THE ACCEPTABILITY OF CULTURAL WORDS IN THE TRANSLATION OF *PERFECT PRINCESS DISNEY SERIES*

SITI MABRUR RACHMAH

222511043

A *Skrips*i Submitted in Partial Fulfillment of the Requirements for the Degree of "Sarjana Sastra"

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2015

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama	: Siti Mabrur Rachmah	
No. Registrasi	: 2225110436	
Program Studi	: Sastra Inggris	
Jurusan	: Bahasa dan Sastra Inggris	
Fakultas	: Bahasa dan Seni	
Judul Skripsi	: The Acceptability of Cultural Words in the Translation of *Perfect Princess Disney Series*	

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.
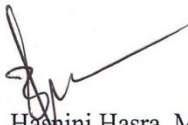
DEWAN PENGUJI

Pembimbing

Rahayu Purbasari, M. Hum
NIP. 196507301998022001

Ketua Penguji

Ati Sumiati, M.Hum
NIP. 197709182006042001

Penguji Materi I

Hasnini Hasra, M.Hum
NIP. 197311112003122001

Penguji Metodologi II

Atikah Rusliani, M.Hum
NIP.197203242006042001

Jakarta, 7 Juli 2015
Dekan Fakultas Bahasa dan Seni

Dr. Aceng Rahmat, M. Pd
NIP. 195712141990031001

i

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama   : Siti Mabrur Rachmah
No. Reg   : 2225110436
Program Studi : Sastra Inggris
Jurusan   : Bahasa dan Sastra Inggris
Fakultas   : Bahasa dan Seni
Judul Skripsi   : The Acceptability of Cultural Words in the Translation of *Perfect Princess Disney Series*

Menyatakan bahwa benar skripsi ini adalah hasil karya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila terbukti saya melakukan tindakan plagiat. Demikian saya buat pernyataan ini dengan sebenarnya.

Jakarta, 7 Juli 2015

Siti Mabrur Rachmah
NIM. 2225110436

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
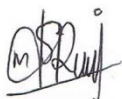## KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai civitas akademik Universitas Negeri Jakarta, saya yang bertanda tangan di bawah ini:

Nama   : Siti Mabrur Rachmah
No. Reg   : 2225110436
Fakultas   : Bahasa dan Seni
Judul Karya : Skripsi
Judul   : The Acceptability of Cultural Words in the Translation of *Perfect Princess Disney Series*

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada Universitas Negeri Jakarta Hak Bebas Royalti (Non-exclusive Royalty) atas karya ilmiah saya. Dengan hak Royalti Bebas Non-Ekslusif ini, Universitas Negeri Jakarta berhak menyimpan, mengalihmedia/formatkan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan di internet atau media lainnya untuk kepentingan akademis tanpa perlu meminta izin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai Hak Cipta dalam karya ilmiah ini menjadi tanggung jawab saya pribadi. Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 7 Juli 2015

Yang Menyatakan

<u>Siti Mabrur Rachmah</u>
NIM. 2225110436

ABSTRAK

SITI MABRUR RACHMAH. 2015. *The Acceptability of Cultural Words in the Translation of Perfect Princess Diney Series.* **English Department, Faculty of Languages and Arts, State University of Jakarta.**

Penerjemahan karya sastra anak adalah salah satu topik di bidang penerjemahan. Penelitian ini bertujuan untuk mengidentifikasi kategori budaya dan kata budaya di dalam buku Disney Perfect Princess Series dan keberterimaan dari penerjemahan ke dalam Bahasa Indonesia berdasarkan jawaban dari pembaca anak-anak. Data diambil dari kata dan frasa yang mengindikasikan kata budaya di dalam buku cerita Perfect Princess Disney Series. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif analisis dengan menggunakan teori Newmark. Hasil penelitian ini menunjukkan ada tujuh kategori yang terdapat pada buku cerita Perfect Princess Disney Series, yaitu: organisasi 26,7%, rumah dan kota 20%, makanan 16,7%, sikap dan kebiasaan 16,7%, pakaian 10%, ekologi 6,7%, dan sosial budaya 3,3%. Berdasarkan jawaban yang diperoleh dari pembaca usia anak-anak, 33,3% kata budaya berterima serta dapat dimengerti dan 66,7% kata budaya tidak berterima.

Kata kunci: Penerjemahan, literatur anak, kata budaya, respon pembaca, pembaca anak-anak, keberterimaan

ABSTRACT

SITI MABRUR RACHMAH. 2015. *The Acceptability of Cultural Words in the Translation of Perfect Princess Diney Series.* **English Department, Faculty of Languages and Arts, State University of Jakarta.**

Translation of children literature is one of various kinds in translation field. Thi study aimed to identify cultural category of cultural words that used in Perfect Disney Princess Series and find out the acceptability of Indonesian translation based on children readers. The data were taken from words and phrases that indicate cultural words in Perfect Princess Disney Series and reader's answer towards the cultural words in the six stories of Perfect Princess Disney Series. The method of this study is descriptive analytical using Newmark theory. As the result, seven categories found in Perfect Princess Disney Series. It consists 26,7% organization, 20% house and town, 16,7% food, 16,7% gestures and habits, 10% clothes, 6,7% ecology, and 3,3% social culture. Based on the answers of children readers, 33,3% cultural words in Perfect Princess Disney Series are acceptable and 66,7% words are unacceptable.

Key words: Translation, children literature, cultural words, reader response, children readers, acceptability

ACKNOWLEDGEMENT

In the name of Allah, the Most Beneficent and the Most Merciful, peace and blessing also upon the greatest Prophet Muhammad SAW, his family and all of his followers including to all of us. Thanks to Allah the Almighty for the grace and enermous blessing so that the writer could finish the *skripsi*. After that, the writer would like to give thanks to:

1. Her beloved parents, H. Burhanuddin Hasjim Gelar Maharadja Gunung (alm) and Royani B. Aulani, her only one brother Zikril Hakim, for giving love, support, motivation, encouragement, and prayers to finish this study. The writer loves them to the moon and back.
2. Hasjim family, her beloved big family for supporting and motivating her.
3. Mrs. Rahayu Purbasari, M. Hum, as her academic advisor and *skripsi* advisor for her guidance and support in correcting and helping her finish this skripsi.
4. Mrs. Dr. Darmahusni, MA as the Head of English Department UNJ, Mr. Dr. Ifan Iskandar, M. Hum, Mrs. Ati Sumiati, M.Hum, Mrs. Atikah Rusliani, M.Hum, Mrs. Hasnini Hasra, M.Hum, and all lecturers in the English Department for the precious knowledge and meaningful study experiences.
5. Mr. Suartan Nafis and family, Mr. Andi Soesmono from Ministry of Marine Affairs and Fisheries Republic of Indonesia, for the oppotunity and motivation so that she increase her work experiences.
6. The principal and all teachers of Active Learning Center Kindergarten and Preschool in Apartment Mediterania Kemayoranan, for giving her opportunity in teaching wonderful children, and for giving her time to teach and finish her *skripsi* in the same time.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

1.1   Background of the Study

Chilhood is one of various part in this life. There are various moment in that era and every person has different experience in their childhood life. Oittinent (2000) stated that child image is something unique, based on each individual's personal history, on the other hand, it is something collectivized in all society.

Children usually like some fun activities that make them enjoy such as playing game, singing or listening to children song, watching cartoon, reading fable or fairy tale, drawing, and coloring book. They also creative to make their own imagination which is unreal. That is the reason why they like cartoons and children short stories such as fairy tales or fables. Parents usually provide their children with short story book to dispense their fondness and make them interested in reading habit.   According to Lynch-Brown and Tomlinson (2005), children love a good story. Therefore there are many authors around the world produce various and interesting children's literature such as short story. In children literature, Disney is one of the famous short stories. It has outstanding popularity to attracted children. Byrne and Mcquillan (1999) stated that Disney

powerful story hold over children literature, family entertainment, mainstream taste, Western popular culture and indeed continues to grow. Some countries including Indonesia translate famous children's short story into their own language. The main problem is whether that short story books already translated properly or not. The cultural case should also has attention.

In translation, situation and purpose are an intrinsic part. The translators translate whole situation, not only words in isolation. To the translation, they should bring their cultural heritage, their reading experience, and, in the case of children book or children literature, their own child image, Oittinen (2000).

In translating children's short story, the translator needs to pay attention to the choice of words since children literature (both fiction and nonfiction books) written especially for children 0-12 years old as cited in *www.uleth.ca*. William and Chesterman (2002) explained that children literature extents many genres from poems and fairytales to fiction and scientific writing. It is also expected to fulfill a number of different functions, e.g. entertainment, socialization, language development as well as general education.

Children will difficult to understand the meaning if the translation of children's short story especially in cultural terms are not clear. If they cannot understand the story, it will be difficult for them to catch moral value and implicit message in it. It means that translation is unacceptable based on the children's answers as the readers. Children's short story should use simple words so that they can understand it easily.

Sometimes, in translated story appears the difficulties to catch the meaning of cultural words or terms because of the different culture. This case cannot be denied because every countries have different culture and also cultural words, the way of translating text is different one from another. It will be the challange for the translators to find the appropriate word which has the same meaning, so that the children reader will understand the text.

From that case, this study conducted to identify the cultural words and finds out the acceptability of its translation based on children readers response of six stories in Perfect Disney Princess Series. As explained by Larson (1984, p.17), a good translator aim to translate idiomatically, by mean of making some adaptations in the forms.

The topic is chosen because translation of literature especially for children should use the proper and understandable words. Besides, the children as the target reader should understand the text especially if there are cultural words in it. The writer chooses Disney stories because it is the most popular children story and it holds over children literature, family entertainment, and indeed continues to grow, Byrne and Mcquillan (1999). Meanwhile, Disney Princess Series is chosen because it is the newest book of Disney Princess.

1.2   Research Questions

The writer interested to answer these research questions:

1. What are the cultural categories from Newmark used in Perfect Princess Disney Series?
2. How is the acceptability of cultural words in Perfect Princess Disney Series for Indonesian children readers?

1.3   Purpose of the Study

The study purposed to identify cultural words and cultural category that used dominantly in Perfect Princess Disney Series. Beside it, this study aimed to find out the cultural words acceptability of Indonesian translation in Disney Princess stories based on children reader.

1.4   Scope and Limitation of the Study

The scope of the study will be focused on acceptability or understanding cultural words in six stories of Perfect Princess Disney Series: *Snow White and the Magic of Friendship, A Friend for Phillipe, Cinderella and the Lost Mice, The Best Baker, A Winning Team, Ariel and the Blue Jewel.*

1.5   Significance of the Study

This study is expected to deepen understanding of the writer and students of English Department about the translation of children short stories especially cultural words into Indonesian and its acceptability for the readers. Furthermore, this study is hoped to give a contribution and be a reference to the study of Literature in English Department State University of Jakarta.

CHAPTER II

LITERATURE REVIEW

This chapter provides theoretical and conceptual framework related to translation of cultural words in *Disney Princess* short stories and answers of children readers toward the stories. The theories and definitions in this chapter aim to give supporting aspects related to this study.

2.1. Translation Discussion

2.1.1. Definition of Translation

Translation is one of the several academic subject that discussed in English Literature study. There are numerous experts and researchers describe definition about translation in different way. However, they have the same objective that translation is dealing with alteration from one language which is the source language to another language or the target language transferring equivalent messages. English Literature students also interested in translation study and some of them try to explore more about that even it is not significant.

Larson (1984) stated that translation is conveying the meaning of the source language into target language. It relay the source language meaning based on the source language form and structure. Subsequently, form and structure of

the source language will be substituded by form and structure of the target language to find the meaning of the target language.

According to Munday (2001, p.5) "The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated), or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL)"

Meanwhile, Newmark (1981) explained that the definition of translation is supplanting a written message of source language to the target language by the same message. That expert explains the simple meaning of translation. The message must be transferred clearly to avoid some kind of loss meaning. For him, translation theory is a rolle of the diciplines, notonly an interdiciplinary study.

The next definition is argued by Bassnett (2001, p.12) "translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning ofthe two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structure will be seriously distorted."

From all of the definitions based on translation experts, it can conclude that translation is a process to transfer equivalent messages from one the source language to the target language. Although they define in the different way, but

they have the same idea. All languages can be translated and the ideas or messages from source language to the target language still the same.

2.1.2. Translation and Culture

The relation between translation and culture is close. When the translators translate the text, it means they also translate the culture, because translation and culture are like a package. Translate the culture means learn and the culture from the source language so that they can transfer to the target language easier. Usually the culture from a country is different form the others, it is also influence the text or literary works from that country such as novel, poetry, short story, and drama. The translators can do their work clearly if they understand the culture from the source language and the target language.

According to Nida (2001, p.13) "a language may be regarded as a relatively small part of a culture, is is indespensable for both the functioning and the perpetuation of the culture. Accordingly, competent translators are always aware that ultimately words only have meaning in terms of the corresponding culture."

Newmark (1988) described culture is a remarkable sign and part of life for a group of people that use specific language to communicate and express their feelings. Particularly, he differentiates 'cultural' from 'universal and 'personal' language. In translating the text, the translators should pay attention to the culture. A translation problem will appear unless there is cultural overlap from the source language and the target language.

Landers (2001) defined that translators deal with words, ideas, and actually cultures. Creating trustworthy informant contact in the source language culture is important for the translators. Understand the source language (SL) culture is beneficial for the translators.

From all of explanations, it proves that translation and culture cannot be separated. Culture has significant role in language and text, so that transation field has a strong connection with culture.

2.1.3. Process of Translation

The process of translation is conveying the meaning from the source language to the target language. The translators should translate their work clearly so that the reader will understand the meaning and message of it.

Larson (1984) stated that the translator should learn in order to know the translation process. He highlighted the process of translation by semantic analysis which talks about convey the meaning by getting the form of the target language from the source language.

Figure 1. Translation Process by Larson

(Larson, 1984: 4)
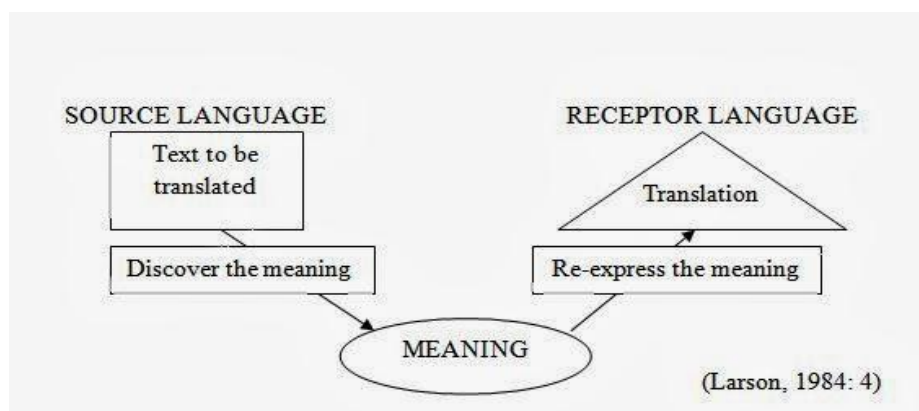
Based on the diagram, the process of translation starts from ascertaining the meaning from the source language (SL) text. The translators should find out the meaning and idea from the source language in order to re-express the meaning to the target language (SL) and produce a good translation as the result.

Another theory of translation process comes from another expert. Nida and Taber explained three stage system of translation (from Nida and Taber, 169:33 in Munday) as presented follows:

```
A (source language)                              B (receptor language)
       |                                                  ↑
       |                                                  |
(analysis)                                        (reconstructing)
       |                                                  |
       ↓                                                  |
      X ——————————— (transfer) ——————————→ Y
```

H k i w t g " 4 0 " P k f c " c p f " V c d g t ø u " R t q e g u u

From the diagram above, translation process from Nida and Taber has three stages. They are analysis, transfer, and reconstructing. Nida and Taber (169:33 in Munday) explained that the analyzing stage consists of digesting the message of text from the source language (SL). The second stage is transfer. The message through this stage after passing the first stage. The message is conveying to the target language. In the final stage which is reconstructing stage, the message is reconstructed and rewritten into the target language (TL) text.

2.1.4   The Equivalence of Translation

Based on Nida (Munday, 2001, p.43), category of equivalence divided into formal equivalence and dynamic equivalence. Formal equivalence concerns about the appropriateness of the message in target language and source language, it should match each other eventhough the elements are different. This type of equivalence is source text (ST) structure oriented. Dynamic equivalence is composed of paraphrase. The relation should be the same between receptor and message with the original receptor and message. This type of equivalence is receptor oriented.

Newmark (1988) described that translation equivalence has two categories, they are functional and descriptive equivalence. As general procedure, functional equivalence usually used in cultural-free words, with new specific terms occasionally. It could be the most accurate system in translating. Meanwhile, descriptive equivalence tends to be weight. Description and function are necessary component in translation.

Meanwhile, Cartford (1965) argued that translation equivalence occurs when source text and target text are relatable or approximately have the same referents. Translation equivalence distinguished between empirical phenomenon which discovered by comparing source language (SL) and target language (TL) texts and underlying conditions or justification of translation equivalence. The source language (SL) and the target language (TL) rarely have the same meaning in the linguistics

sense but in the same situation they can be used. Moreover, explaining the nature and conditions of translation equivalence is the basic problem in translation practice.

2.2   Cultural Words

Newmark (1988) explained that cultural words are associated with particular language and cannot be literally translated. However, numerous cultural customs are described in ordinary language ('topping out a building', 'time, gentleman, please', 'mud in your eye'), where literal translation would adjust the meaning and a translation may include an appropriate descriptive-functional equivalence. Usually, cultural words are not difficult to identify, because each of them has specific characteristics.

The translators should pay attention when they translate cutural words from the source language to the target language. Hoed (2006) identified two main problems in translating cultural words: the essential differences between two different languages also its culture and the capability of the translators in mastering foreign language as the part of foreign culture. For example, Indonesian cultural words such as gado-gado, pecel, cendol, bajigur and various terms from Indonesia that do not exist in others countries. In translating cultural words, the translator should increase their knowledge to know more about the target language in order to make the translation understandable by the readers.

2.3   Categories of Cultural Words

Cultural words usually appear in the text particularly literary works. Thosecultural words are divided into five categories that consist of ecology, material culture (food, clothes, house, and transport), social culture (work and leisure), organisations (political and administrative, religious, artistic), and the last is about gesture and habit. The translators should distinguish cultural words based on that

categories in order to know how to translate it properly, Newmark (1988, p. 95-102).

2.3.1   Ecology

Distinguish ecology or geographical features commonly from other cultural terms in that they usually value-free, politically, and commercially. However, theirdiffusion depends on the importance of their country of origin as well as their degree of specificity. Local words for geographical features are different from a country to another, for example plains namely 'prairies', steppes', 'tundras', 'pampas','savannahs', 'ilanos' , *campos, paramos,* all of them have strong elements of local colour. With the addition of a brief culture-free third term where required in the text, all those words would normally be transfered, for example when translate *tabuleiros* to 'Brazilian low plateau'. That way can be applied to translate cultural words of flora and fauna.

2.3.2   Material Culture

Material culture means elements that needed for doing activities to a certainculture. Newmark (1988) classified material culture into food, clothes, houses and towns, and the also transport. Every countries have different specific term to describe their material culture.

Food is the most important and sensitive expression of national culture. Itconsists of appetizer, main course, dessert, snack, and cakes. Subject to the widestvariety of translation procedure are food terms. The food terms usually used invarious setting list such as menu, cookbooks, food guides, and tourist brochures.

Actually, one can propose translation for words with recognised one-to-one equivalents and transference, plus a neutral terms, for the general readership (for example, 'the pasta dish' – cannelloni). There are also various additions in different cultures, and the translators have to account for these additions: Cram', 'lemon', 'milk', 'biscuits', 'cake', other courses, various times of day, which may emerge in the source language text.

As cultural terms, clothes may be adequately explained for the target language general readers the generic noun or classifier is added: 'shintigin trousers' or 'basque skirt'. If the particular is of no interest, the generic word can replace it. Nevertheless, generic clothes terms function is approximately stable, stating the part of the body that is covered, but the description differs depending on climate and material used. There are also various kinds of clothes from every country, and the typical of clothes from different countries are not the same.

Transport is another important part to the society. It carries person or people from a place to another destination. Transport is dominated by American and the car, a female pet in English, a 'bus', a 'motor', a 'crate', a sacred symbols in many countries of sacredprivate property. American English has 26 words for the car. Now, the names of planes and cars are often near-internasionalisms for educated readerships such as jumbo jet, Mini, Metro, Ford, BMW, Volvo. Definately, different countries has different name for its transport.

As a kind of building, house is a place where people live and get protection. There are various typical house which untranslated, palazzo (large house), hotel, chalet, bungalow, hacienda, and pension. In different countries, the name and typical of the house is actually not the same. Every countries have the speciality and characteristic of the house.

2.3.3   Social Culture

One has to distinguish between dennoative and connotative problems of translation in conseidering social culture. Words like *ckarcuterie, droguerie, patisserie, chapellerie, chocolaterie, Kondiwrei* hardly exist in anglophone countries. Since the words can be transferred and have approximate one-to-one translation orcan be functionally denned, there is rarely translation problem. Actually, the   translation problem contrasts with the connotative difficulties of words such as: 'the   people'; 'the common people'; 'the masses'; 'the working class' *la classe ouvriere*; 'the proletariat'; 'the working classes'; 'the hoi polloi' *Cihe piebsy, les gens du commun;*

la plebe; 'the lower orders'*; classes infirieures*.

The perceptible cultural words that denote leisure activities in Europe are the national games with their lexical sets: cricket, bull-fighting*, boule, petanque*, hockey. To these must be added the largely English non-team games: tennis, snooker, squash, badminton, fives and a large number of card-games, the gambling games and their lexical sets being French in casinos.

2.3.4 Social Organization

In this catgory, the political and social life of a country is reflected in its institutional terms. The title of a head a state ('President','Prime Minister', 'King') are 'transparent'. It made up of 'international' or simply translated morphemes, they are through-translated ('National Assembly', 'Chamber of Deputies').

The name of parliment is not translatable yet (*Bundestag; Storting* (Norway); *Sejm* (Poland); *Riksdag* (Sweden); *Eduskunta* (Finland); *Knesset* (Israel), it has a recognised official translation for administrative documents (e.g 'German Federal Parliament' for *Bundestag*, 'Council of Constituent States' for *Bundesrat*) but it is often conveyed for an educated readership (e.g. Bundestag) and glossed for a general readership (West German Parliament).

Usually, name of Ministries are literary translated and provided their appropriately descriptive, for example: 'Treasury' becomes 'Finance Ministry', 'Home Office' becomes 'Ministry of the Interior'. Then, public body has a 'transparent' name like *Electricite de France* or *Les Postes et TiUcommkations,* the

translation depends on the 'setting' such as in official documents or serious publications like textbooks. It could be translated by cultural equivalent when the situation is informal, for example: 'the French Electricity Board or 'the Postal Service'.

A public organisation or body has an 'opaque' name, such as *Maison de la Culture*, 'British Council', 'National Trust', 'Arts Council', *Goethe-Institut*, Trivy Council. Firstly, the translators should establish whether there is a recognised translation. Secondly, whether it will be understood by the readersip and is appropriate in the setting; if not, the name should be transferred in a formal informative text, and culture-free equivalent given in a functional {*Maison de la Culture*, 'art centre').

Related to historical institution terms, the first principle is not to translate them, unless they have generally accepted translation. In educated writing and academic text, they are usually (for example, all the above except *Steele des Lumieres,* the Age of Enlightment) conveyed with a functional or descriptive term with as much descriptive detail as required. In popular texts, the conveyed word can be replaced by the functional or descriptive term.

For international institutional terms, they usually have recognised translation that in fact through-translations. They are now generally known by their acronyms. For example: WHO, WGO, ILO, BIT, IAA, UNESCO, FAO, UNRRA, UNICEF.

In religious terms, language is used to spread religious discipline. The language of religions usually transferred when it becomes of target language (TL)

interest, the commonest words being naturalised. American Bible scholars and linguists have been exercised by cultural connotation due to the translation of fruits and husbandry similes into languages where they are inappropriate.

Artistic terms in translation refer to movements, processes, and organisations. Names of building museums, theatres, opera houses, usually transferred as well as translated, since they form part of street plans and addresses. For example, *Art nouveau* in English and French becomes *Jugendstil* in German and *stile liberty* in Italian.

2.3.5   Gesture and Habits

There is a distinction between description and function which can be made where necessary in ambigous cases for gestures and habits. For examples, if people smile a little when someone dies, do a slow hand-clap to express warm appreciation, spit as a blessing, nod to dissent or shake their head to assent, kiss their finger tips to greet or to praise, give a thumbs-up to signal OK, all of that examples occur in some cultures and not in others.

2.4   Acceptability

Acceptability refers to how the translation result can be accepted by the target reader. Bell (1991) stated that the target text must be understandable and accepted as such in order to be utilized in communicative interaction.

Moreover, Toury (in Dewi 2000) explained acceptability as a term that refers to a target-text-oriented approach to translation. Toury also highlighted that a translation is assumed to be acceptable if it fulfills the requirements of 'reading as an original' written in the target language and sound natural for the target reader.

The translators should translate more precisely. They have to account for every item of the text by form of translation procedure which may include transcription or 'deletion' and still assess the degree of the acceptability or corigibility, Newmark (1981).

Moreover, Newmark (1981) pointed out that the translator have to manage their translation so that they find acceptability even in any lexical word or physical statement. The translators must not use a word or phrase which sounds unnatural or artificial. Provided the text appears to be written naturally. When the translation is more natural, it will understandable and acceptable to the readers.

Meanwhile, Nababan (1999) stated the importance of translation acceptability because there are two significant factors in translation, they are linguistics factor that cover words, phrases, clauses, sentences, and non-linguistics factor that cover the cultural knowledge on both source and target language culture.

2.5   Children øs literature

Children's literature is literature design to be read to children. It relates to children's world and should understandable for them. According to Lynch-Brown

and Tomlinson (2005) children's literature means good quality of trade book (for the purpose of entertainment and information by design and content) for children, containing relevance and interest topics for children, through prose and poetry, fiction and non fiction.

Moreover, children's literature should pay attention to personal fulfillment and academic gain, because both categories are proper part of a child's schooling. The personal value of children's literature consists of enjoyment, imagination and inspiration, victorious experience, understanding and empathy, heritage, moral reasoning, literary and artistic preferences. The academic value of children's literature consists of reading, writing, content area subjects, and art appreciation. The content of children's books are also includes the remarkably diverse topics that interest to children. The subject matter of children's literature can be expressed in prose or poetry. Children's prose in literary work should be presented as fiction (a product of imagination, an invented story), nonfiction (factual), or a combination of the two, .Lynch-Brown and Tomlinson (2005).

Meanwhile, Oittinen (2000) explained that children's literature is literature read silently by children and also aloud for children. It has its own unique and important features: children's book are often illustrated and meant to be read aloud. The illustrations in picture books usually more important than the words, and reading aloud is characteristic of book for children too. Moreover, Oittinen (2000, p. 5) discussed as follows:

> If we simply aim at conveying "all" of the original message, at finding some positivistic "truth" in the 'original', we forget the porpose and the function of the whole translation process: the translation needs to function alongside the illustrations and on the aloud-reader's tongue. However, if we stress the importance of, for instance, the "readability" of the target-language text (or rather the readability of the whole situation), we give priority to the child as a reader, as someone who understands, as someone who actively participates in the reading event.

Children's literature can be seen either as literature produced and intended for children or as literature read by children. Dealing with translation of children literature means the translators are not just defining children literature, but rather textual abstractions like style and vocabulary.

2.6   Disney Princess

Disney has a great popularity to attracted children. This cartoon is really famous so that many children around the world watch its movies and read its books. There are various kind and title of Disney series so that the children admire and influenced by interesting stories and characters from Disney. Byrne and Mcquillan (1999) stated that Disney powerful story hold over children literature, family entertainment, mainstream taste, Western popular culture and indeed continues to grow.

One of various stories in Disney series is Disney Princess. It tells about princess with their own and different stories. Actually, there are many princess in Disney Princess Series, but the icon consists of six Princess: *Snow White, Cinderella, Aurora (The Sleeping Beauty), Ariel (The Little Mermaid), Belle (Beauty and the Beast),* and *Jasmine (Aladdin).*

At this time, the stories from Disney Princess are published in various series, not just the original one. In this study, the story that highlighted is Perfect Princess Disney Series because it is the newest book of Disney Princess. It consists of four series of book entiled *Friendly Princess, Condifent Princess, Smart Princess,* and *Brave Princess*. There are three stories in each book. This study focuses on two books entitled *Friendly Princess* and *Confident Princess*. Three stories in *Friendly Princess* are *Snow White and the Magic of Friendship, A Friend for Phillipe, Cinderella and the Lost Mice,* while stories from *Confident Princess* are *The Best Baker, A Winning Team, Ariel and the Blue Jewel.*

2.7   Theoretical Framework

Children's literature can be translated and it is also important in translation area. The translators must find how to translate children literature such as short story appropriately. This study is conducted to find out cultural words and the most based on cultural category. Beside it, this study intends to investigate the answers of children reader toward cultural words to find acceptability of the text. The readers are children 9-12 years old.

In this study, the data will be analyzed using the theory from Newmark. Newmark elaborates the cultural category of cultural words that usually appear in literary text: ecology, material culture, social culture, organisations, gesture and habit. He also defines about acceptability of the text.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Method

This study is considered as descriptive analytical method which applying cross-sectional as the research design. Cross-sectional is the most commonly used in descriptive design. It divided into single cross-sectional and multiple cross-sectional. This study uses single cross-sectional that took one sample of respondents from the target population.

The data in this study is combined through analysis and observation. The research approach is qualitative. According to Denzim and Lincoln (2011), qualitative study in research approach means the approch that involves an interpretative and naturalistic towards the subject matters by using an empirical a variety of empirical materials. In this approach, researcher tries to make sense from the phenomena interpretation in terms of the meaning people bring to them.

3.2   Data and Data Source

Because there are two main focuses in this study, there are two things which are cultural words and reader's understanding. The first one, the data of this study are

words and phrases that indicate cultural words in *Perfect Disney Princess Series.*The source of the data are bilingual books from Perfect Disney Princess Series: *Snow White and the Magic of Friendship, A Friend for Phillipe, Cinderella and the Lost Mice, The Best Barker, A Winning Team, Ariel and the Blue Jewel.* The second one, the data of this study is the reader's answer or understanding towards the cultural words in the six stories of Perfect Princess Disney Series: *Snow White and the Magic of Friendship, A Friend for Phillipe, Cinderella and the Lost Mice, The Best Barker, A Winning Team, Ariel and the Blue Jewel.* While the source of the data is the respondents answer in the questionnaire. The cultural words analized from words and phrases that contain cultural categories based on Newmark.

3.3   Respondents

The respondense in this study are the children of elementary school which located in Grogol, West Jakarta. They are ten students from grade third, fourth, fifth, and sixth with age 9-12 years old. The total is forty children.

3.4   Time and Place

The time of the observation in this study is in April 2015, from 10.00am 12pm. The place is at elementary schools in Grogol, West Jakarta**.**

3.5   Instruments

The instrument that used in this study is questionnaire which contain open question. The respondents should fill their answers toward the cultural words based on the table of cultural categories that analyzed by the writer.

3.6   Data Collection Procedures

1.   Selecting the Disney Princess Series.

2.   Reading stories of the Disney Princess series: *Snow White and the Magic   of Friendship, A Friend for Phillipe, Cinderella and the Lost Mice, The   Best Baker, A Winning Team, Ariel and the Blue Jewel* in English and   Indonesian version.

  3.   Identifying words and phrases in the stories that indicate cultural words.

  4.   Asking children readers to read.

  5.   Distributing the questionnaires.

  6.   Collecting the questionnaires.

3.7   Data Analysis Procedures

The data analysis procedures which used in this study are:

1. Categorizing cultural words in six stories of Perfect Princess Disney Series: *Snow White and the Magic of Friendship, A Friend for Phillipe, Cinderella and the Lost Mice, The Best Baker, A Winning Team, Ariel and the Blue Jewel* based on Newmark.'s categories.

Table of Cultural Categories by Newmark

No.	ST	TT	Cultural categories					Explanation
			Ecology	Material Culture (Artefacts)	Social Culture (Work And Leisure)	Organisations, customs, activities, procedures, concept	Gestures and habits	

2. Analyzing the categorized cultural words in the stories.
3. Calculating the percentage of each category of cultural words or phrases used in the stories.
4. Analyzing the result of the questionnaires.
5. Triangulating the result of the analysis on the questionnaires and the result of the analysis on cultural words as the primary data.
6. Drawing the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

After selected six stories from Perfect Disney Princess Series, thirty cultural words are found. Then, the words are categorized into eight types of cultural words based on Newmark theory. The distribution can be seen below in the table:

Table 1. Distribution types of cultural categories

No.	Cultural Categories	Total	Percentage
1.	Ecology	2	6,7%
2.	Food	5	16,7%
3.	Clothes	3	10%
4.	Houses and Town	6	20%
5.	Transport	0	0%
6.	Social Culture	1	3,3%
7.	Organisations, customs, activities, procedures, concept	8	26,7%
8.	Gesures and habits	5	16,7%
Total		30	100%

From the table above, there are seven categories from eight categories that can be found in the stories. The most dominant category is organisations, customs, activities, procedures, concept. The less category is social culture.

The findings are also used to discuss the acceptability of the translation. It can be seen from the children readers' answer as the target.

4.2 Discussions

Based on the findings above, the following subchapter discusses about the seven categories of cultural words and acceptability of their translation toward the children readers.

4.2.1 Cultural Words

As mentioned above, there are eight categories of cultural words from Newmark theory, but there are only categories in this study. Therefore, this subcapther explains each cultural categories from the most dominant to the less. The most dominant category that appear in this study is organizations, customs, activities, procedures, and concept. That category included political and administrative, religious, and artistic term. The next is house and town. After that, there is food followed by gestures and habits which get the same amount. Then, there is clothes, ecology, social culture.

4.2.1.1 Organizations, customs, activities, procedures, and concept

As mentioned before, this category is the most dominant category that appear in the short story. It happened because children's short stories often contain of imagination, magic things or art things that cannot be found in the real places or countries, for example in the fairy tales and fables. The discussion starts with the following example.

(1)   *A Winning Team*, page 51

ST: **The Duke** reads the invitation.
TT: **Duke** membacakan undangan itu.

(2)   *A Winning Team*, page 66

ST: Suddenly, Cinderella's **Fairy GodMother** apperas.

TT: Tiba-tiba, **Ibu Peri** Cinderella muncul.

Organizations in this story are found in the words 'The Duke' and 'Fairy GodMother'. In this case, organizations are referred to the proper name of someone of something such as the title of the person in the story. There are various structures in every country. Therefore, different country has different organization or name particularly in the government. For example, president, king, duke for the leader of the country.

4.2.1.2 House and Town

The next category is house and town. There are castle and palace. Those are places where the stories take place and explain where the character comes from, although there is a fiction name of places. If the stories are about adventure, it will explain more about towns or houses here.

(3)   *Snow White and the Magic of Friendship,* page 2

ST: "Welcome to the **castle**."

TT: "Selamat datang di **istana**."

(4)   *A Winning Team,* page 51

ST: One day an invitation arrives at the **palace**.

TT: Suatu hari sebuah undangan tiba di **istana.**

The author tells to the reader about various places that appear in the stories. Although the interious of the house did not appear, the author gives description on the picture. For example, the characters are in the palace or castle, the the picture shows that circumtance. Then, when the princess and her house in the stable, the picture shows the stable condition.

(5)   *Cinderella and the Lost Mice,*page 109

ST: He takes them to the **stable** to get warm.

TT: Dia membawa mereka ke **istal** supaya hangat.

(6)   *A Friend of Phillipe,* page 58

> ST: Finally, Belle and Chip give Phillipe a **hot bath.**

> TT: Akhirnya, Belle dan Chip memberi Phillipe **bak air panas**.

4.2.1.3 Food

Food appears five times in the data. It is not too much because the author tells about the food just in breakfast time, lunch, and dinner. Then, in the stories which tell about the character's life, the food is mentioned as the food that usually appear in that country which takes in the story.

(7)   *Snow White and the Magic of Friendship*, page 4

> ST: Happy says, "Look at all the food! There are **sandwiches** and **cake** for everybody."

> TT: Happy berkata, "Lihatlah semua makanan itu! Ada **roti lapis** dan **kue** untuk semuanya."

(8)   *The Best Baker,* page 22

> ST: There are **cookies** that look like cups.

> TT: Ada **kue-kue kering** yang menyerupai cangkir.

(9)   *A Friend for Phillipe,* page 49

ST: She knows carrots are his favorite **snack**.

TT: Dia tahu wortel adalah **kudapan** yang paling disukai Phillipe.

(10)   *The Best Baker,* page 18

ST: She spills **frosting** on Claire's father!

TT: Dia mencipratkan **hiasan gula** pada ayah Claire!

Food appears in th stories usually in breakfast or lunch time. Most of those words are mentioned as the simple food since the stories set like usual activity such as picnic, travelling, baking cake, and gathering. However, the food can foun easily and the children know that kind of foods because they have seen or tried it.

4.2.1.4 Gestures and habits

Gesture normally appear when the writer wants to explain about the character's feeling. The writer describes about the body movement and expression of the character in order to emphasize the character's feeling in the stories. Besides, in the children's stories, the writer provides picture to support the gesture.

(11)   *Snow White and the Magic of Friendship,* page 16

       ST: Snow White gives Dopey a **big hug.**

       TT: Snow White **memeluk** Dopey **erat-erat.**

(12)   *Cinderella and the Lost Mice,* page 100

       ST: They run and hide from the **terrible** housekeeper.

       TT: Mereka lari dan bersembunyi dari si pengurus rumah yang **galak** itu.

The next is habbit. It usually inform the reader about the life in that stories. Different place has different culture, and different culture affects on habit in life. This is an example that put by the writer. It will make the reader know habit of acharacter in the story.

(13)   *Ariel and the Blue Jewel,* page 108

       ST: Ariel searches the lost jewel. She likes to swim and look for interesting things. It's her **favorite** activity.

       TT: Ariel mencari permata-permata yang hilang. Dia suka berenang dan mencari benda-benda menarik. Itu kegiatan **favorit**nya.

4.2.1.5 Clothes

Clothes appear in the stories to describe what the characters wear. As mentioned below, the author states various kind of clothes because those suitsare special in the story. The suit that appeared mostly are dress, kind of suit that children especially little girl love.

(14)   *Cinderella and the Lost Mice,* page 94

ST: He gives her a new **winter coat**.

TT: Dia memberi Cinderella sebuah **mantel musim dingin** yang baru.

(15)   *The Best Baker,* page 8

ST: "I want to make pretty **dress**," Claire says.

TT: "Aku ingin membuat **gaun-gaun** yang cantik," kata Claire.

(16)   *A winning Team,* page 66

ST: She gives Frou glass **horseshoes**!

TT: Ibu Peri memberi Frou **ladam** dari kaca!

4.2.1.6 Ecology

Ecology words often appear in the children's short stories to describe about setting of the place which usually takes in the nature. The authors provides picture in the story to make the children reader understand the condition or ecology easily.

(17)   *Ariel and the Blue Jewel,* page 116

ST: Ariel and Eric look at the **starry** night sky.

TT: Ariel dan Eric memandangi langit malam yang **bertabur bintang.**

4.2.1.7 Social Culture

This kind of social culture belongs to leisure activity which familiar for children. There is a name for the game which typically has different name in other countries. Actuallydifferent countries have different social culture, and its name is different too.

(18)   *Snow White and the Magic of Friendship,* page 14

ST: "Maybe he's playing **hide-and-seek**," says Happy.

TT: "Mungkin dia sedang bermain **petak umpet**," kata Happy.

4.2.1.8 Transport

Although transport is essential thing, yet, in the data source, there is no cultural word related to transportation. The author highlights more about horse as the characters vehicle.

4.2.2 The Acceptability of Cultural Words

In order to know the acceptability of cultural words translation in children's literature, the writer conducts a survey to 9 until 12 years old children. Every category of age consists of ten children. So, the total is 40 respondenses. They are children reader that suitable as a target.

4.2.2.1 Organizations, customs, activities, procedures, and concept

There are eight cultural words appear in this category. The are picnic, dwarfs, housekeeper, Duke, ribbons, Fairy GodMother, mermaid, and husband. The explanation below describes about the acceptability of those words based on survey Picnic is one of activity that belongs to this category. In this bilingual short stories, the translator translate picnic as "Piknik". Then, the writer compared it with the children's answer. In the group of 9 years old, eight children answered the meaning of Picnic is "Piknik", and two children did not answer it. In 10 years old group, nine

children answered "Piknik", and one more did not anwer it. Next, in 11 years old group, eight children answered "piknik", one answered "bertamasya", and one more answered "berkemah". The last, in 12 years old group, six children answered "piknik", two children answeres "bertamasya", one child answered "berkemah", and one more did not answer it. There are 85% children who understand this word, therefore the word picnic is acceptable.

The second word in this category is dwarfs. In this bilingual short stories, it translated as "kurcaci". These are the answers of the children. In the group of 9 years old, a child answered "kurcaci", meanwhile nine children did not answer it. In 10 years old group, a child answered "kurcaci", another child answered "kerdil", and eight children did not answer it. In the group of 11 years old, three children answered "kerdil", two more answered "kurcaci", and five children did not answered it. The last, in 12 years group, three children answered "kurcaci", and seven children did not answer it. There are 27,5% children who understand this word. Therefore, the word dwarfs is unacceptable.

The third word in this category is housekepeer. It translated as "pengurus rumah" in this bilingual short stories. These re the answers from the children. In 9 years old group, ten of them did not answer the meaning. In the group of 10 years old, one answered "penjaga rumah", nine children did not answer it. Then, in 11 years old group, one answered "penjaga rumah/ pembantu", one answered "kiper", one answered "pembantu", one answered "penjaga rumah", one answered "jas musim dingin", and five children did not answer. The last is 12 yeras old group, five children

answered "penjaga rumah", two answered "kiper", and three children did not answer. There are 22,5% children who understand this word. Therefore, the word housekeeper is unacceptable.

Duke is the fourth word in this category. In this bilingual short stories, it translated as "Duke". But these are the answers fom the children. In 9 years old group, three children answered "bebek", one child answered "membacakan", and six children did not answer it. In te group of 10 years old, two children answered "membacakan", and eight children did not answer it. In 11 years old group, one child answered "panglima", and nine children did not answer it. The last is 12 years old group, ten of them did not answer anything. There are 2,5% children who understand this word. Therefore, the word duke is unacceptable.

The fifth word in this category is ribbon. In this bilingual short stories, it translated as "medali". These are answers from the children. In 9 years old group, ten of them did not answer. Then, in 10 years old group, one child answered "pita", nine of them did not answer. Next, in 11 years old group, eight children answered "pita", two children did not answer it. The last is 12 years old group, five children answered "pita", and five again did not answer it. Actually the author means ribbon here as "medali" that accepted by the horse from a competition. But the children did not catch the meaning exactly.There are 35% children who understand this word. Therefore, the word ribbon is unacceptable.

Fairy GodMother is the sixth word in this category. It translated as "Ibu peri" in this bilingual short stories. These are the answers from children. In 9 years old

group, a child answered "peri" and nine children did not answer it. Then, in 10 years old group, a child answered "mama peri", and nine children did not answer it. Next, in 11 years old group, three children answer "ibu peri", a child answered "ibu pelindung/ibu peri", and six children did not answer it. The last is 12 years old group, four children answer "ibu peri", three children answered "peri pelindung", a child answered "peri", and two children did not answer it. There are 35% children who understand this word. Therefore, the word Fairy GodMother is unacceptable.

Mermaid is the seventh word in this category. It translated as "putri duyung" in this bilingual stories. These are the answers from children. In 9 years old group, two children answered "putri duyung", and eight children did not answer it. Next, in 10 years old group, three children answered "putri duyung", and seven children didnot answer it. Then, in 11 years old group, eight children answered "putri duyung", and two children did not answer it. The last is 12 years old group, seven children answered "putri duyung", and three children did not answer it. There are 50% children who understand this word. Therefore, the word mermaid is acceptable.

The last word in this category is husband. In this bilingual short stories, it translated as "suami". These are the answered from children. In 9 years old group, six children answered "suami", and four children did not answerd it. Next, in 10 years old children, six children answered "suami", one child answer "alam semesta", and three children did not answer it. Then, in 11 years old group, nine children answered "suami", and one child did not answer it. The last is 12 years old group, ten of them

answered "suami". There are 77,5% children who understand this word. Therefore, the word husband is acceptable.

4.2.2.2 House and Town

There are six cultural words appear in this category. They are castle, hot bath, study, countyside, stable, and palace. The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.

The first word in category is castle. In this bilingual short stories, it translated as "istana". These are the answers from children. In the 9 years old group, 9 children answered "istana", one more answered "istana/kastil". Next, in 10 years old group, seven children answered "istana", two children answered "istana/kastil", and one child did not answer it. Then, in 11 years old group, eight children answered "istana", one child answered "kerajaan/istana", and one more answered "kastil". The last, in 12 years old group, six children answered "istana", two children answered "kastil", one child answered "kerajaan", and one more did not answer it. There are 95% children who understand this word. Therefore, the word castle is acceptable.

The second word in this category is hot bath. It translated as "bak air panas" in this bilingual short stories. In 9 years old group, three children answered "ruangan panas", one child answered "ruang panas", and six children did not answer it. Next, in 10 years group, five children answered "ruangan panas", and five children did not answered it. Then, in 11 years old group, three children answered "pemandian air panas", one child answered "ruang panas", one child answered "ruangan panas", and

five children did not answer it. The last, in 12 years old group, two children answered "mandi panas", three children answered "pemandian air panas", one child answered "mandi air panas", one child answered "air panas", and three children did not answered it. There are 0% children who understand this word. Therefore, the word hot bath is unacceptable.

Study is the third word in this category. In this bilingual short stories, it translated as "ruang baca". These are the answeres from the children. In 9 years old group, five children answered "pelajar", and five children did not answered it. Next, in 10 years old group, four children answered "pelajar", two children answered "belajar", one child answered "pesawat" and three children did not answered it. Then, in 11 years old group, four children answered "belajar", three children answered "sekolah", one child answer "pelajaran", one child answer "pelajar", and one child answered "tempat belajar". The last, in 12 years old group, three children answered "sekolah", three children answered "tempat belajar", one child answered "school", one child answered "belajar/sekolah", one child answered "belajar", and one child answered "kursus". There are 0% children who understand this word. Therefore, the word study is unacceptable.

Countryside is the fourth word in this category. In this bilingual short stories, it translated as "pedesaan". In 9 years old group, ten of them did not answer it. Next, in 10 years old group, one child answered "suami", and nine children did not answer it. Then, in 11 years old group, two children answered "kota", one child answered "pedesaan", and seven children did not answer it. The last, in 12 years old group,

three children answered "kota", two children answered "pedesaan", one children answered "ibukota negara", and four children did not answer it. There are 7,5% children who understand this word. Therefore, the word countryside is unacceptable.

The fifth word in this category is stable. It translated as "istal" in this bilingual short stories. These are the answers from children. In 9 years old group, ten of them did not answer it. Next, in 10 years old group, one child answered "tempat tinggal kuda", one child answered "suami", and eight children did not answer it. The last, in 10 years old group, ten of them did not answer it. There are 5% children which understand this word. Therefore, the word stable is unacceptable. The last word in this categoty is palace. In this bilingual short stories, it translated as "istana". In 9 years old group, one child answered "kumohon", and nine children did not answer it. Next, in 10 years old group, ten of the did not answer it. Then, in 11 years old group, one child answered "kerajaan", and nine children did not answer it. The last, in 12 years old group, one child anwered "tempat" and nine children did not answer it. There are 0% children who understand this word. Therefore, the word palace is unacceptable.

4.2.2.3 Food

There are five cultural words appear in this category. They are sandwich, cake, cookie, snack, and frosting. The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.

The first word in this category is sandwich. In this bilingual short stories, it translated as "roti lapis". In 9 years old group, four children answered "roti lapis", four children answered "kue berlapis-lapis", one child answered "roti isi" and one child did not answer it. Next, in 10 years old group, five children answered "kue berlapis-lapis", two children answered "roti berlapis-lapis", one child answered "roti isi sayur dan daging", and two children did not answered it. Then, in 11 years old group, five children answered "roti lapis", two children answered "kue berlapis-lapis", one child answered "roti isi", one child answered "sandwich", and one child did not answer it. Last, in 12 years old group, six children answered "roti lapis", three children answered "roti isi", and one child did not answer it. There are 42,5% children who understand this word. Therefore, the word sandwich is unaccptable.

The second word in this category is cake. In this bilingual short stories, it translated as "kue" and also "cake". These are the answers from children. In 9 years old group, nine children answered "kue", and one child answered "cake". Next, in 10 years old group, ten of them answered "kue". The, in 11 years old group, ten of them answered "kue". Last, in 12 years old group, ten of them answered "kue". There are 97,5% children who understand this word. Therefore, the word cake is acceptable.

Cookie is the third word in this category. In this bilingual short stories, it translated as "kue-kue kering" and also "kue". These are the answers from children. In 9 years old group, five children answered "kue kering", three children answered "kue-kue kering", and two children answered "biskuit". Next, in 10 years old group, five children answered "kue-kue kering", two children answered "kue kering", one

child answered "kue bolu", one child answered "kue/biskuit kering", and one child answered "biskuit yang biasanya ada choco chipsnya". Then, in 11 years old, three children answered "kue-kue kering", two children answered "kue kering", two children answered "kue", one child answered "biskuit", one child answered "kukis", and one child did not answer it. Last, in 12 years old group, three children answered "kue", three children answered "biskuit", two children answered "kue-kue", one child answered "kue kering", and one child did not answer it. There are 55% children who understand this word. Therefore, the word cookies is acceptable.

Snack is the fourth word in this category. It translated as "kudapan" in this bilingual short stories. In 9 years old group, five children answered "makanan ringan", and five children answered "ular". Next, in 10 years old group, two children answered "makanan ringan", six children answered "ular", one child answered "makanan", and one child answered "cemilan/makanan ringan". Then, in 11 years old group, nine children answered "makanan ringan", and one child answered "kudapan/cemilan". The last, in 12 years old group, five children answered "makanan ringan", two children answered "kudapan", one child answered "makanan kecil", one child answered "cemilan", and one child answered "makanan ringan/cemilan". There are 72,5% children who understand this word. Therefore, the word snack is acceptable.

The last word in this category is frosting. It translated as "hiasan gula" in this bilingual short stories. These are the answers from children. In 9 years old group, one child answered "dingin" and nine children did not answer it. Next, in 10 years old

group, ten of them did not answer it. Then, in 11 years old group, two children answered "salju", and eight children did not answer it. The last, in 12 years old children, one child answered "salju", one child answered "membeku", one child answered "dingin", and seven children did not answer it. There are 0% children who undertand this word. Therefore, the word frost is unacceptable.

4.2.2.4 Gestures and habits

There are five cultural words appear in this category. They are big hug, terrible, special talent, silly, and favorite. The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.

The first word in this category is big hug. In this bilingual short stories, it translated as "memeluk erat-erat". These are the answers from children. In 9 years old group, four children answered "besar", one child answered "besar sekali", one child answered "pelukan", and four children did not answer it. Next, in 10 years old group, one child answered "peluk", one child answered "besar sekali", and eight children did not answer it. Then, in 11 years old group, two children answered "pelukan", two children answered "berpelukan", one child answered "pelukan hangat", and five children did not answer it. Last, in 12 years old group, three childen answered "pelukan besar", two children answered "pelukan", one child answered "pelukan hangat", one child answered "berpelukan, one child answer "pelukan hangat/pelukan

besar", and two children did not answer it. There are 0% children who understand this word. Therefore, the word big hug is unacceptable.

The second word in this category is terrible. It translated as "galak" in this bilingual short stories. In 9 years old group, five children answered "payah" and five children did not answer it. Next, in 10 years old group, six children answered "payah", one child answered "bintang", and three children did not answer it. Then, in 11 years old group, two children answered "payah", one child answered "sangat buruk", one child answered "parah", one child answered "kacau", and five children did not answered it. Last, in 12 years old group, two children answered "sangat buruk", one child answered "payah", and seven children did not answered it. There are 7,5% children who understand this word. Therefore, the word big hug is unacceptable.

Special talent is the third in this category. In this bilingual short stories, it translated as "bakat istimewa". In 9 years old group, two cildren answered "keistimewaan", and eight children did not answer it. Next, in 10 years old group, two children answered "keistimewaan", one child answered "spesial talenta", and seven children did not answer it. Then, in 11 years old group, two children answered "bakat yang spesial", two children answered "bakat spesial", one child answered "talenta/bakat khusus", two child answered "talenta spesial", one child answered "bakat tersendiri", and two child did not answer it. Last, in 12 years old group, three children answered "bakat spesial", one child answered "potensi bakat", one child answered "bakat tersendiri", one child answered "bakat istimewa", one child

answered "kemampuan spesial", and three children did not answer it. There are 37,5% children who understand this word. Therfore, the word special talent is unacceptable.

The fourth word in this category is silly. It translated as "bodoh" iin this bilingual shrt stories. In 9 years old group, ten of them did notanswer it.   Next,in 10 years old group, ten of them did not answer it too. Then, in 11 years old group, two child answered"bodoh", one child answered "usil", one child answered "aneh", and six children did not answer it. Last, in 12 years old children, two children answered "bodoh", two children answered "aneh", one child answered "kotor", and five children did not answer it. There are 10% children who understand this word. Therefore, the word silly is unacceptable.

The last word in this category is favorite. It translated as "favorit" in this bilingual short stories. In 9 years old group, four children answered "kesukaan", four children answered "pavorite", one child answered "kesayangan/kesukaan", and one child did not answer it. Next, in 10 years old group, five children answered "kesukaan", two children answered "kesayangan", one child answered "favorit", one child answered "favorit/kesayangan", one child did not answer it.   Then, in 11 years old group, two children answered "kesukaan", three children answered "favorit", two children answered "faforite", one child answered "faforid", one children answered "kesukaan/favorit", one child answered "favorite".   In 12 years old group, eight children answered "kesukaan", and two children answered "favorit". There are 60% children who understand this word. Therefore, the word favorite is acceptable.

4.2.2.5 Clothes

There are three cultural words appear in this category. They are winter coat, dress, and horseshoe. The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.

The first word in this category is winter coat. In this bilingual short stories, it translated as "mantel musim dingin". In 9 years old group, four children answered "musim dingin", and six children did not answer it. Next, in 10 years old group, two children answered "musim dingin", one child answered "baju dingin", and seven children did not answer it. Then, in 11 years old group, one child answered "musim dingin", two children answered "jas musim dingin", two children answered "sweater/baju hangat", one child answered "baju musim dingin", one child answered "jaket musim dingin", and three children did not answer it. Last, in 12 years old group, three children answered "jas musim dingin", two children answered "pakaian musim dingin", one child answered "sweater/baju hangat", one child answered jaket, one child answered "jaket salju/musim dingin", one child answered "jas salju", and one child did not answer it. There are 15% children who understand this word. Therefore, the word winter coat is unacceptable.

Dress is second word in this category. It translated as "gaun" in this bilingual short stories. In 9 years old group, four children answered "baju/pakaian", four children answered "gaun", and two children answered "baju". Next, in 10 years old group, five children answered "gaun", four children answered "baju", and one child

answered "alamat". Then, in 11 years old group, eight children answered "gaun", one child answered "baju terusan", and one child answered "alamat". Last, in 12 years old group, five children answered "gaun", two children answered "baju", one child answered "baju terusan (rok)", one child answered "baju pesta", one child answered "baju terusan/gaun". There are 57,5% children who understand this word. Therefore, the word dress is acceptable.

Horseshoe is the last word in this category. It translated as "ladam" in this bilingual short stories. In 9 years old, one child answered "sepatu kuda", one child answered "ladam", and eight children did not answer it. Next, in 10 years old group, one child answered "ladam", one child answered "sepatu kuda", and eight children did not answer it. Then, in 11 years old group, six children answered "sepatu kuda", and four children did not answered i t. Last, in 12 years old group, five children answered "sepatu kuda", one child answered "tapal kuda", one child answered "sendal rumah", and three children did not answer it. There are 37,5% children who understand this word. Therefore, the word horseshoe is unacceptable.

4.2.2.6 Ecology

There are two cultural words appear in this category. They are starry and hair (hair of horse). The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.

The first word in this category is starry. It translated as "bertabur bintang" in this bilingual short stories.In 9 years old group, five children answered "bintang", and five children did not answer it. Next, in 10 years old group, seven children answered "bintang", and three children did not answer t. Then, in 11 years old group, two children answered "bintang", one child answered "penuh bintang" and seven children did not answer it. Last, in 12 years old group, two children answered "bintang, and eight children did not answer it. There are 2,5% children who understand this word. Therefore, the word starry is unacceptable.   The next word in this category is hair. Actually hair in this case refers to hair of course. So it translated in this bilingual short stories as "surai". These are the answers form children. In 9 years old group, four children answered "rambut", two children answered "rambut kuda", and four children did not answered it. Next, in 10 years old group, seven children answered "rambut", one child answered "rambut kuda", one child answered "rambutnya kuda", and one child did not answer it. Then, in 11 years old group, four children answered "rambut kuda", one child answered "rambut", one child answered "pony", and four children did no answer it. Last, in 12 years old group, five children answered "rambut kuda", one child answered "ponytail", one child answered "fur", one child answered "rumah", and two children did not answer it.   There are 37,5% children who understand this word. Therefore, the word hair is unacceptable.

4.2.2.7 Social Culture

There are one cultural words appear in this category. It is hide and seek. The explanation below describes about the acceptability of those words based on survey for 9 until 12 years old children.

The word in this category is hide and seek. In this bilingual book, it translated as "petak umpet". In 9 years old group, three children answered "petak umpet", and seven children did not answer it. Next, in 10 yers old group, six children answered "petak umpet", and four children did not answer it. Then, in 11 years old group, seven children answered "petak umpet", one child answered "petak dan umpat" one child answered "petak umpat", and one child did not answer. Last, in 12 years, four children answered "petak umpet", five children answered "petak umpat", and one child did not answer it". There are 67,5% children understand this word. Therefore, the word hide and seek is acceptable.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this study. Suggestions or recommendations are offered based on findings and conclusions.

5.1   Conclusion

The study gives several results, First, from eight the categories of cultural word based on Newmark theory, there are seven categories used in Perfect Princess Disney Series. It consists 26,7% organization, 20% house and town, 16,7% food, 16,7% gestures and habits, 10% clothes, 6,7% ecology, and 3,3% social culture. Second, there are thirty cultural words found in the story of Perfect Princess Disney Series. Third, based on the answers of children readers, 33,3% or ten cultural words in Perfect Princess Disney Series are acceptable and twenty words are unacceptable. It is because children readers understand ten cultural words in Perfect Princess Disney Series, which means that words are understandable. Then, 66,7% or twenty words is unacceptable because children readers cannot catch the meaning of cultural words easily. So, their answers are not the same with the bilingual book of Perfect Princess Disney

5.2   Suggestion

Reffering to the result of the study, the writer suggests that translation book or bilingual book about children literature should use understandable word. It is better if children know the meaning directly after reading the book. Children readers are different to adult readers. So, the translators should choose the most approppriate word, especially in translating cultural words. Moreover, various elements in translation of children literature should be explored deeper.

REFERENCES

Bassnett, S. 2002. *Translation Studies*. USA: Routledge.

Bell, R. T. 1991. *Translation and Translating: Theory and Practice*. London:

Longman

Byrne, E. and McQuillan, M. 1999. *Deconstructing Disney.* London: Pluto Press.

Cartford, J. C. 1965. *A Linguistics Theory of Translation*. Oxford: Oxford University

Press.

Denzim, N. K. & Lincoln, Y. S. 2011. *The Sage Handbook of Qualitative Research*.
London: Sage Publication Ltd.

Hoed, B. H. 2006. *Penerjemahan dan Kebudayaan*. Jakarta: PT Dunia Pustaka Jaya.

Landers, C. E. 2001. *Literary Translation*. Clevedon: Multilingual Matters Ltd.

Larson, M. L. 1998. *Meaning-Based Translation ó Second Edition*. USA: Univesity
Press of America, Inc.

Larson, M. L. 1984. *Meaning-Based Translation*: a Guide to a Cross Language
Equivalence. USA: University Press of America, Inc.

Lynch-Brown, C. & Tomlinson, C. M. 2005. *G u u g p v k c n u " q h " E j k n f t g p*

London: P. M. Gordon Associates, Inc.

Munday, J. 2001. *Introducing Translation Studies*. London: Routledge.

Nababan, M. R. 1999. *Teori Menerjemahkan Bahasa Inggris*. Jogjakarta: Pustaka

Pelajar.

Newmark, P. 1988. *A Textbook of Translation*. London: Prentice Hall.

Newmark, P. 1981. *Approaches to Translation*. U.K.: Pegamon Press Ltd.

Nida, E. A. 2001. *Contexts in Translating*. Amsterdam: John Benjamins.

Nida, E.A. & Taber, C.R. 1969. *The Theory and Practice of Translation*. Leiden: EJ.

Bril.

Oittinen, R. 2000. *Translating for Children*. New York & London: Garland

Publishing, Inc.