CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language can be defined as a system of expression of thoughts through vocal symbols agreed by a social group and is used to communicate with one another to cooperate (Sweet, 1900; Bloch and Trager, 1942:5). Language is a means of communication that is bound to the social context it is in to help determine the usage of language not limited to the form, variation, and diction to give out the desired impression (Amberg and Vause, 2010). As it is a socially accepted form of symbols and sounds of certain groups, there are a variety of languages in the world we know today, as different countries have different national languages.

Modernization centred towards westernization positioned the English Language as the international universal language. Nowadays, as many as a third of the world population use the English language as part of their everyday language, either as the mother tongue, second or nth language (Crystal and Potter, 2023). It means that many information and content around the world is shared using the English language rather than other languages like Tagalong and French. This makes learning and being able to communicate in English important to both adapt to modernity and to widen channels of communication and access with the world. The ability to communicate in English can positively affect success in the development of one's career (Chan, 2020).

One of the most known and adapted processes of learning is by reading. Reading is a process of understanding and taking information through written text (Septiyana, Safitri, Aminatun and Muliyah 2021). The traditional mode of reading is by taking information from physical written works such as books, newspapers, or posters. However, Technological growth in the modern era introduced a new medium of reading, that is electronic text. Electronic text refers to a form of text that can be accessed through electronics (e.g. television, personal computer) and handheld smart gadgets (e.g. smartphone, tablet, laptop) that does not require physical/printed form of the works. Electronic storybooks are examples of electronic text. Similar to normal storybooks variation, it also offers varieties of genre, language used, and writing styles.

The education and learning of foreign language and bilingualism are best started as early as the teaching of the mother tongue. As Asher and Garcia (1969) stated, the earlier someone is exposed to a language, the higher the probability of accomplishing a native pronunciation. Thus, providing their children with bilingual electronic storybooks has become one of the choices of parents to train their children in recognising foreign languages early. As the people of a developing country, Indonesians are required to learn the English languages to adapt and develop further. This can be achieved by providing English reading materials for kids, such as *Seri Fabel Inspiratif: Ikan Hiu yang Suka Berbohong* by Fanny Novia and *Dongeng Nusantara Favorit: Sigarlaki dan Limbat* by Fitri Nurul Aulia as examples of said works.

Children's storybooks are part of children's literature. Children literature is defined as a form of literature that is suitable for the age characteristic of children in which it is enjoyable and conducive for their body and mind's development (Zixuan, 2023, p.115). Zixuan further explains the general characteristics of children literature that mentions: firstly, aimed at children of age 6-12 years old; secondly, the works are mostly fictional such as fairy tales and fables; thirdly, the plot of the story is simple/easy to understand; fourthly, has a clear theme and distinctive characters; fifthly, the length is fairly short; and sixthly, has a strong rhythm.

Bilingual work means there is more than one language used in a work. To make this possible, there is a necessary process called translation. Translation is an operation performed on languages: a process of substituting a text from one language to another that makes use of a language theory, general linguistic theory (Catford 1965:1). One of the general linguistic theories can be the techniques of translation theory. It is a method used to transfer the meanings from source language to target language applied at the level of words, phrases, clauses, and even sentences.

Translators, in translating language, conscious or unconsciously utilised translation technique to deliver the message. According to Molina & Albir (2002:498-499), translation technique is "a category that allowed us (analysists) to describe the actual steps the translators taken in each textual micro-unit and obtain clear data about the general methodological option chosen". Thus, by analysing the

translation technique we can find out the translators' chosen option in translating the text and the possible problem solved by choosing said option (technique).

There are eighteen translation techniques compiled by Molina and Albir (2002): adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification and compression, literal, modulation, particularization, reduction, substitution, transposition, and variation. These techniques are applied to retain the message brought from the source language into the target language. It is also to enrich the readability, accuracy, and the acceptability of the translation.

Nababan (2003) proposed a Translation Quality Assessment (TQA) consisting of three main aspects in assessing the quality of translation. These aspects are the accuracy of the meaning transferred, the accuracy of meaning exposed, and natural language translation. To simplify, the three aspects are: accuracy, acceptability, and readability (Nababan, 2003).

Čermáková (2018) compiles several indicators of children acceptability towards translation which is in line with children's ability to understand text. The indicators are simplified as follows: 1. Cultural word's context equivalence (e.g. Mickey to Mikki), 2. Giving simple ideologies to adjust with children's language style and content censoring, 3. Provides pictures or illustrations that fit the narrative content, and 4. Simplicity within narrative by using repetitions or familiar words/terms.

Several studies are found to be conducted under the same topic, the techniques of translation, the quality of translation, the translation of bilingual

storybooks, such as: Ariyati, D. A., & Tanjung, S. (2019). Translation Techniques and Readability Levels of *Stories of Great Virtue Collection Bilingual Book* by Arleen Amidjaja; Hidayah, N. N. (2020, November). Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books; Rifaei, Al-Arief, Y., & Febriyanti, E. R. (2022). Translation Techniques in Translating Indonesian Folktale "Malin Kundang" by ELESP'S Student of Lambung Mangkurat University; Syafutri, T., & Sujarwati, I. (2021, November). An Analysis of Ideology in Translation on Bilingual Story Book for Children; Maulidya (2019). Translation acceptability of Bilingual Children Storybook: *The Story of Bawang Merah and Bawang Putih;* and Poyungi, Y. S., Nababan, M. R., & Santosa, R. (2021). The Impact of Translation Technique on Translation Quality of Metaphor of Modality in Novel "Anne of Green Gables".

The studies mentioned above, have Analysed different aspects related to the keywords "translation techniques", "translation readability", "translation acceptability", and "translation quality's impact" in bilingual children story books. Based on these keywords, supported by the mentioned studies, the writer decided to combine several related aspects into one study. The aspects are translation techniques, translation quality, and translation acceptability. In regards to the study's novelty, the writer offers two novelties: 1) The book, per the writing of this paper, is yet to be Analysed, and 2) the form of the books, that is electronic books not printed books.

The bilingual electronic children's storybooks used as corpus, found in *Google Play Book* app, are entitled; 1) *Dongeng Nusantara Favorit: Sigarlaki dan*

Limbat by Fitri Nurul Aulia and 2) *Purbasari yang Pemaaf dan Lutung Kasarung,* in the story book entitled *Kumpulan Cerita Rakyat,* by Ali Muakhir. Due to the novelty of the corpus and the source of corpus.

The writer aims to find out the types of translation techniques used by the translators to translate the storybooks. Determining the translation technique(s) majorly used by each translator in each story. Then examine the quality of the translation in terms of the corpuses' purpose as an early foreign language educational material. Lastly, find out the translation acceptability on the targeted readers, children between the age of 10-12 years old.

1.2 Questions of the Study

Based on the background above, the writer formulates the study questions as follows:

1. What are the most common translation techniques used in *Dongeng Nusantara Favorit: Sigarlaki and Limbat* by Fitri Nurul Aulia and *Purbasari yang Pemaaf dan Lutung Kasarung* by Ali Muakhir stories based on Molina and Albir (2002) translation techniques theory?

2. How is the quality of each target-text translations of *Dongeng Nusantara Favorit: Sigarlaki and Limbat* by Fitri Nurul Aulia and *Purbasari yang Pemaaf dan Lutung Kasarung* by Ali Muakhir according to Nababan's translation quality assessment?

3. How is the acceptability of the translation of both stories in consideration of children as the target readers according to Čermáková's children's acceptability indicators?

1.3 Purpose of the Study

Concerning the questions of the study above, this study has some objectives as follows:

1. To identify the most commonly found translation techniques used in the two chosen bilingual children story books.

2. To Analyse the translation quality of each translation provided in each story.

3. To Analyse the acceptability of each story translation in accordance with the target readers.

1.4 Scopes of the Study

There are two main scopes of this study, the analysis of the translation techniques and the analysis of the translation acceptability in accordance with its target readers. The translation techniques analysis follows and is limited to Molina and Albir (2002)'s 18 translation techniques theory. The translation acceptability analysis follows and is limited to Nababan (2003)'s Translation Quality Assessment (TQA). Further, the writer uses Čermáková (2018)'s children acceptability theory to generate conclusions while referring to the result of the TQA. The most common/dominant translation technique(s) is decided by comparing the occurrence of each technique of translation found in the translated text, the technique with most

occurrence is the dominant technique(s). The translation acceptability is determined based on its TQA scoring and the response of the target reader with children's English comprehension ability in considerations.

1.5 Limitations of the Study

There are three limitations of this study namely; 1) the aspect of corpus analysed, the translation quality assessor, and 3) the focus of translation quality. First, the aspect of corpus being analysed by the writer is limited to the written/textual aspect, without analysing the visual aspect provided in the form of scenes' illustrations. Second, to assess the scoring of translation quality for the second question, the writer was offered help by Mrs. Ati Sumiati, M.Hum, this is to maintain the credibility of the scoring as opposed to the writer's initial plan to interview children of age 10-12 years old. Third, for the third question the writer further focuses on only one aspect of translation quality, that is translation acceptability, this is considering that the theory chosen focuses on the acceptability aspect.

1.6 Significance of the Study

The writer expects this study to contribute ideas in developing translation theories, especially translation techniques in bilingual children's storybooks as a medium of early foreign language teaching. The writer hopes this study will contribute to students and other writers as an additional information and reference

to guide literary works' translation and for future study on linguistics and translation studies. For parents, the writer hopes this study poses a function as a guide in choosing bilingual books for children's early foreign language learning.