

Translation Techniques and Readability Levels of *Stories of Great Virtue Collection* Bilingual Book by Arleen Amidjaja

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Abstract—In today’s world, the majority of literary work has been developed into the wider field and translated into different languages. This is evidenced by the proliferation of translated story books which often dominate the sales of children’s story books in Indonesia. In general, the well-known stories from foreign children’s literary work such as *Goblin*, *Cinderella*, *Fairy Story*, or the stories of the royal princess open an opportunity for translators to adapt and present them in bilingual versions and illustrate them with interesting images. The research discussed the types of translation techniques and readability in the translation of children’s books. The purpose of this study are 1) to identify the translation techniques used by translators, 2) to measure the levels of translation readability to prove that the role of book translation kids storytelling to the learning media of foreign language can be identified from the accomplishment of translation process based on the translation purpose in order that the result is able to follow the people’s need. The research method was descriptive qualitative. The data source was a bilingual book entitling “*Stories of Great Virtual Collection*” by Arleen Amidjaja. The result showed that there were 6 (six) translation techniques used based on Molina and Albir’s theory, i.e. 1) Transposition of 21 data, 2) Modulation of 28 data, 3) Literal Translation of 340 data, 4) Elimination of 11 data, 5) Addition of 12 data, and 6) Borrowing of 5 data. Of all those data, 401 data (98.04%) were in high readability level and only 18 data (4.29%) in low readability level. It can be concluded that the translation in the bilingual book is quite readable.

Keywords: *technique, readability, translation, bilingual book, children story.*

I. INTRODUCTION

The number of translations of foreign language books into Indonesian continually increase which contributes to many positive impacts not only as a media for language learning but also as an exchange of information, knowledge and culture between countries. Two kinds of literature, of which are classic and popular types or children literature, are considerably becoming a crowd-pleasing translation material at present. In general speaking, the increase of translated literary work offered in several bookstores includes the bilingual book of children’s story.

The development of publishing children’s bilingual book is able to create effective English learning. According to Semingson (2015:132) regarding learning a foreign language, children could read a story in a foreign language and translation, then they are able to try to retell it by obtaining information and vocabularies which had been printed in his memory; Likewise, Babak (2011: 872) revealed that reading story book contributed to the mastery of vocabulary, high

cognitive skill, creativity, and children’s character development to form better child character such as increased ability to communicate, better cognitive development, improved-cultural awareness and, ultimately, better job opportunities for those who know foreign languages. However, it should be noted that the reading material for children has to be really right on target at the age range of children whose purpose is so that children are able to understand the purpose of what they are reading.

Children’s stories are reading materials that are appropriate to the level of reading ability and interests of children of a certain age group or level of education, books are specifically written and illustrated for children with certain age and education criteria Brown & Tomlinson (2005: 3). Particularly, bilingual books in children’s stories have their own appeal, both to the moral messages and their intricate elements conveyed in the text of the story. However, what if the user of a bilingual reading book on a child’s story had a problem with the readability of the translation product, such as the sentence “I will try harder than the rest.” to “Aku berjanji akan berusaha lebih keras dari murid-murid lain”. The word ‘rest’ in the intended sentence when translated to ‘others’ for the translator was a reasonable and appropriate equivalent because it was in accordance with the medium of translation (dictionary), but the reader was still lacking of understanding about the translation of the word when interpreted in word like ‘istirahat’.

The emerging issue experienced by the reader encourages the writer to find out more deeply regarding the results readability of translation bilingual book of children’s stories “*Collection of Great Virtue*”. In other words, the success of a translation can be seen from the translation process that depends on the purpose of the translation is done, the results reflect the needs of people in need. Pym (2010: 17) adds such translation competence recognizes that implicit theoretical models in the practice of translation depend on a set of hypotheses that are intuitively applied i.e. theory is very much related to practice. There will be no practice without theory.

From some of the problems outlined above, researchers are interested in conducting further research on the techniques used by translators in carrying out their translations, then regarding the level of readability of the bilingual book translation *Stories of Great Virtues* by Arleen A.

Translation technique is a method that use to divert messages from source language to target language and it’s applied at the level of words, phrases, clauses and sentences.

According to Molina and Albir (2002: 509), translation techniques have five characteristics: Translation techniques affect the translation results, techniques are classified by comparison on source language texts, translation techniques in micro level, techniques are not interrelated but based on specific contexts, techniques are functional. Molina and Albir (2002) developed 20 techniques that can be used to analyze and classify how comparable translations applied to various lingual units.

Several relevant studies have been conducted by researchers. They were 1) Permatahati & Rasyidin (2015) entitling “*Translation Techniques and Readability of the Culture Specific Items in the 2007 Indonesian Translation of Alice’s Adventures in Wonderland*” that the research’s aim was done by describing the translation techniques applied in translating Culture Specific Items (CSI) in Sri Haryanto’s Indonesian translated novel of Alice’s Adventure in Wonderland entitled *Petualangan di Negeri Ajaib dan Dunia di Balik Cermin* by Windi A in 2007 and to explore the meaning of the readability of culture specific items (CSI) in the intended novel which had been translated. From the study, the researchers found 16 translation techniques applied in translating the culture specific items from *Alice’s Adventure in Wonderland* novel into its 2007 Indonesian translated novel by Sri Haryanto. Established equivalent translation technique is the highest frequency of translation technique that is applied in this novel. Hence, the readability of specific items in Sri Haryanto’s Indonesian translated novel of Alice’s in Wonderland is readable.

Based on the result of research conducted by Permatahati and Rasyidin described above, the authors took a reference to do further research in the form of techniques and the level of readability of the translation of bilingual books *Stories of Great Virtue Collection*. The research has the same indicators which were technique translation and level of readability. Nevertheless, the different term viewed by the writers was targeted readers for the resulted translation of children’s stories found the reading material adjustments to the child’s age level as well as the education level of children. That is why the translation technique tends to choose the word levels in translation process which will affect the level of readability of translation result.

II. METHOD

A. Research Method

The method used was a qualitative research with descriptive approach with embedded case study research design, meaning that research treats theory as a boundary, it had been directed at certain scopes or focus that was targeted in qualitative descriptive research. Descriptive - qualitative approach used in this study. It was based on several considerations, namely the data examined including qualitative data such as forms of words, phrases, clauses and sentences originating from the bilingual book data source *Motivational Stories* by Arleen A. In addition, the research was oriented towards product translation, namely research focusing its attention on results Translation was not a process of translation. Merriam: (2009:5

Moreover, the researcher applied steps to obtain a translation technique used in translating source language into targeted language. The steps were as follows (1) analyzing

translation techniques based on the understanding of version translation techniques Molina and Albir (2002: 509-511), (2) measure the level of readability of bilingual book translation *Motivational Stories* by Arleen A. in the modifications made by the researcher based on the *Readability Rating of Silalahi Instruments* (2012: 75).

The study aimed 1) to identify the translation techniques applied to words, phrases, clauses and sentences contained in bilingual books *Motivational Stories Collection* by Arleen Amidjaja., and 2) to measure the level of readability of the bilingual book.

In detail, identifying translation techniques made the researchers discover what techniques were used by translators in translating the bilingual book “*Collection Stories of Great Virtue* by Arleen A”. It was in line with the researchers’ objective in knowing whether translation techniques had possessed the same goal in obtaining the right and proper translations. As an illustration, there was a sense of being easy to read and understand by the targeted reader. The translation technique became a reference for the researchers to know the level of legibility of bilingual book” *Collection Stories of Great Virtue*”. The data was then analyzed to get the result which was appropriate with the problem and purpose of the study.

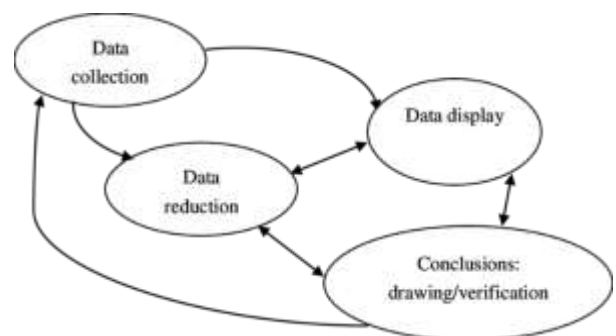
B. Source of Data

The data used in this study include words, phrases, clauses and sentences contained in the translation in a bilingual book “*Stories of Great Virtue Collection*” by Arleen A.

Ten titles of children's stories summarized in a bilingual book *Stories of Great Virtue* by Arleen A, consisting of 199 pages, the author and translator of children's story text was the same person i.e. Arleen Amidjaja. The children's story bilingual book was published by the Gramedia Popular Science Bhuana Group Jakarta in 2018.

The following data sources from the different story titles summarized in the bilingual book are: 1. Be Honest! (*Jujurlah dalam Segala Hal!*), 2. Be Kind! (*Berbuatlah Kebajikan!*), 3. Be Loyal! (*Setialah Pada Janji!*), 4. Be Persistent! (*Berusahalah dengan Gigih!*), 5. Be Patient! (*Bersabarlah!*), 6. Be Smart (*Berpikir Cerdas!*), 7. Be Diligent! (*Rajinlah Bekerja*), 8. Be Proactive (*Ambil Inisiatif!*), 9. Be Open-minded! (*Buka Pikiranmu!*), 10. Be Grateful! (*Bersyukurlah Senantiasa*).

C. Data Analysis



Interactive Process Analysis Model (Miles and Huberman, 2014: 23)

The practical steps taken in the analysis of the data are as follows:

Data collection, as the first component was by way of sorting numbers in the first data source such as 001, 002, 003, 004, 005, etc., followed by the identification of translation techniques in the translation text of the bilingual book. The second was analyzing the more dominant translation techniques applied in the translated text. Then, data collection was reduced depending on the more dominant translation techniques and the level of readability was reduced through translation result, identifying which were difficult to understand by the target readers and vice versa, thus, being able to make it easier for the researchers to categorize between high readability and low readability levels.

III. FINDINGS AND DISCUSSION

After analyzing the translation of bilingual book "Stories of Great Virtue Collection", several translation techniques are found applied by the translator as follows:

1. Analyzing Translation Techniques:

NO.	Translation Technique	Σ Data
1.	Transposition	21
2.	Modulation	28
3.	Literal Translation	340
4.	Elimination	13
5.	Addition	12
6.	Borrowing	5
Total		419

a. Transposition

Transposition is a translation technique by changing grammatical categories; this technique is the same as shifting categories of structures and units (Molina and Albir, 2002:509-511)

1. SL (Source Language):

But soon, he **found out** that he was not a good swimmer

TL (Target Language):

Tapi kemudian dia **menyadari** dia bukan perenang yang baik

2. SL: Goblins **Lined up**

TL: Para Goblin **berbaris**

3. SL: **Turned Out**, Goby was the only Goblin...

TL: **Ternyata**, Gobi adalah salah satunya...

4. SL: He went out of his **hiding place**

TL: Dia pun keluar dari tempat **persembunyiannya**

Here in this data, the translator changes the source word "Lined up" to the target language "berbaris", "Found Out" to "menyadari", "Turned Out" to "Ternyata" and "hiding place" to "persembunyiannya". This changes the form of phrases into the words.

b. Modulation

Modulation is a translation technique in which the translator changes the point of view, focus or category of the cognitive in relation to the source text. The changes in perspective can be lexical and structural (Molina and Albir, 2002:509-511).

1. SL: who is **honest to his heart**

TL: yang **benar-benar jujur**.

2. SL: **To make himself known** to the people.

TL: **Untuk menampakkan diri** kepada orang-orang.

3. SL: **Goby was surprised** to hear...

TL: **Goby terkejut** mendengar...

4. SL: Gigi came **to put it out**...

TL: Gigi segera datang **untuk memadamkan api**.

As seen in the examples above, the form changes, such as from the verb followed by an adverb "honest to his heart" to "benar-benar jujur", from "To make himself known" to "Untuk menampakkan diri", from "Goby was surprised" to "Goby terkejut", and from "to put it out" to "untuk memadamkan api". The transformation of the examples above directly results in a different perspective. In the source language, words or clauses, change the point of view in translation because the translation of a word or clause is adjusted to the context of the story in the form of the source language. Like the phrase 'put it out' the reader only knows the translation is 'menyimpan', but the translator used the phrase 'memadamkan api' the changes were basically like in their understanding because the changing is not required by the translator, only informing that the word can be used in accordance with the expression in the source language in question but when diverting the message must be adjusted to the intended object, so that the translation results can be accepted in the target language.

c. Literal Translation

Literal translation is a technique in which the translator translates an expression literally. The technique requires lexical matching that is still bound to the source language but adjusted to the rules of the target language (Molina and Albir, 2002:509-511)

1. SL: There, he saw a commotion

TL: Di sana, dia melihat keramaian.

2. SL: there was a goblin named Goby

TL: ada Goblin bernama Goby

3. SL: He lived in the Southern

TL: Dia tinggal di bagian selatan

4. SL: Goby went home

TL: Goby pulang ke rumah

The data is taken literally in order to reexpress the message literally without giving any changes to them. Here, the researchers find that each datum are translated literally into the target language. Although the verbs in the source language are in the form "past-time verb (Verb2)" as seen in all data above, they are translated into the target language which does not have the concept of past time in verbs.

d. Deletion

Elimination is one of the translation techniques that is realized by eliminating some of the source language elements in the target language text. The omission of source language elements is generally caused by the absence of grammatical equivalents, in such a context. (Molina and Albir, 2002:509-511)

1. SL: I know that Goblins are supposed to be **mischievous and tricky**

TL: Saya tahu Goblin memang biasanya **licik**

2. SL: **But he was wrong**. They shot some arrows at him

TL: Tapi, mereka malah memanahnya.

3. SL: **When** the dragons reached a certain age.

TL: Menginjak usia tertentu.

The data above show that the elimination technique applied by the translator has the goal to prevent repetitive word, and it can be done as long as the context of the translated text can be preserved in the target language.

e. Addition

Addition is a technique by adding certain information that basically does not exist in the source sentence (Molina and Albir, 2002:509-511)

- 1. SL: Be Honest!
TL: Jujurlah **dalam segala hal!**
- 2. SL: Be Loyal!
TL: Setiaalah **pada janji!**
- 3. SL: Be Diligent!
TL: Rajinlah **Bekerja!**
- 4. SL: It's in our blood
TL: Itu **sudah menjadi sifat kita turun temurun**

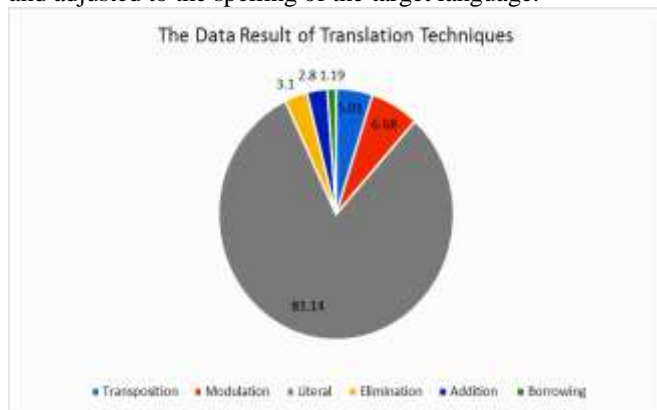
The addition technique of making explicit some words or information applied by the translator by adding the intention in the source language text, so that the intended meaning is conveyed to the reader.

f. Borrowing

Borrowing is a translation technique where the translator borrows words or phrases from the source language. This can be pure (pure borrowing) or can have been naturalized (naturalized borrowing) with adjustments to the spelling or pronunciation. The official dictionary in the target language is an indicator of whether the phrase is a borrowing or not, (Molina and Albir, 2002:509-511)

- 1. SL: Maybe I'm good at **music**.
TL: Mungkin aku pandai bermain **musik**.
- 2. SL: Goby put 2 copper **coins** inside
TL: Goby memasukkan dua **koïn** tembaga

The vocabulary on the data above is generally commonly used in daily use, so the translator does not switch it back to other words in the target language, rather uses the original words and adjusted to the spelling of the target language.

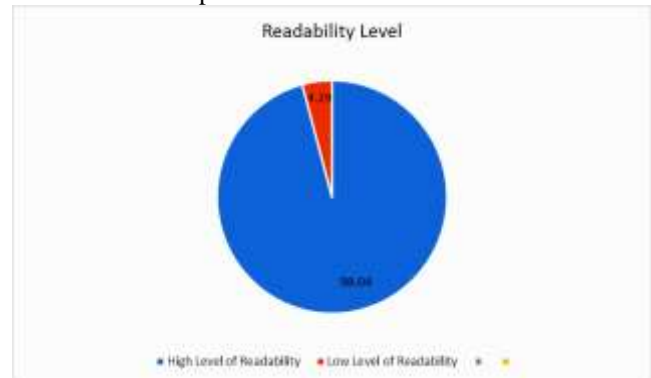


The research result showed that the translation technique that was mostly used by Arleen Amidjaja based on Molina and Albir's theory in translating children stories in "Stories of Great Virtue Collection" into the target language was Literal Translation technique with 419 (81.14%) occurrence. While the most infrequently used was Borrowing technique with 5 (1.19%) occurrence. The other translation techniques used in

this research include Transposition of 21 data, (5.01%), Modulation of 28 data (6.68%), Elimination of 13 data (3.10%), and Addition of 12 data (2.80%). Literal translation is dominant because as an embodiment in grammatical aspects, translators always try to get elements of the target language that are commensurate with the source language in order to express the same message in the target text.

2. Readability Level

In this study, researchers used a readability assessment sheet to measure the level of readability of a bilingual story book that was translated in the translation of "Stories of Great Virtue Collection". The readability assessment sheet was filled in by 3 respondents after reading the "Stories of Great Virtue Collection". They are all elementary school students. There are two regulatory indicators for the legibility ranking sheet. If it is not difficult to understand the items translated in the "Stories of Great Virtue Collection", they should give a sign of check in the column of the high readability level. If there are difficulties in understanding the items that are translated, they should give a sign of check in the column of the low readability level. This means that they did not understand the expression at all.



The results of identification level of readability in translation can be seen through the number of percentages as illustrated in the diagram above. The parts of the picture showed the high and low level of readability of the translation results that are measured through the instrument level of readability based on the understanding of the target readers.

The high readability level is 401 (98,04%) of 419 data, the translation of children's story is basically affected by the selection of words in the target language that are generally familiar to be heard and used in everyday life. With results that reach a high level of readability in the children story will increase learning interest and increase reading efficiency. Not only that, reading that has a high level of readability can usually maintain the reading habits of the readers because they feel they can understand such discourse easily and the message is delivered as intended and needed by the target readers.

The low readability level is 18 (4.29%) from 419 data. Although only a small amount of data was obtained, in some translation techniques it can obstruct the understanding of the target reader due to the omission of words in target language which makes the sentence incomplete and ambiguous to read, even though the language used is already popular among the general public but the target readers might still be unfamiliar

with the expressions in their everyday language, so it becomes a difficulty to understand the contents of the translated text.

IV. CONCLUSION

After conducting research the researchers concluded that the analysis of translation techniques and the level of readability of the results of translation in “Stories of Great Virtue Collection” it can be concluded the translator uses six translation techniques proposed by Molina & Albir, i.e. transposition, modulation, literal translation, elimination, addition, and borrowing techniques.

1. Translation Technique

Literal translation technique is used 340 times (81.14%). In this study, literal translation is the most dominant technique used by the translator. This is due to the fact that in the process of translation between Indonesian into English, each language has its own rules. Therefore, as an embodiment of the grammatical aspect, the translator always tries to get elements of the target language that are commensurate with the source language in order to express the same message in the target text.

Furthermore, the transposition technique was 21 data (5.01%), followed by modulation technique with 28 data (6.68%), elimination technique with 13 data (3.10%), addition technique with 12 data (2.80%), and the last, borrowing technique with 5 data (1.19%). Borrowing is the least used, due to the fact that in the target language, the technique is

related to the terms that are commonly used in certain scientific disciplines.

2. Readability Level

As explained in the previous discussion in this study, the interrelation of translation techniques has an impact on the level of readability of the results obtained from students who read the bilingual translation book “Stories of Great Virtue Collection”. 401 data (98.04%) are identified as highly readable, and only 18 data (4.29%) are low readable. It can be concluded that translation of bilingual book were quite readable.

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