or inaccurate level of translation.
- d. The researcher took the result of translation accuracy level from the validator.
- e. After following these steps, the researcher sorts out the words, phrases, clauses, or sentences containing translation and its accuracy level of translation for further analysis.

The data card of accuracy level can see as follow:

Table 1.1: Data Card of Accuracy and Innacurracy

| No. | Data | | Accurate | Innacurate | | | |
|-------|------|----|----------|------------|----|----|----|
| | SL | TG | | Om | Ad | Df | Zm |
| 1 | | | | | | | |
| 2 | | | | | | | |
| Total | | | | | | | |

SL : Source Language

TL : Target Language

Om : Omission

Ad : Addition

Df : Different Meaning

Ze : Zero Meaning

Table 1.2: Scale and Definition of Translation Quality (Accuracy-rating instrument)

| Scale | Definition | Conclusion |
|-------|---|---------------|
| 3 | The source text is accurately rendered into the target text. The translated sentence is clean from the inaccurate indicator, such as omission, addition, different meaning, and zero meaning. | Accurate |
| 2 | The source text is accurately rendered into the target text. There are found two indicators of inaccurate quality in translated sentence, there are omission and addition. | Less Accurate |
| 1 | The source text is inaccurately rendered into the target text. There are found two indicators of inaccurate quality in translated sentence, there are different meaning and zero meaning. | Inaccurate |

4. Data Analysis Technique

There are some steps for analyzing qualitative data. In this research, the researcher use Miles and Huberman state to analyzing data such as data reduction, data display, and drawing or verification conclusion²¹. That data analysis model was applied with some model adjustment. The data analysis model of this research is presented in the following figure.

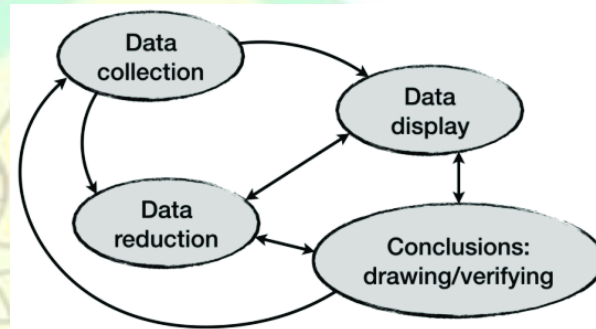


Figure 1.1: Components of Data: Interactive Model

(Miles and Huberman 2014)

²¹ Matthew B. Miles, A. Michael Huberman, *Analisis Data Kualitatif* (Jakarta: Universitas Indonesia, 1992), 10.

From the model developed by Miles and Huberman, the researcher modified the interactive model as illustrated in the following figure:

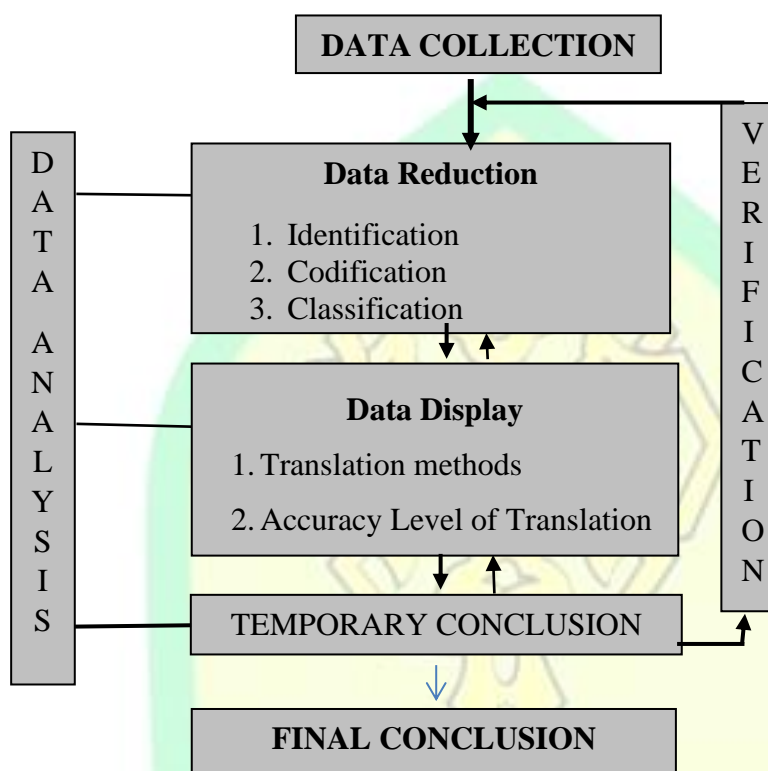


Figure 1.2: The Researcher Interactive Model

The data obtained is processed through three stages as follows:

a. Data Reduction

The activity begins with data reduction. Data reduction means summarizing, choosing the main thing, focusing on the important things, looking for the themes and patterns and removing unnecessary ones²². Data reduction activity includes identification, codification, and classification activities. The identification process is carried out on words, phrases, clauses, or sentences. The translation method is founded in the bilingual storybook “Futuristic Tales” by Arleen A.

After data identification, the researcher gives the different codes in each sentence based on the translation methods used, such as word for word translation (WW), Literal translation (LT), Faithful translation (FT), Semantic translation (ST), Adaptation (A), Free translation (F), Idiomatic translation

²² Ibid.

(IT), and Communicative translation (CT). The next step is classification, which is to classify the result of identification and codification according to the translation model. The researcher also collected the data of the accuracy level of translation from the evaluator through the rubric.

The result of this activity followed by data was carried out on translation method and its accuracy level of translation found in the bilingual storybook “Futuristic Tales” by Arleen A. Then, the researcher transcribed the data. The irrelevant data which were unnecessary to the research question were removed. Meanwhile, the relevant data were collected and displayed in descriptive form.

b. Data Display

The next activity is displaying data. In this activity, the researcher displayed the data in narrative form as mentioned Miles and Huberman “the most frequent form of display data for quantitative research data in the past has been narrative text”²³. By displaying the data, it helped the researcher to understand what was happening and to do something about it—either go further or take action based on that understanding. The process of displaying data was based on the formulation of the research problems where the first problem is aimed at finding the translation method used in “Futuristic Tales” by Arleen A. The second problem focused on the accuracy level of translation in “Futuristic Tales” by Arlen A. The data are moved into table according to criteria, after the data sheet has been created.

In this activity, the researcher presented a set of information that was found in the bilingual storybook. The researcher displayed the data about the translation method used in a bilingual storybook and the accuracy level of the translation result—the data derived from the documentation.

²³ Ibid, 17.

c. Drawing and Verification Conclusions

The last activity was drawing and verifying the conclusion of the research. From the beginning of the research, the researcher made a temporary conclusion. Furthermore, it must be the perfect conclusion. Concluding can be started from a temporary conclusion that is uncompleted. By collecting more information and data, the conclusion must be perfect in the end.

In this research, the researcher draws the conclusion after the activity displays data. The conclusion was making a summary on translation method finding and its accuracy level of translation in bilingual storybook “Futuristic Tales” by Arleen A. Since there are three categorized in accuracy level of translation, the researcher divided it into three numbers the quality of translation. The text is called accurate if the translated sentence is clean from the inaccurate indicator, such as omission, addition, different meaning, and zero meaning, the text is called less accurate if in the translated sentence found omission and addition, and the text is called inaccurate if in the translated sentence found different meaning and zero meaning.

G. Systematic Studies

To do a good thesis, it needs to arrange systematically; the organization of the thesis covers the following chapter:

Chapter one represents the introduction. It covers the background of the study, statements of the problem, objectives of the study, significances of the study, review of related literature, research method, and organization of the thesis.

Chapter two is a research finding of the translation methods used in children bilingual storybook entitled Futuristic Tales by Arleen A. This chapter includes previous research findings that discuss the theoretical exposure relevant to the research theme. The finding is based on the first problems statement, such as the translation methods used in children's

bilingual story book entitled *Futuristic Tales* by Arleen, data description of the research findings, and the summary of findings.

Chapter three is a research finding of the accuracy level of translation in the bilingual children storybook of “*Futuristic Tales*” by Arlen A. In this chapter include previous research finding which is discusses the theoretical exposure relevant to the research theme such the finding based on the second problems statement such the accuracy level of translation in children bilingual story book entitle *Futuristic Tales* by Arleen, data description of the research findings and the summary of findings.

The last chapter is closing represents the conclusion and recommendation. In conclusion the researcher describes the research summary, and in the recommendation, the researcher gives advice and guidance to the other people interested in the topic being analyzed.



CHAPTER II

TRANSLATION METHOD USED IN CHILDREN BILINGUAL STORYBOOK

ENTITLED FUTURISTIC TALES BY ARLEEN A

This chapter includes previous research findings that discuss the relevant theoretical exposure to the research theme. The finding is based on the first problems statement, such as the translation methods used in the children's bilingual story book entitled *Futuristic Tales* by Arleen, data description of the research findings, and the summary.

A. Literature Review

In this research, the literature reviews used are the theories that form the basis of research. Besides, literature reviews are also acquired through national and international research journals.

a. Translation

According to the author's intent, Peter Newmark said translation is rendering the meaning of a text into another language²⁴. Nida and Teber also said translation is a language production process according to the source. It means the translation transfers the meaning, message, and source language style to the target language²⁵. Brisling also said translation as a general term refers to transferring thoughts and ideas from the source language to the target language, whether the language has an orthographic standard²⁶.

Based on the definition above, the opinion between the principles have in common, translation, is the transformation of both concepts, meanings, and a message from the source language into the target language.

²⁴ Peter Newmark, "A *Textbook of Translation*", (New York:Prentice Hall, 1988), 5.

²⁵ E.A Nida. Taler C.R, *The Theory and Practice of Translation* (Lieden: E.J Brill, 1982), 12.

²⁶ R. W, Brislin, *Translation: Application and Research* (New York: Gardner Press Inc, 1986), 1.

b. Translation Methods

In this research, the researcher used a translation model based on the Newmark method. There are:

1) Word-for-word translation

This method is often demonstrated as interlinear translations, with the T.L. immediately below the S.L. word. The word on the S.L. is usually translating out of context, and cultural words are transferring, such as:

SL: Lina drinks a glass of milk every morning.

TL: *Lina minum segelas susu setiap pagi.*

This sentence used word-for-word translation because the translator is translating the sentence immediately below the source language.

| | | | | |
|-------------|--------------|----------------|-------------|--------------------|
| Lina | Drinks | A glass of | Milk | Every morning |
| <i>Lina</i> | <i>Minum</i> | <i>Segelas</i> | <i>Susu</i> | <i>Setiap pagi</i> |

2) Literal Translation

The SL grammatical constructions converted to their nearest T.L., but the lexical words are again translated singly, out of context. This method is used as the initial stage of translation activities to solve the text structure's complexity, such as:

SL: Both Lea and Leo state on an objective.

TL: *Baik Lea dan Leo menyatakan sebuah tujuan.*

| | | | | | |
|-------|-----|-----|-----|----------------------|---------------|
| Both | Lea | and | Leo | state on | An objective |
| Kedua | Lea | dan | Leo | nyatakan/ menyatakan | Sebuah tujuan |

In this sentence, the translator used the literal translator because the word “both” adjusted to the text structure’s complexity, even though it’s still translated singly.

According to Newmark, literal translation methods are often used to translate cultural words, which include:

- a) Ecology: flora, fauna, winds, plains, and hills;
- b) Material culture (artefacts): food, clothes, house and towns, and transport;
- c) Social culture: work and leisure (entertainment);
- d) Organizations, customs, activities, procedures, and concepts: political and administrative, religions and artistic;
- e) Gesture and habits²⁷.

3) Faithful Translation

A faithful translation seeks to reproduce the precise contextual meaning of the original within the constraints of the T.L. grammatical structures. This method aims to be utterly faithful to the author's goals, such as:

SL: Rio is too well aware that he is naughty.

TL: *Rio menyadari terlalu baik bahwa dia nakal.*

| | | | | | | | |
|--------|-----------|----------|--------------|-------|-----|-------|-----------|
| Rio | is | Too well | Aware | that | He | is | Brilliant |
| Become | | | | | | | |
| Rio | menyadari | | Terlalu baik | Bahwa | dia | nakal | |

In this sentence, the translator translating the sentence based on the contextual meaning of the original grammatical structure. This sentence cannot be translated word for word or literal translation because unfaithful to the author's goals.

²⁷ Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1988), 95.

4) Semantic translation

Semantic translations consider the aesthetic value (the beautiful and natural sound) of the S.L. text, compromising 'meaning' where appropriate. No assonance, word-play, or repetition jars in the finished version, such as:

SL: We have to teach them a lesson.

TL: *Kita harus memberi mereka pelajaran.*

| | | | | |
|--------|-------|----------|--------|-----------|
| We | Have | To teach | Them | A lesson |
| Become | | | | |
| Kita | Harus | memberi | mereka | pelajaran |

As well as this sentence, the translator uses semantic translation to consider the beautiful and natural sound, on the word "to teach" meaning "*Untuk mengajar*" adjusted to natural sound become "memberi".

5) Adaptation

Adaptation is the 'freest' form of translation. It is used primarily for drama (comedy) and poetry; the theme, characters, plots are preserving, the S.L. culture converted to the T.L. culture, and the text is rewritten, such as:

SL: as white as snow

TL: *seputih kapas*

| | | | |
|---------|-------|----|-------|
| as | white | as | snow |
| Become | | | |
| seputih | | | kapas |

This sentence can't be translated word for word of literal because it has its own meaning, usually used in poetry or in storybook etc.

6) Free Translation

Free translation reproduces the matter without the procedure, or the contents without its original form are usually a paraphrase that is longer than the original, such as:

SL: Jhon gritted his teeth and tried to take slow.

TL: *Jhon menggertakkan giginya dan mencoba untuk rileks.*

| | | | | | | | |
|--------|---------------|---------|-------|-----|---------|---------|--------|
| Jhon | gritted | his | teeth | and | Tried | To take | Slow |
| Become | | | | | | | |
| Jhon | menggertakkan | giginya | | dan | mencoba | untuk | rileks |

This sentence uses free translation because the translator reproduces the contents so that the translation results are not standard and more flexible.

7) Idiomatic Translation

Idiomatic translation reproduces the 'message' from the original but tends to distort nuances of meaning by preferring colloquial language and idioms that don't exist in the original, such as:

SL: I am feeling on top of the world

TL: *Aku merasa sangat sehat*

| | | | | | | |
|--------|--------|---------|--------------|-----|----|-----------|
| I | am | feeling | on | top | of | The world |
| Become | | | | | | |
| aku | merasa | | Sangat sehat | | | |

This sentence is an idiom word that reproduces the 'message' from the original and the meaning preferring colloquial language. On the word 'on the top of the word' if translated to '*di puncak dunia*' doesn't according to the intended meaning.

8) Communicative Translation

Communicative translation tries to translate the exact contextual meaning of the original in such a way that both contents and language are readily acceptable and understandable to the readership²⁸, such as:

SL: No Smoking

TL: *Dilarang merokok*

| | |
|----------|---------|
| No | Smoking |
| Become | |
| Dilarang | merokok |

It was translated using commutative methods because the translator tried to translate the exact contextual meaning of the original, usually used for informative text.

B. Research Findings in Translation Method Used in Children Bilingual Storybook Entitled Futuristic Tales by Arleen A

1. Data Description

This research serves detailed data from children's bilingual storybook entitled Futuristic Tales, published in 2011 by PT Buana Ilmu Populer, written by Arleen Amidjaja. This English-Indonesian bilingual storybook is purposely designed with illustrations of colored images on each page, and there are 200 pages with 10 titles, but the researcher only took 5 titles that consist of 193 sentences that are going to be analyzed. Then those data are analyzed using Peter Newmark's theory of translation method.

²⁸ Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1988), 45-47.

2. Data Finding

To answer the first statement of the problem in chapter I, the researcher analyzed children's bilingual storybook entitled *Futuristic Tales*. It aimed at finding the translation method used in children bilingual storybook, which is described using a table as below:

a. Chapter I: Stanley, The Housekeeping Robot

In this chapter consist of 42 sentences that the researcher would analyze by using 8 methods there are:

WW : Word for Word

LT : Literal Translation

FT : Faithful Translation

ST : Semantic Translation

A : Adaptation

F : Free Translation

IT : Idiomatic Translation

CT : Communicative Translation

Table 2.1: Stanley, The House Keeping Robot

| No. | Method | English | Indonesian |
|-----|--------|---|--|
| 1. | LT | Stanley, The Housekeeping Robot | Stanley, Robot Pembersih Rumah |
| 2. | LT | Stanley was a housekeeping robot that belonged to the | Stanley adalah robot pembersih milik keluarga Strauss. |

| | | | |
|-----|----|---|---|
| | | Strauss family. | |
| 3. | WW | He was a diligent robot and the Strauss family loved him very much. | Ia adalah robot yang rajin dan keluarga Strauss sayang padanya. |
| 4. | LT | They never forgot to charge him or to oil his joints. | Mereka tidak pernah lupa mengisi listriknya atau memberinya pelumas. |
| 5. | WW | And Emily, the daughter, always invited him to her tea parties. | Dan Emily, anak keluarga Strauss, selalu mengundangnya ke pesta minum teh. |
| 6. | WW | However, Stanley was not happy. | Tapi Stanley tidak bahagia. |
| 7. | LT | He didn't want to be a housekeeping robot. | Ia tidak ingin menjadi robot pembersih rumah. |
| 8. | LT | He wanted to be something cool, such as a firefighter robot, a pilot robot, or a bank teller robot. | Ia ingin menjadi robot yang keren, seperti robot pemadam kebakaran, robot pilot, atau robot yang bekerja di bank. |
| 9. | LT | He had a friend who was a police robot. | Ia punya teman yang bekerja sebagai robot polisi. |
| 10. | LT | The police robot helped citizens by fighting crime. | Robot polisi itu membantu warga membasmi kejahatan. |
| 11. | LT | But Stanley only dealt with dirty dishes. "It wasn't fair," Stanley | Tapi Stanley hanya mengusrusi piring kotor. "Ini tidak |

| | | | |
|-----|-------------|--|---|
| | | <u>thought.</u> | adil,”pikir Stanley |
| 12. | WW | So one day, Stanley decided to quit from his job. | Maka suatu hari, Stanley memutuskan untuk berhenti bekerja. |
| 13. | LT | The Strauss family tried to stop Stanley from leaving, but he had made up his mind. | Keluarga Strauss mencoba mencegahnya pergi, tapi keputusan Stanley sudah bulat. |
| 14. | F | First, Stanley went on training as a pilot robot. | Kemudian Stanley belajar untuk menjadi pilot. |
| 15. | LT | He thought that flying a plane was thrilling. | Menurutnya mengendalikan pesawat terbang itu mengasyikkan. |
| 16. | F LT | But when he had to stay overnight at so many big and cold hotel rooms, he started to miss his small and cozy room at the Strauss’ house. | Tapi ketika ia harus tinggal di kamar hotel yang besar dan dingin, ia mulai teringat pada kamar kecilnya yang nyaman di rumah keluarga Strauss. |
| 17. | F | Mrs. Strauss always put fresh flowers on his small table. | Nyonya Strauss tak pernah lupa meletakkan bunga segar di meja kecilnya. |
| 18. | LT | Stanley then became a firefighter robot. | Stanley lalu menjadi robot pemadam kebakaran. |
| 19. | F | Fighting seemed all so heroic. | Saat memadamkan api, Stanley |

| | | | |
|-----|---------|---|--|
| | | | merasa bagaikan pahlawan. |
| 20. | WW | Stanley was so proud! | Ia amat bangga! |
| 21. | WW | But every time he rescued a little girl, he remembered Emily and her tea parties. | Tapi setiap kali ia menyelamatkan gadis kecil, ia teringat Emily dan pesta minum tehnya. |
| 22. | LT | After that, Stanley worked at a bank. | Stanley lalu bekerja di bank. |
| 23. | LT | He had many important things to do and he got a good salary. | Ia mengerjakan banyak hal penting dan mendapat gaji besar. |
| 24. | LT F | However when he was charging himself and was putting oil on his joint, Stanley remembered how Mr. Strauss always put the oil for him. | Tapi ketika ia mengisi listriknya sendiri dan melumasi tubuhnya, Stanley teringat pada Tuan Strauss yang tidak pernah lupa memberinya pelumas. |
| 25. | LT | Stanley missed the Strausses very much. | Stanley sangat merindukan keluarga Strauss. |
| 26. | WW | He wanted to go home. | Ia ingin pulang. |
| 27. | LT | “But what if they hired another housekeeping robot and don’t need me anymore?” he thought. | “Tapi bagaimana kalau keluarga Stauss sudah punya robot pembersih rumah lain dan tidak membutuhkanku lagi” pikirnya. |
| 28. | WW | One night Stanley came to the | Suatu malam Stanley datang ke |

| | | | |
|-----|----------|---|---|
| | | Strauss' house. | rumah keluarga Strauss. |
| 29. | WW LT | When he peeked through the window, he saw that the house was clean and neat. | Ketika ia mengintip melalui jendela, rumah itu terlihat bersih dan rapi. |
| 30. | LT | "Oh no, they don't need me here," he thought sadly. | "Oh, mereka memang tidak membutuhkanku," pikirnya sedih. |
| 31. | WW | Suddenly he heard people talking in Emily's room. | Tiba-tiba ia mendengar suara percakapan di kamar |
| 32. | WW | "I miss Stanley. I wish he was here," said Emily. | "Aku rindu Stanley. Aku ingin ia ada disini," kata Emily. |
| 33. | WW | "Me, too," said Mr. Staruss. | "Aku juga," kata Tuan Strauss. |
| 34. | F | "We all do, dear," said Mrs. Stanley. | "Kita semua kehilangan dirinya," sahut Nyonya Strauss. |
| 35. | WW | "I miss you, too," said Stanley. The Strauss heard what Stanley had said. They looked outside the window and saw Stanley smiling at them. | "Aku juga rindu kalian," kata Stanley. Semua melihat keluar jendela dan melihat Stanley sedang tersenyum. |
| 36. | WW | They were very happy. | Mereka sangat bahagia. |
| 37. | WW | The Strausses welcomed Stanley back. | Keluarga Strauss menerima Stanley kembali. |
| 38. | WW | They told him that he was not | Mereka berkata padanya bahwa |

| | | | |
|-----|----|---|---|
| | | only a housekeeping robot, but was also a part of the family. | ia bukan sekedar robot pembersih rumah, tapi juga bagian dari keluarga. |
| 39. | LT | That night, Mrs. Strauss put flowers on Stanley's table and Mr. Strauss put oil on him. | Malam itu, Nyonya Strauss meletakkan bunga segar di atas meja Stanley dan Tuan Strauss melumasi tubuhnya. |
| 40. | LT | Emily gave him an invitation to her next tea party. | Emily memberinya undangan untuk datang ke pesta minum teh berikutnya. |
| 41. | WW | Stanley realized that the most important thing was not what you do, but that you are always surrounded by the people you loved..... | Stanley sadar sebenarnya yang penting bukanlah apa yang kau lakukan, tapi hidup bersama orang-orang yang kau sayangi..... |
| 42. | LT | and the people who cared about you. | dan yang menyayangimu juga. |

b. Chapter II: Who Can Make The Best Rocket?

In this chapter consist of 45 sentences that the researcher would analyze by using 8 methods there are:

WW : Word for Word

LT : Literal Translation

FT : Faithful Translation

ST : Semantic Translation

A : Adaptation

F : Free Translation

IT : Idiomatic Translation

CT : Communicative Translation

Table 2.2: Who Can Make The Best Rocket?

| No. | Method | English | Indonesian |
|-----|--------|--|---|
| 1. | LT | Who can make the best rocket? | Roket siapa yang terbaik? |
| 2. | WW | Darren was the oldest child in his family. | Darren adalah anak tertua di keluarganya. |
| 3. | LT | His father worked in a rocket factory and his mother had to take care of his four youngest siblings. | Ayahnya bekerja di sebuah pabrik roket dan ibunya menjaga keempat adiknya. |
| 4. | LT | This year, Darren would graduate from high-school. | Tahun ini, Darren akan lulus SMU. |
| 5. | WW | He was a smart student and he wants to continue his study at the university. | Ia adalah murid yang pandai dan ia ingin melanjutkan sekolahnya ke universitas. |
| 6. | LT | However, he knew that his parents might not be able to afford it. | Tapi ia tahu orangtuanya mungkin tidak sanggup membiayainya. |
| 7. | WW | One day in school, there was an | Suatu hari di sekolah, ada |

| | | | |
|-----|----|---|---|
| | | announcement about Rocket Design Competition. | pengumuman tentang Lomba Desain Roket. |
| 8. | F | The winner would get a large amount of money. | Pemenangnya akan mendapatkan uang dalam jumlah besar. |
| 9. | LT | Darren was excited. | Darren sangat bersemangat. |
| 10. | LT | “I have to join the competition,” he thought. | “Aku harus ikut,” pikirnya. |
| 11. | LT | Many students were excited to join the competition. | Banyak murid yang juga bersemangat ingin ikut lomba itu. |
| 12. | F | Darren wondered if he could win the competition since he didn’t have money to buy rocket materials. | Darren khawatir entah ia bisa menang atau tidak karena ia tidak punya uang untuk membeli bahan pembuat roket. |
| 13. | WW | His schoolmate, Alfred, made a rocket out of pure gold. | Teman sekolahnya, Alfred, membuat sebuah roket dari emas murni. |
| 14. | LT | Everybody was amazed when they saw his rocket. | Semua orang kagum saat melihat roketnya. |
| 15. | WW | His other schoolmate, Cilia, put her photo all over her rocket. | Temannya yang lain, Cilia, menempelkan fotonya di seluruh sisi roketnya. |

| | | | |
|-----|----|--|---|
| 16. | LT | Cilia was a pretty girl and she wanted to become a model. | Cilia adalah gadis cantik yang bercita-cita ingin menjadi model. |
| 17. | F | The photo really made her rocket look special. | Foto-fotonya benar-benar membuat roket itu terlihat istimewa. |
| 18. | WW | Other student, Alvin, made the biggest rocket you had ever seen. | Murid yang lain, Alvin, membuat roket terbesar yang pernah kau lihat. |
| 19. | LT | He was a strong kid, so he had no difficulty to build a big rocket. | Ia sangat kuat, sehingga tidak sulit baginya untuk merakit roket yang besar. |
| 20. | LT | Darren built his rocket carefully. | Darren membangun roketnya dengan teliti. |
| 21. | F | He only used scraps and rocket parts that he got from his father's workplace for free. | Ia hanya menggunakan suku cadang roket bekas yang didapatnya dengan Cuma-Cuma dari pabrik tempat ayahnya bekerja. |
| 22. | F | He also worked hard to earn money to buy other rocket parts. | Ia juga bekerja keras untuk mendapatkan uang demi membeli bagian roket lain yang dibutuhkan. |
| 23. | LT | Daren spent a lot of time | Daren menghabiskan banyak |

| | | | |
|-----|---------|---|--|
| | | thinking hard, experimenting, and improving his rocket. | waktu untuk memutar otak, bereksperimen, dan memperharui roketnya. |
| 24. | LT | Finally, one day before the competition day, his rocket was ready. | Akhirnya, sehari sebelum hari kompetisi, roket Darren siap. |
| 25. | LT | It was neither big, nor pretty. | Roket itu tidak besar ataupun indah. |
| 26. | LT | But he had his best. | Namun setidaknya ia sudah berusaha keras. |
| 27. | WW | Darren entered the competition arena and looked around to see other rockets. | Darren memasuki arena kompetisi dan melihat roket-roket yang lain. |
| 28. | WW | Then he looked at his own rocket. | Lalu ia melihat pada roketnya sendiri. |
| 29. | LT | He almost walked out of the area, but his father encouraged him to go on. | Ia hampir tidak jadi ikut kompetisi, tapi ayahnya menyemangatnya untuk terus maju. |
| 30. | LT F | The judges went around. Darren was so nervous that he just looked at the floor. | Juri pun berkeliling. Karena tegang, Darren hanya berani memandangi lantai. |
| 31. | LT | Then it was the time to fly the rocket. | Lalu tibalah waktunya untuk |

| | | | |
|-----|----------|--|--|
| | | | menerbangkan roket. |
| 32. | LT | Darren's hand trembled as he turned the ignition on. | Tangan Darren gemetar saat menyalakan roketnya. |
| 33. | WW | All the other rockets sped to the air. | Semua roket melesat ke udara. |
| 34. | LT | But his own rocket only gave a small cough. | Tapi roket Darren hanya mengeluarkan suara batuk kecil. |
| 35. | LT | Darren turned the ignition key once more. Nothing happened. | Darren menyalakan roketnya sekali lagi. Tidak ada yang terjadi. |
| 36. | LT WW | All eyes were on him. Darren pushed his rocket. | Semua orang memandangnya. Darren mendorong roketnya. |
| 37. | LT | Then suddenly it sped to sky. | Tiba-tiba roket itu melesat ke udara. |
| 38. | LT | And believe it or not, Darren's rocket flew the fastest and the highest among all rockets! | Dan percaya atau tidak, roket Darren terbang paling cepat dan paling tinggi di antara roket! |
| 39. | WW | Everybody clapped hands and called out Darren's name. | Semua orang bertepuk tangan dan meneriakkan nama Darren. |
| 40. | WW | Darren was so happy! | Darren sangat bahagia! |
| 41. | LT | The jury announced his name as the winner. | Juri mengumumkan dirinya sebagai pemenang. |
| 42. | F | Finally, Darren won a large | Akhirnya Darren berhasil |

| | | | |
|-----|----|---|--|
| | | amount of money that could be used to continue his study at the university. | mendapat banyak uang sehingga ia dapat melanjutkan sekolah ke universitas. |
| 43. | F | Darren learned a valuable lesson that day: | Hari itu Darren mendapat sebuah pelajaran berharga: |
| 44. | F | No matter what you have or how you look, as long as you do your best, you can achieve many things.... | Bahwa harta maupun penampilan tidaklah terlalu penting. Selama kamu melakukan yang terbaik, banyak hal bisa diraih.... |
| 45. | LT | and make your dreams come true. | ... dan mimpimu akan menjadi kenyataan. |

c. Chapter III: Pripun, The New Foreign Student

In this chapter consist of 39 sentences that the researcher would analyze by using 8 methods there are:

WW : Word for Word

LT : Literal Translation

FT : Faithful Translation

ST : Semantic Translation

A : Adaptation

F : Free Translation

IT : Idiomatic Translation

Table 2.3: Pripun, the New Foreign Student

| No. | Method | English | Indonesian |
|-----|--------|--|---|
| 1. | LT | Pripun, the new foreign student | Pripun, murid asing baru |
| 2. | WW | Pripun lived in Planet Prepasia, an advanced planet. | Pripun tinggal di Planet Prepasia, planet yang maju. |
| 3. | LT | He went to the best school in Prepasia. | Dan ia bersekolah di sekolah terbaik di Prepasia. |
| 4. | LT | One of the programs in that school was to send students to other planets to learn about other civilizations. | Salah satu program di sekolah itu adalah mengirim murid mereka ke planet lain untuk mempelajari peradaban lain. |
| 5. | WW | Pripun was sent to Earth. | Pripun dikirim ke Bumi. |
| 6. | F | When he reached Earth, he was disappointed to find this planet to be less advanced than his own. | Ketika tiba di Bumi, Pripun kecewa melihat planet ini tidak semaju planetnya. |
| 7. | LT | He was more upset when he knew that his friends were sent to more advanced planets. | Ia semakin sedih saat mengetahui bahwa teman-temannya dikirim ke planet lain yang lebih maju. |

| | | | |
|-----|---------|--|--|
| 8. | WW | On his first day of school on Earth, Pripun was tired because he had to walk everywhere. | Pada hari pertama di Bumi, Pripun kelelahan karena harus berjalan ke sana-kemari. |
| 9. | ST | He found it troublesome to walk from one class to another. | Ia merasa kesal karena harus berjalan dari satu kelas ke kelas lainnya. |
| 10. | F | “In my planet, students stay in their own stations and we just press the buttons to see holograms of our teachers!” said Pripun. | “Di planetku, murid punya stasiun sendiri dan kami hanya perlu menekan tombol untuk melihat hologram pada pengajar kami!” kata Pripun. |
| 11. | ST | “You are so out of date!” he added. | “Kalian kuno sekali!” tambahnya. |
| 12. | LT | Earth students tried hard to make Pripun feel at home. | Murid-murid Bumi berusaha membuat Pripun kerasan. |
| 13. | LT | But it was difficult because Pripun didn’t really want to make friends. | Tapi ternyata hal itu sulit karena Pripun tidak terlalu ingin berteman. |
| 14. | LT F | “The food tastes bad! We have much more delicious food at my planet!” said Pripun. | “Makanan ini tidak enak! Ada banyak makanan yang lebih enak di planetku!” kata Pripun. |

| | | | |
|-----|----|--|--|
| 15. | LT | <p>“Your sports are nothing! We have better games at home!” said Pripun.</p> | <p>“Olahraga kalian tidak asyik! Permainan olahraga di planetku jauh lebih baik!” kata Pripun.</p> |
| 16. | ST | <p>“Virtual reality games? Those are so outdated! In my planet, we have an Integrated Multidimensional Game Interface.</p> | <p>“Permainan Virtual? Sudah ketinggalan zaman! Di planet ku ada permainan Multidimensi yang Terintegrasi.</p> |
| 17. | LT | <p>I won’t even try to explain it to you, because you won’t understand!” said Pripun.</p> | <p>Aku tidak akan menjelaskannya pada kalian karena kalian pasti tidak akan mengerti!” kata Pripun.</p> |
| 18. | LT | <p>The earth student’s didn’t know what else to do to please Pripun.</p> | <p>Murid-murid Bumi tidak tahu harus berbuat apa lagi untuk membuat Pripun senang.</p> |
| 19. | WW | <p>It seemed that there was nothing they could do to satisfy him.</p> | <p>Sepertinya tidak ada yang bisa mereka lakukan untuk menyenangkan Pripun.</p> |
| 20. | LT | <p>“I know! Let’s go hiking! He will have fun!” said one of the students.</p> | <p>“Aku tahu! Ayo kita pergi mendaki! Dia pasti suka!” kata salah satu murid.</p> |
| 21. | LT | <p>The others also thought it</p> | <p>Yang lainnya juga berpikir</p> |

| | | | |
|-----|----|--|--|
| | | would be a good idea. | itu ide bagus. |
| 22. | LT | So they arranged a hiking and camping trip for Pripun. | Maka mereka pun mengatur perjalanan mendaki dan berkemah untuk Pripun. |
| 23. | LT | Pripun complained the whole time. | Pripun menggerutu setiap saat. |
| 24. | F | “I don’t understand why we have to do this activity,” he said, pouting. | “Aku tidak mengerti mengapa kita harus melakukan kegiatan yang melelahkan ini,” katanya sambil cemberut. |
| 25. | LT | The earth student tried to point out how beautiful the flowers were, or how cheerful the birds were. | Murid-murid Bumi menunjukkan betapa indahnya bunga-bunga dan betapa merdunya suara burung-burung. |
| 26. | F | “This is nothing compared to what we have in our planet!” said Pripun. | “Ah, itu tidak ada apa-apanya jika dibandingkan dengan yang ada di planetku!” kata Pripun. |
| 27. | F | Pripun continued complain along the way. | Pripun terus saja menggerutu sepanjang perjalanan. |
| 28. | LT | Suddenly he tripped and fell | Tiba-tiba ia tersandung dan |

| | | | |
|-----|----|---|--|
| | | into the river! | tercebur ke dalam sungai! |
| 29. | F | The river has a fast current and there is a waterfall nearby! | Arus sungai sangat deras dan di dekat sana ada air terjun! |
| 30. | WW | “Help! Help!” cried Pripun. | “Tolong! Tolong!” teriak Pripun. |
| 31. | WW | The earth students quickly worked together to help him. | Murid-murid Bumi cepat-cepat bekerja sama untuk menyelamatkannya. |
| 32. | LT | It was a risky rescue, but they finally managed to save Pripun. | Penyelamatan itu sangat beresiko dan berbahaya, tapi akhirnya mereka berhasil menyelamatkan Pripun. |
| 33. | ST | “You have risked your lives to save me although I am a good company all these time! I’m so ashamed!” said Pripun. | “Kalian mempertaruhkan nyawa kalian untuk menyelamatkanku! Padahal aku bukan teman yang baik! Aku malu sekali!” kata Pripun. |
| 34. | LT | “It’s ok, Pripun,” said the others. | “Tidak apa, Pripun,” kata murid-murid itu. |
| 35. | LT | They all hugged. | Mereka pun berpelukan. |
| 36. | LT | From that day on, Pripun | Sejak hari itu, Pripun tidak |

| | | | |
|-----|----|--|---|
| | | never complained or looked down upon everything on earth anymore. | pernah menggerutu atau memandang rendah segala sesuatu yang ada di Bumi. |
| 37. | F | In fact, he started to enjoy his stay on Earth. | Malah ia mulai suka tinggal di Bumi. |
| 38. | WW | When it was time for him to go home, everybody was sad, "I will come back to visit!" said Pripun. | Ketika sudah waktunya bagi Pripun untuk pulang, semua anak sedih. "aku akan mengunjungi kalian!" kata Pripun. |
| 39. | ST | "You may not have the most sophisticated tools. But you have the most beautiful hearts," he added. | "Kalian mungkin tidak punya alat-alat tercanggih. Tapi kalian punya hati yang tulus," tambahnya. |



d. Chapter IV: The Time Machine

In this chapter consist of 37 sentences that the researcher would analyze by using 8 methods there are:

WW : Word for Word

LT : Literal Translation

FT : Faithful Translation

ST : Semantic Translation

A : Adaptation

F : Free Translation

IT : Idiomatic Translation

CT : Communicative Translation

Table 2.4: The Time Machine

| No. | Method | English | Indonesian |
|-----|--------|--|---|
| 1. | LT | The Time Machine | Mesin waktu |
| 2. | WW | Rudy and Freddy were two naughty students. | Rudy dan Freddy adalah dua murid yang nakal. |
| 3. | LT | They like play pranks on their friends and teachers. | Mereka sering mengerjai teman dan guru mereka. |
| 4. | LT | One day, they were caught sleeping in Mr. Brown's class. | Suatu hari, keduanya tertangkap basah tidur di kelas Mr. Brown. |
| 5. | LT | As a punishment, Mr. | Akibatnya, Mr. Brown |

| | | | |
|-----|----|---|--|
| | | Brown asked them to wash his flying car. | menyuruh mereka mencuci mobil terbangnya sebagai hukuman. |
| 6. | ST | “Let’s get even with Mr. Brown!” said Rudy. | “Äyo kita balas Mr. Brown!” kata Rudy. |
| 7. | LT | “Do you have any ideas?” asked Freddy. | “Kamu punya ide?” Tanya Freddy. |
| 8. | WW | He pulled his friend to the Time Machine room. | Ia menarik sahabatnya ke ruang Mesin Waktu. |
| 9. | LT | The Time Machine allowed the rider to go back to the past. | Mesin Waktu bisa membawa pengendaranya pergi ke masa lalu. |
| 10. | LT | This machine was actually used for research and emergency only. | Mesin ini sebenarnya hanya digunakan untuk keperluan penyelidikan dan keadaan darurat. |
| 11. | WW | But Rudy and Freddy had another idea! | Tapi Rudy dan Freddy punya ide lain! |
| 12. | WW | They used to go back to the past, to the time when Mr. Brown was still a kid! | Mereka menggunakannya untuk pergi ke masa lalu, masa saat Mr. Brown masih kecil! |
| 13. | LT | Then they teased and bullied | Lalu mereka menggodanya. |

| | | | |
|-----|----|--|---|
| | | him. | |
| 14. | WW | “Give me back my bread!” said little Mr. Brown. | “Kembalikan rotiku!” kata Mr. Brown kecil. |
| 15. | LT | “Chase us if you can!” said Rudy and Freddy, running. | “Kejar kami kalau kau bisa!” kata Rudy dan Freddy sambil berlari. |
| 16. | LT | They had so much fun doing it. | Mereka senang bisa melakukan hal itu. |
| 17. | LT | So the next day, Rudy and Freddy decided to do it again... | Maka keesokan harinya, mereka memutuskan untuk melakukannya lagi... |
| 18. | WW | And again... | Dan lagi... |
| 19. | LT | On the fourth day, Rudy and Freddy went back to the past again to play pranks on little Mr. Brown. | Pada hari keempat, Rudy dan Freddy lagi-lagi pergi ke masa lampau untuk menggoda Mr. Brown kecil. |
| 20. | WW | They were hiding near the locker, waiting for little Mr. Brown to pass by. Suddenly... | Mereka bersembunyi di dekat lemari, menanti Mr. Brown kecil lewat. Tiba-tiba... |
| 21. | LT | Two big boys held them by their hands and refused to let them go! | Dua remaja memegangi mereka dan tidak melepaskan mereka! |

| | | | |
|-----|----|--|--|
| 22. | ST | <p>“Let me go!” said Rudy.</p> <p>“Who are you?” asked Freddy.</p> | <p>“Lepaskan aku!” kata Rudy.</p> <p>“Kamu siapa?” Tanya Freddy.</p> |
| 23. | LT | <p>“You really have no idea who we are?” asked one of the big boys.</p> | <p>“Kamu benar-benar tidak tahu siapa kami?” Tanya salah satu dari mereka.</p> |
| 24. | WW | <p>Rudy and Freddy shook their heads.</p> | <p>Rudy dan Freddy menggeleng.</p> |
| 25. | WW | <p>“We are both of you” said the other boys.</p> | <p>“Kami adalah kalian berdua!” kata remaja satunya.</p> |
| 26. | LT | <p>“Huh?” asked Rudy and Freddy.</p> | <p>“Apa” Tanya Rudy dan Freddy.</p> |
| 27. | WW | <p>“We are both of you when you are bigger! We come from the future!” explained the big Rudy.</p> | <p>“Kami adalah kalian berdua setelah kalian lebih besar! Kami datang dari masa depan!” jelas Rudy besar.</p> |
| 28. | LT | <p>“You use the time machine to play pranks on many people, so we don’t have many friends as we grow up! Believe me, it’s not fun!” said the big Freddy.</p> | <p>“Kalian begitu sering menggunakan Mesin Waktu untuk mengerjai banyak orang sehingga kami tidak punya teman setelah besar! Percayalah, itu tidak enak!” kata Freddy besar.</p> |

| | | | |
|-----|----|---|---|
| 29. | LT | “That’s why we come to stop you before it’s too late!” said the big Rudy. | “Jadi kami datang untuk menghentikan kalian sebelum terlambat!” kata Rudy besar. |
| 30. | WW | Rudy and Freddy looked at each other. | Rudy dan Freddy saling memandang. |
| 31. | F | “Please stop! It’s for your own good. For our own good!” said big Freddy. | “Jangan lakukan lagi, ya! Ini demi kebaikanmu sendiri. Demi kebaikan Kita” kata Freddy besar. |
| 32. | WW | After pressing a button, big Rudy and big Freddy disappeared. | Setelah menekan sebuah tombol, Rudy dan Freddy besar pun menghilang. |
| 33. | WW | Little Mr. Brown passed by. | Mr. Brown kecil lewat. |
| 34. | WW | But Rudy and Freddy just watched him. | Tetapi Rudy dan Freddy hanya memandangnya. |
| 35. | LT | They didn’t do anything to him that day. | Mereka tidak mengerjainya hari itu. |
| 36. | WW | They returned to their time and never used the Time Machine again. | Mereka kembali ke masa mereka dan tidak pernah menggunakan Mesin Waktu lagi. |
| 37. | LT | They also studied hard and | Mereka juga belajar giat dan |

| | | | |
|--|--|---|--|
| | | stopped playing pranks on their friends and teachers. | tidak suka mengerjai teman-teman dan guru. |
|--|--|---|--|

e. Chapter V: All By Myself

In this chapter consist of 25 sentences that the researcher would analyze by using 8 methods there are:

- WW : Word for Word
- LT : Literal Translation
- FT : Faithful Translation
- ST : Semantic Translation
- A : Adaptation
- F : Free Translation
- IT : Idiomatic Translation
- CT : Communicative Translation

Table 2.5: All by Myself

| No. | Method | English | Indonesian |
|-----|--------|--|---|
| 1. | LT | All by myself | Aku ingin sendiri |
| 2. | F | “Jane could you please deliver this to your grandma’s house?” asked Jane’s mother. | “Jane, tolong antarkan ini ke rumah Nenek,” kata ibu. |
| 3. | WW | “But, mom! I’m on the | “Tapi, bu! Aku sedang |

| | | | |
|-----|----|--|---|
| | | phone!” protested Jane. | telepon!” protes Jane. |
| 4. | WW | “You can talk later,” said Mom. | “Kamu bisa berbicara nanti,” kata Ibu. |
| 5. | WW | Jane pouted all the way to Grandma’s house. | Jane cemberut sepanjang perjalanan ke rumah nenek. |
| 6. | LT | “Jane, could you run the washing machine?” asked grandma. | “Jane, tolong nyalakan mesin cucinya, ya!” kata nenek. |
| 7. | WW | Jane ran the washing machine grumpily. | Jane menyalakan mesin cuci sambil mengomel. |
| 8. | LT | Then when she arrived home, his younger brother asked her if she could help with his school project. | Lalu ketika ia sampai di rumah kembali, adiknya meminta Jane membantunya mengerjakan tugas sekolah. |
| 9. | LT | “Enough!” said Jane, “I’m going to live all by myself!” | “Cukup!” kata Jane, “Aku mau hidup sendirian saja!” |
| 10. | LT | “But nobody lives all by him or herself. We all need each other,” said her mother. | “Tapi tidak ada yang hidup sendirian. Semua orang saling membutuhkan,” kata ibu, |
| 11. | WW | “Let’s see!” said Jane. | “Lihat saja!” kata Jane. |
| 12. | ST | She amused herself with her entertainment center. | Ia menghibur dirinya sendiri dengan alat-alat hiburan. |

| | | | |
|-----|----|--|---|
| 13. | WW | She used her automatic loom to make her own clothes. | Ia menggunakan pemintal otomatis untuk membuat pakaiannya sendiri. |
| 14. | WW | She used her cooking machine to prepare her meals. | Ia menggunakan mesin pemasak untuk memasak makanannya. |
| 15. | F | “See! I can do everything by myself! I don’t need anybody and now I’m not bothered by anybody,” she said herself while lying on her bed. | “Lihat! Aku bisa melakukan segalanya sendiri. Aku tidak butuh orang lain dan tidak diganggu orang lain,” kata Jane pada dirinya sendiri sambil berbaring di ranjangnya. |
| 16. | LT | Everything went well for the first few days. | Segalanya berjalan lancar untuk beberapa hari pertama. |
| 17. | F | But after a while, Jane started to miss her family. | Tapi lalu Jane mulai rindu keluarganya. |
| 18. | LT | Her mother’s voice was much better than her reading robot. | Suara ibunya lebih merdu daripada robot pembaca bukunya. |
| 19. | LT | Her mother’s cooking tasted much better than those made by her cooking machine. | Masakan ibunya jauh lebih lezat daripada masakan alat pemasaknya, |

| | | | |
|-----|----|--|--|
| 20. | WW | She also missed her Grandma's warm smile and her Dad's jokes. | Ia juga rindu pada senyuman hangat nenek dan lelucon ayah. |
| 21. | WW | She even missed working together with her brother on his school project. | Ia bahkan rindu bekerja sama dengan adiknya dalam menyelesaikan tugas sekolah. |
| 22. | WW | So Jane packed and moved back to her parent's house. | Maka Jane berkemas dan kembali ke rumah orang tuanya. |
| 23. | LT | Her family gave her a warm welcome. | Keluarganya menerimanya kembali dengan gembira. |
| 24. | WW | From that day, Jane always helped her family and friends. | Sejak hari itu, Jane selalu membantu keluarga dan teman-temannya. |
| 25. | LT | And she never wanted to be all by herself again. | Dan ia tidak pernah ingin hidup sendirian lagi. |

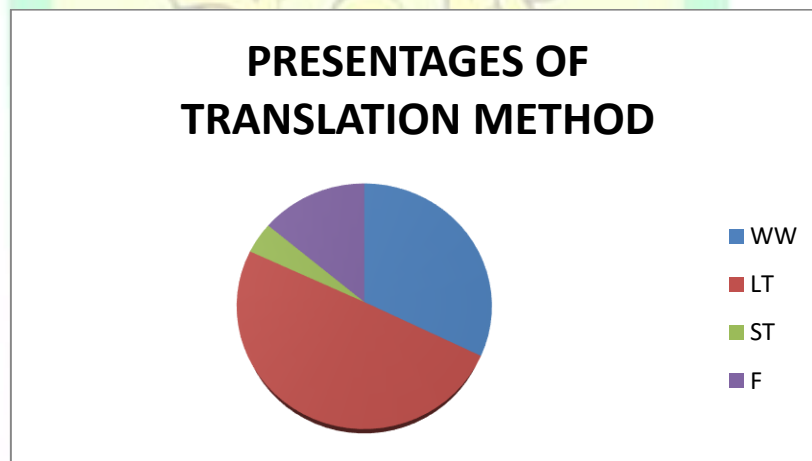
This children bilingual story book use four methods of translation as word for word, literal translation, semantic translation and free translation, here the following tablet of percentage:

Table 2.6: The Result of Translation Method

| No. | Translation Method | The Number of Sentences |
|-----|--------------------|-------------------------|
|-----|--------------------|-------------------------|

| | | |
|----|---------------------------|----|
| 1. | Word for word method (WW) | 62 |
| 2. | Literal translation (LT) | 96 |
| 3. | Semantic translation (ST) | 8 |
| 4. | Free Translation (F) | 27 |

From the data above we could find that literal translation method is most frequently using by the translation in translating five chapters above (96). While word for word method is frequently using (62), free translation method is frequently using (27), and semantic translation method is frequently using only (8).



3. Discussion of the Method Found in Children Bilingual Storybook

In this sub-chapter, the researcher explains and describes the findings of translation method used in translating the sentence in “Translation Method used in Children Storybook “Futuristic Tales” by Arleen A”. Here, the researcher only took several excerpts from the five chapters taken such as:

a. The first chapter:

Excerpt 1

| SL | TL | Method |
|--|---|---------------------|
| Stanley was a housekeeping robot that belonged to the Strauss family. | Stanley adalah robot pembersih milik keluarga Strauss. | Literal Translation |

In this sentence, the translator translated in the source language (SL) **Stanley was a housekeeping robot that belonged to the Strauss Family** into **Stanley adalah robot pembersih milik keluarga Strauss**. Here, the translator tries to translate the sentence in order to make the readers understand the Target Language (TL) easily. If the translator translated the TL into “Stanley adalah robot penjaga rumah milik keluarga Strauss” it would be awkward because the TL is more like a bodyguard or watchdog.

Excerpt 2

| SL | TL | Method |
|---|---|---------------------------|
| He was a diligent robot and the Strauss family loved him very much. | Ia adalah robot yang rajin dan keluarga Strauss sayang padanya. | Word for Word Translation |

It can be seen in the second excerpt above that the translator of the bilingual storybook translated the sentence in the SL using word for word translation. In this case, the translator translated the sentence **He was a diligent robot and the Strauss family loved him very much** into **Ia adalah robot yang rajin dan keluarga Strauss sayang padanya**. Here, the translator translated the SL using word for word because it can be understood easily and naturally by children.

Excerpt 3

| SL | TL | Method |
|---|--|---------------------|
| They never forgot to charge him or to oil his joints. | Mereka tidak pernah lupa mengisi listriknya atau memberinya pelumas. | Literal Translation |

In this state, the translator also using literal translation method to translate the sentence **They never forgot to charge him oil him joints** into **Mereka tidak pernah lupa mengiri listriknya atau memberinya pelumas**. The translator changed the SL structure to TL structure to make it easier for readers to understand SL's meaning according to the cultural context. If the translator translated the TL into “Mereka tidak pernah lupa untuk menagihnya atau meminyaki sendi-sendirnya” it can be award.

Excerpt 4

| SL | TL | Method |
|--------------------------------|--|------------------|
| Fighting seemed all so heroic. | Saat memadamkan api, Stanley merasa bagaikan pahlawan. | Free Translation |

In this sentence, the translator translated in the source language (SL) **Fighting seemed all so heroic** into **Saat memadamkan api, Stanley merasa bagaikan pahlawan**. Here, the translator is only concerned with the SL message. The translator is more concerned with the content conveyed by SL so that the children easily and naturally understand it.

b. The Second Chapter:

Excerpt 5

| SL | TL | Method |
|--|---|---------------|
| Darren was the oldest child in his family. | Darren adalah anak tertua di keluarganya. | Word for Word |

According to tablet 5 above, it is found that the translator for the children's bilingual storytelling used word for word method to translate the sentence. It is called the word for word method because the translator translated the (SL) **Darren was the oldest child in his family** into **Darren adalah anak tertua di keluarganya** (TL) word by word without changing the structure of the sentence.

Excerpt 6

| SL | TL | Method |
|---|---|------------------|
| Darren wondered if he could win the competition since he didn't have money to buy rocket materials. | Darren khawatir entah ia bisa menang atau tidak karena ia tidak punya uang untuk membeli bahan pembuat roket. | Free Translation |

According to table 6 above, the translator translated in the source language (SL) **Darren wondered if he could win the competition since he didn't have money to buy rocket materials** into **Darren khawatir entah ia bisa menang atau tidak karena ia tidak punya uang untuk membeli bahan pembuat roket**. Here, the translator is only concerned with the SL message. The translator is more concerned with the content conveyed by SL so that the children easily and naturally understand it.

Excerpt 7

| SL | TL | Method |
|---|--|---------------------|
| He almost walked out of the area, but his father encouraged him to go on. | Ia hampir tidak jadi ikut kompetisi, tapi ayahnya menyemangatnya untuk terus maju. | Literal Translation |

It can be seen in the table 7 above that the translator of children bilingual storybook translated the sentence in the Source Language by using literal translation.

In this case, the translator translated the sentence **He almost walked out of the area, but his father encouraged him to go on** in the source language (SL) into **Ia hampir tidak jadi ikut kompetisi, tapi ayahnya menyemangatnya untuk terus maju.**

Here, the translator tried to translate the sentence so that the readers, especially the children, could easily understand the target language and be well accepted.

c. The Third Chapter:

Excerpt 8

| SL | TL | Method |
|--|--|---------------------------|
| Pripun lived in Planet Prepasia, an advanced planet. | Pripun tinggal di Planet Prepasia, planet yang maju. | Word for Word Translation |

In this statement, it is found that the translator for the children bilingual storytelling used word for word method to translate the sentence. It called word for word method because the translator translated the (SL) **Pripun lived in Planet Prepasia, an advanced planet** into **Pripun tinggal di planet Prepasia, planet yang maju** (TL) word by word without changing the structure of the sentence. Here, the

translator translated the SL using word for word because children can understand it easily and naturally.

Excerpt 9

| SL | TL | Method |
|-------------------------------------|------------------------------------|----------------------|
| “You are so out of date!” he added. | “Kalian kuno sekali!” tambahannya. | Semantic Translation |

According to table 9 above, the translator translated in the source language (SL) **“You are so out of date!” he added** into **“Kalian kuno sekali!” tambahannya**. Here, the translator only tried to maintain the form of SL into TL until the use of punctuation marks. The translator is more concerned with the value of beauty and fairness of language and the meaning contained in the SL than it is easy to understand by children.

Excerpt 10

| SL | TL | Method |
|---|--|------------------|
| “I don’t understand why we have to do this activity,” he said, pouting. | “Aku tidak mengerti mengapa kita harus melakukan kegiatan yang melelahkan ini,” katanya sambil cemberut. | Free Translation |

According to table 10 above, the translator translated in the source language (SL) **“I don’t understand why we have to do this activity,” he said, pouting**. into **“Aku tidak mengerti mengapa kita harus melakukan kegiatan yang melelahkan ini,” katanya sambil cemberut**. Here, the translator is only concerned with the SL

message. The translator is more concerned with the content conveyed by SL so that the children easily and naturally understand it.

d. The Fourth Chapter:

Excerpt 11

| SL | TL | Method |
|--|--|---------------------------|
| Rudy and Freddy were two naughty students. | Rudy dan Freddy adalah dua murid yang nakal. | Word for word translation |

It can be seen in the second excerpt above that the translator of the bilingual storybook translated the sentence in the SL using word for word translation. In this case, the translator translated the sentence **Rudy and Freddy were two naughty students** into **Rudy dan Freddy adalah dua murid yang nakal**. Here, the translator translated the SL using word for word because children can understand it easily and naturally.

Excerpt 12

| SL | TL | Method |
|---|--|---------------------|
| As a punishment, Mr. Brown asked them to wash his flying car. | Akibatnya, Mr. Brown menyuruh mereka mencuci mobil terbangnya sebagai hukuman. | Literal Translation |

It can be seen in Table 12 above that the translator of the children bilingual storybook translated the sentence in the Source Language by using literal translation. In this case, the translator translated the sentence **As a punishment, Mr. Brown asked them to wash his flying car** in the source language (SL) into **Akibatnya, Mr.**

Brown menyuruh mereka mencuci mobil terbangnya sebagai hukuman. Here, the translator tried to translate the sentence so that the readers, especially the children, could easily understand the target language and be well accepted.

Excerpt 13

| SL | TL | Method |
|---|--|----------------------|
| “Let’s get even with Mr. Brown!” said Rudy. | “Ayo kita balas Mr. Brown!” kata Rudy. | Semantic Translation |

In this state, it is found that the translator for the children bilingual storytelling used semantic translation to translate the sentence. The translator translated in the source language (SL) **“Let’s get even with Mr. Brown!” said Rudy** into **“Ayo kita balas Mr. Brown!” kata Rudy**. Here, the translator only tried to maintain the form of SL into TL until the use of punctuation marks. The translator is more concerned with the value of beauty and fairness of language and the meaning contained in the SL than it is easy to understand by children.

e. The Fifth Chapter:

Excerpt 14

| SL | TL | Method |
|--|---|------------------|
| “Jane could you please deliver this to your grandma’s house?” asked Jane’s mother. | “Jane, tolong antarkan ini ke rumah Nenek,” kata ibu. | Free Translation |

In this sentence above, the translator translated in the source language (SL) **“Jane could you please deliver this to your grandma’s house?” asked Jane’s mother** into **“Jane tolong antarkan ini ke rumah nenek,”kata ibu**. Here, the

translator only concerned with the SL message. The translator is more concerned with the content conveyed by SL so that the children easily and naturally understand it.

Excerpt 15

| SL | TL | Method |
|--|--|---------------------------|
| She used her automatic loom to make her own clothes. | Ia menggunakan pemintal otomatis untuk membuat pakaiannya sendiri. | Word for Word Translation |

It can be seen in the table above that the translator of children bilingual storybook translated the source language (SL) **She used her automatic loom to make her own clothes** into **Ia menggunakan pemintal otomatis untuk membuat pakaiannya sendiri** in target language (TL). In this case, the translator used word for word translation because the translator tried to make the reader easily to understand the meaning.

Excerpt 16

| SL | TL | Method |
|-------------------------------------|---|---------------------|
| Her family gave her a warm welcome. | Keluarganya menerimanya kembali dengan gembira. | Literal Translation |

According to table 16 above, it is found that the translator of bilingual children storybook translated the sentence above in **Her family gave her a warm welcome** in the Source Language into **Keluarganya menerimanya kembali dengan gembira** in the target language. Here, the translator used literal translation to translate the

sentence; the translator tries to translate the sentence in order to make the readers understand the Target Language (TL) easily.



CHAPTER III

TRANSLATION ACCURACY LEVEL IN CHILDREN BILINGUAL STORYBOOK ENTITLED FUTURISTIC TALES BY ARLEEN A

This chapter includes previous research findings that discuss the theoretical exposure relevant to the research theme. The finding is based on the second problem statement, such as the accuracy level in children's bilingual story book entitled *Futuristic Tales* by Arleen, data description of the research findings, and the summary of findings.

A. Literature Review

In this research, the literature reviews are the theories that form the basis of research. Besides, literature reviews are also acquired through national and international research journals.

1. Translation as Product

Translation as a product, according to Catford, translation is the replacement of textual material in one language (S.L.) by equivalent textual material in another language (T.L.)²⁹. It shows translation is a process in the sense that it is an activity. On the other hand, translation is also a product since it provides us with other different cultures to ancient societies and civilizations when the translated texts reach us³⁰.

Translation as a product must have some quality to be acceptable in the translation, such as accuracy, readability, and acceptability by Shuttleworth & Cowie.³¹ Although there is no universal set of criteria for evaluating what consider 'good' or 'bad'

²⁹ J. Carford, *A Linguistic Theory of Translation* (London: Oxford University Press, 1995), 20.

³⁰ Amira Osman, *Definition of Translation*, (Translationaljournal./October-2017), from <https://translationjournal.net/definition-of-translation.html>, 1; A. Yowell. S. L. Muftan, *Principles of Translation* (Dar Annahdan Alabiya, 1999).

³¹ Shuttleworth, M., & Cowie, M., *Distionary of Translation studies*, 1997 (Online), (<https://archive.org/details/269293066DictionaryOfTranslationStudies/page/n21/mode/2up>, diakses 16 April 2021), 3.

translation, the basic concept of translation quality is related to the relationship between source text (ST) and target text (TT).³²

Based on the explanation above, translation as a product must be in accordance with the rules of the language used and acceptable.

2. Translation Quality

Based on Shuttleworth & Cowie, the quality of translation is divided into three, there are:

a. Accuracy

Accuracy is a term used in translation evaluation to refer to the extent to which whose translation matches the source language. Its true meaning in the context of a given translation must depend on the type of equivalence that is found in the translation of the two texts³³. The accuracy aspect is that the information translated is clearly and completely from the source language (SL) to the target language (TL)³⁴. And to express the meaning accurately, the translator can make changes to the form or structure of grammar³⁵; Nida and Taber confirm that the message must be prioritized because the content of the message is the most important³⁶.

b. Readability

Lason on Rudi Hartono suggests that the readability test intended to state the degree of ease of whether the translation is easy to understand the meaning or not³⁷. In other words, readability is about ease in understanding the entire

³² Nerudova, L, *Quality of translation: approachs and field survey*. Thesis (Czech Republic: asaryk University, 2012), 9.

³³ Shuttleworth & Cowie, *Dictionary of Translation Studie*. (USA: Routledge, 2014), 3.

³⁴ A. Hairul Umam, *Keberterimaan Antara Teks Sumber dan Teks Ssasaran*. Wanastra, 10 (September, 2018), 48.

³⁵ Rudi Hartono, *Pengantar Ilmu Menerjemah: A Handbook for Translators*, (Cipta Prima Nusantara: Semarang, 2017), 50.

³⁶ Nida, Taber, *The Theory and Practice of Translation*, (Leiden: E.J. Brill, 1982), 13.

³⁷ Rudi Hartono, *Pengantar Ilmu Menerjemah: A Handbook for Translators*, (Cipta Prima Nusantara: Semarang, 2017), 51.

meaning of the text for the reader. Readability is also close to the sentence length, number of new vocabularies, and grammatical complexity³⁸.

c. Acceptability

Acceptability is a term used by Toury (1980, 1995) to denote any of the following: two trends that can be observed in the translated text³⁹, Toury's approach to literary translation rejects the idea of being one of the "correct" ways to translate, and rather aims to describe the translational norms operating in the results of a single translator.

3. Indicators of Inaccuracy

Based on M. L. Lason⁴⁰, there is four indicators of inaccuracy in translation as below:

a. Omission

It is characterized by something that must include or appear in translating a text, making a different meaning. Any word in a sentence or phrase is the potential to be an omission. Such as the example below:

Source text: she is not happy

Receptor text: *dia senang*

In the translation above, the word "not" is omitted. As a result, it makes a different meaning.

³⁸ Reza Anis, *Translation Acceptability of Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih*, (Thesis, UIN Syarif Hidayatullah, Jakarta, 2019), 24.

³⁹ Shuttleworth & Cowie, *Dictionary of Translation Studie*. (USA: Routledge, 2014), 2.

⁴⁰ Mildred L. Larson, *Meaning-Based Translation*. (New York: University Press of America, 1998), 526.

b. Addition

The addition means the presence of some items in the target language for getting understanding meaning. Such as the example below:

Source text: he will be a big man after tries hard

Receptor text: *dia akan menjadi orang besar setelah menjadi berusaha keras*

There is a new word in the target language which is doesn't show in the source text. The addition "*menjadi*" is not justified by the source text.

c. Different Meaning of Wrong Meaning

Some mistakes are made in the source text analysis in translating and resulting in the different meanings. The translator translating the wrong meaning, for example:

Source text: my mother cooks meat in the kitchen

Receptor text: *ibuku memanggang daging di dapur*

In the source text above, the word 'cooks' refers to combining and heating some ingredients in various ways. On the opposite, the word '*memanggang*' refers to baking.

d. Zero Meaning

It means the form used just doesn't communicate any meaning at all. The translator only changes the words in the source language with the words in the target language.

Source text: I'm tired now and just feeling sleepy, I would like to wait for picked up.

Receptor text: *Saya capek sekarang dan hanya merasa mengantuk, saya akan senang untuk menunggu di jemput.*

The receptor text above is not a sentence. It is just a list of word that has no meaning at all.

B. Research Findings in Translation Method Used in Children Bilingual Storybook Entitled Futuristic Tales by Arleen A

1. Data Description

This research serves detailed data from children's bilingual storybook entitled Futuristic Tales published in 2011 by PT Buana Ilmu Populer, written by Arleen Amidjaja. This English-Indonesian bilingual storybook is purposely designed with illustrations of colored images on each page, and there are 200 pages with 10 titles. Still, the researcher only took 5 titles that are going to be analyzed. Then those data are analyzed using Lasson indicator assessment instruments.

2. Data Finding

To answer the first statement of the problem in chapter II, the researcher analyzed children's bilingual storybook entitled Futuristic Tales. It aimed to find the accuracy level of translation method used in children bilingual storybook, which is described using a table that contained the four indicators to use: omission, addition, different meaning, and zero meaning. Besides that,

A text can be categorized as accurate if more than 50% occurrences of accurate sentences are in the text. It is considered inaccurate if less than 50% occurrences of accurate sentences in the text, based on four indicators⁴¹. But in this research the researcher categorizes the the quality of translation into three categorized accurate if the source text is rendered accurately into the target text, less accurate if there are found omission and addition in the target text, and inaccurate if there are found different meaning and zero meaning in the target text.

For this research, the researcher used the five chapters on children bilingual storybook to analyze the storybook's accuracy level. To determine the storybook

⁴¹ Melita Nadhianti, "An Anlysis of Accuracy Level of Foogle Translate in English-Bahasa Indonesia and Bahsa Indonesia-English Translation," Thesis (Yogyakarta State University: 2016), 39.

accuracy or inaccuracy, the researcher gained the results as shown in the table in every chapter below.

After calculating the accuracy level of those sentences, the researcher calculated the average accuracy level of the translation text to determine the accuracy level of translation in the bilingual children's storybook "Futuristic Tales". The result from 5 chapters is 62.3%, indicating the accuracy level is more than 50% occurrences of accuracy, so the result is accurate.

3. The Accuracy or Inaccuracy Sentences in the Futuristic Tales Children Bilingual Storybook

The researcher wrote down the result of the data sheets into these tables.

Table 3.1: The Result of Accuracy level on Each Chapter

| Chapters | Accuracy | | | | | | | |
|----------|----------|----------|----|----|----|----|-------------|------------|
| | Acc | % of Acc | Om | Ad | Df | Zm | Total Innac | % of Innac |
| 1 | 34 | 75.5% | 6 | 4 | 1 | - | 11 | 24.4% |
| 2 | 36 | 73.4% | 3 | 1 | 6 | - | 13 | 26.5% |
| 3 | 30 | 75% | 2 | 2 | 6 | - | 10 | 25% |
| 4 | 27 | 64.2% | 1 | 3 | 7 | 2 | 15 | 35.7% |
| 5 | 21 | 84% | - | 1 | 2 | 1 | 4 | 16% |
| Total | 148 | 73.6% | 12 | 11 | 22 | 3 | 53 | 26.3% |

From the table above, the researcher calculate:

1. The accuracy level of the first chapter = $(34:45) \times 100\% = 75.5\%$
2. The accuracy level of the second chapter = $(36:49) \times 100\% = 73.4\%$
3. The accuracy level of the third chapter = $(30:40) \times 100\% = 75\%$
4. The accuracy level of the fourth chapter = $(27:42) \times 100\% = 64.2\%$
5. The accuracy level of the fifth chapter = $(21:25) \times 100\% = 84\%$
6. The average accuracy level = $\frac{75.5\%+73.4\%+75\%+64.2\%+84\%}{5} = \frac{372.1\%}{5} = 74.42\%$

5

5

From the data above we could find that the first chapter is frequently 75.5%, while in the second chapter is frequently 73.4%, the third chapter is frequently 75%, the fourth chapter is frequently 64.2%, and the fifth chapter is frequently 84%.

Table 3.2: The Result of Accuracy Level on Each Translation Method

| TL Method | Chapter | | | | | % of Acc |
|----------------------|---------|----|----|----|----|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| Literal Translation | 59 | 71 | 53 | 41 | 42 | 49.9% |
| Word for word | 48 | 36 | 20 | 42 | 31 | 35.1% |
| Free Translation | 12 | 21 | 21 | 1 | 7 | 12.3% |
| Semantic Translation | - | - | 9 | 1 | - | 2.5% |
| Total | | | | | | 99.8% |

According to the analysis of the quality of accuracy level of translation using Lason's accuracy assessment, Futuristic Tales is resulting 99.8% data are accurate. Literal translation method has the highest proof of accurate translation (49.9%) while

others show less frequently of accurate translation: word for word translation (35.1%) and free translation (12.3%), and semantic translation show inaccurate translation.

C. Discussion of the Accuracy Level in Children Bilingual Storybook

In this subchapter, the researcher explains and describes the findings of accuracy and inaccuracy founded in translating the sentence in the Children Bilingual Storybook “Futuristic Tales” by Arleen A”. Here, the researcher only took several excerpts from the five chapters taken such as:

1. Accurate Sentences in the Text

a. Accurate Sentences in the First Chapter

Here are the excerpts of accurate sentences in the first chapter:

1) Source text: Stanley, The housekeeping robot

Target text: *Stanley, robot pembersih rumah*

2) Source text: Stanley was a housekeeping robot that belonged to the Strauss family

Target text: *Stanley adalah robot pembersih rumah milik keluarga Strauss*

3) Source text: He didn't want to be a housekeeping robot.

Target text: *Ia tidak ingin menjadi robot pembersih rumah.*

4) Source text: He had a friend who was a police robot.

Target text: *Ia punya teman yang bekerja sebagai robot polisi.*

5) Source text: The police robot helped citizens by fighting crime.

Target text: *Robot polisi itu membantu warga membasmi kejahatan.*

b. Accurate Sentence in The Second Chapter

Here are the excerpts of accurate sentences in the second chapter:

1) Source text: Darren was the oldest child in his family.

Target text: *Darren adalah anak tertua di keluarganya.*

2) Source text: This year, Darren would graduate from high school.

Target text: *Tahun ini, Darren akan lulus SMU.*

- 3) Source text: The winner would get a large amount of money.

Target text: *Pemenangnya akan mendapatkan uang dalam jumlah besar.*

- 4) Source text: Many students were excited to join the competition.

Target text: *Banyak murid yang juga bersemangat ingin ikut lomba itu.*

- 5) Source text: Everybody was amazed when they saw his rocket.

Target text: *Semua orang kagum saat melihat roketnya.*

c. Accurate Sentence in The Third Chapter

Here are the excerpts of accurate sentences in the third chapter:

- 1) Source text: Pripun lived in Planet Prepasia, an advanced planet.

Target text: *Pripun tinggal di Planet Prepasia, planet yang maju.*

- 2) Source text: Pripun was sent to Earth.

Target text: *Pripun dikirim ke Bumi.*

- 3) Source text: He was more upset when he knew his friends were sent to more advanced planets.

Target text: *Ia semakin sedih saat mengetahui bahwa teman-temannya dikirim ke planet lain yang lebih maju.*

- 4) Source text: "You are so out of date!" he added.

Target text: *"Kalian kuno sekali!" tambahnya.*

- 5) Source text: Pripun complained the whole time.

Target text: *Pripun menggerutu setiap saat.*

d. Accurate Sentence in The Fourth Chapter

Here are the excerpts of accurate sentences in the fourth chapter:

- 1) Source text: Rudy and Freddy were two naughty students.

Target text: *Rudy dan Freddy adalah dua murid yang nakal.*

- 2) Source text: One day, they were caught sleeping in Mr. Brown's class.

Target text: *Suatu hari, keduanya tertangkap basah tidur di kelas Mr. Brown.*

- 3) Source text: Two big boys held them by their hands and refused to let them go!

Target text: *Dua remaja memegangi mereka dan tidak melepaskan mereka!*

- 4) Source text: They returned to their time and never used the Time Machine again.

Target text: *Mereka kembali ke masa mereka dan tidak pernah menggunakan Mesin Waktu lagi.*

- 5) Source text: They also studied hard and stopped playing pranks on their friends and teachers.

Target text: *Mereka juga belajar giat dan tidak suka mengerjai teman-teman dan guru.*

e. Accurate Sentence in The Fifth Chapter

Here are the excerpts of accurate sentences in the fifth chapter:

- 1) Source text: Jane pouted all the way to Grandma's house.

Target text: *Jane cemberut sepanjang perjalanan ke rumah nenek.*

- 2) Source text: "Enough!" said Jane, "I'm going to live all by myself!"

Target text: *"Cukup!" kata Jane, "Aku mau hidup sendirian saja!"*

- 3) Source text: She used her cooking machine to prepare her meals.

Target text: *Ia menggunakan mesin pemasak untuk memasak makanannya.*

- 4) Source text: Her mother's cooking tasted much better than those made by her cooking machine.

Target text: *Masakan ibunya jauh lebih lezat daripada masakan alat pemasaknya.*

- 5) Source text: So Jane packed and moved back to her parent's house.

Target text: *Maka Jane berkemas dan kembali ke rumah orang tuanya.*

Those excerpts above are classified to be accurate because no indicators of inaccurate are found in those sentences. It means that the meaning of the source sentence is perfectly preserved in the target sentences. However, some sentences are founded inaccurate. The researcher also describes it in several excerpts as below.

2. Inaccurate Sentence in the Text

There are also several inaccurate sentences in the children's bilingual storybook "Futuristic Tales" based on four indicators of inaccurate sentences.

a. Omission

It is characterized by something that must include or appear in translating a text, making a different meaning. Here are the excerpts of omission founded in the bilingual children storybook entitled "Futuristic Tales".

1) Source text: He was a diligent robot and the Strauss family loved him very much.

Target Text: *Ia adalah robot yang rajin dan keluarga Strauss sayang padanya.*

In the target text, the word "very much" is omitted when it should be translated as "*sangat*". The occurrences make the meaning of the target text in inaccurate.

2) Source text: "I have to join the competition," he thought.

Target Text: *"Aku harus ikut," pikirnya.*

The word "the competition" is omitted in the target text, when it should be translated as "*kompetsi*". The occurrences make the meaning of the target text is inaccurate.

3) Source text: On his first day of school on Earth, Pripun was tired because he had to walk everywhere.

Target Text: *Pada hari pertama di Bumi, Pripun kelelahan karena harus berjalan ke sana-kemari.*

The word “school” is omitted in the target text when it should be translated as “*sekolah*”. The occurrences make the meaning of the target text is inaccurate.

4) Source text: Rudy and Freddy shook their heads.

Target Text: *Rudy dan Freddy menggeleng.*

The word “their head” is omitted in the target text, when it should be translated as “*kepala mereka*”. The occurrences make the meaning of the target text is inaccurate.

Although omission is sometimes used in translating, but the occurrence of omission in the excerpt above makes a different meaning in the target text. Therefore, it becomes an indicator of inaccuracy.

b. Addition

The addition means the presence of some items in the target language for getting understanding meaning. Addition appear can make some text getting across the meaning. Here are some excerpts founded in the text.

1) Source text: They never forgot to charge him or to oil his joints.

Target text: *Mereka tidak pernah lupa mengisi listriknya atau memberinya pelumas.*

The word “*listriknya*” is an addition in the target text that does not exist in the source text.

2) Source text: Mrs. Strauss always put fresh flowers on his small table.

Target text: *Nyonya Strauss tak pernah lupa meletakkan bunga segar di meja kecilnya.*

The word “*tidak pernah lupa*” in the target text does not exist in the source text, and it is justified in the target text because the addition word has distorted the target text.

3) Source text: “We all do, dear,” said Mrs. Stanley.

Target text: “*Kita semua kehilangan dirinya,” sahut Nyonya Strauss.*

In the excerpt above, the addition “*kehilangan dirinya*” does not exist in the source text. That can make the different meanings in the target text.

c. Different Meaning

The third indicator is a different meaning. Some mistakes are made in the source text analysis in translating and resulting in the different meanings. The different meanings can make the text become inaccurate because it supplies some wrong meaning. Here are some different meaning founded in the text.

1) Source text: Mrs. Strauss always put fresh flowers on his small table.

Target text: *Nyonya Strauss tak pernah lupa meletakkan bunga segar di meja kecilnya.*

In the source word, “always” should be translated as “*selalu*”. The word “*tidak pernah lupa*” does fit the context because it has a different meaning and it’s mean from “never forget”.

2) Source text: Who can make the best rocket?

Target text: *Roket siapa yang terbaik?*

In the target text above the translator should translate “*siapa yang bisa membuat roket terbaik?*” in the target text, because “*roket siapa yang terbaik?*” has a different meaning with the context of the source text.

3) Source text: He almost walked out of the area, but his father encouraged him to go on.

Target text: *Ia hampir tidak jadi ikut kompetisi, tapi ayahnya menyemangatnya untuk terus maju.*

The source text “walked out of the area” should be translated as “*keluar dari area*”. The word “*kompetisi*” it has a different meaning.

4) Source text: As a punishment, Mr. Brown asked them to wash his flying car.

Target text: *Akibatnya, Mr. Brown menyuruh mereka mencuci mobil terbangnya sebagai hukuman.*

The word “punishment” in the source text should be translated as “*hukuman*” in the target text. The word “*akibatnya*” in the target text is not suitable with the context.

d. Zero meaning

The last indicator is zero, meaning the form used just doesn't communicate any meaning at all. The translator only changes the words in the source language with the words in the target language. Zero meaning is also found in this bilingual storybook entitle “Futuristic Tales” by Arleen A.

1) Source text: And again...

Target text: *Dan lagi...*

In except above is a zero meaning. It means that those words can be categorized as zero meaning.

2) Source text: “Let's see!” said Jane.

Target text: *“Lihat saja!” kata Jane.*

That text above is also an excerpt of zero meaning founded in the storybook.

Some inaccurate text found in the children bilingual storybook entitled “Futuristic Tales” by Arleen A. Although this bilingual storybook is accurate, there are also some

inaccurate words based on four indicators: omission, addition, different meaning, and zero meaning.



CHAPTER IV

CLOSING

In the previous chapter above, the researcher has discussed the translation method used in children bilingual storybook entitled “Futuristic Tales” by Arleen A and Its accuracy level of translation. In this chapter, the researcher is going to conclude the result of the research that the researcher has researched. The researcher also gives advice and recommendations to the other people in the topic being analyzed. The researcher started as below:

A. Conclusion

Based on the described previously, the researcher concludes that there are eight translation methods: word for word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. From eight translation methods, the translator of this bilingual children storybook entitled “Futuristic Tales” by Arleen A only took four translation methods to translate this children storybook: word for word, literal translation, semantic translation, and free translation. The most translation method used in translating is literal translation because it most suitable to make it easier for the reader, especially children, to understand the meaning of the storybook. It can frequently be as 96 data founded as a literal method, word for word is frequently using 62, free translation method is frequently using 27, and semantic translation method is frequently using only 8.

According to the analysis of the quality of accuracy level of translation using Lason’s accuracy assessment, Futuristic Tales is resulting 99.8% data are accurate. Literal translation method has the highest proof of accurate translation (49.9%) while others show less frequently of accurate translation: word for word translation (35.1%) and free translation (12.3%), and semantic translation show innacurate level of translation.

Then, the researcher concluded that this bilingual children's storybook entitled "Futuristic Tales" by Arleen A is accurate since the frequency of accurate level of translation a text is more than 50%.

B. Suggestion

Considering the derived conclusion, the researcher also would like to suggest:

1. For the Translator

Before doing the translation, the translator should first analyze to learn who the translation's target is if the text for the children should be adjusted to the guidelines children's storybook writing. Besides, the translator must be more aware of some word that can make the target language across the meaning from the source language. To make the reader especially children, easier understand the meaning and don't have the wrong understanding. Besides, the translator must be guided by writing or children's stories so the aspects of language presentation, cognition, psychology can be adjusted for their age.

2. For the Reader

Learning a foreign language is an important thing and must start from children's age. Therefore, guidance from parents or teachers must be emphasized to make the children easier to understand and doesn't have the wrong meaning. Reading and learning more can make children's language foreign ability increase and improve their ability in a language.

3. For the Future Researcher

In the future, researcher can continue to analyze from the different aspects of the content. This research finding can provide some information that can improve the next research.

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