An Evaluation on the Translation of a Story Book "*Tales for Creative Children*"

(Sebuah Evaluasi Terjemahan dari Buku Cerita "*Tales for Creative Children*")

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Abstrak

Kajian ini berkaitan dengan bidang penerjemahan, khususnya prosedur penerjemahan dan strategi penyesuaian yang mengevaluasi prosedur penerjemahan dan strategi penyesuaian yang diguanakan di dalam buku cerita anak dua bahasa berjudul "Tales for Creative Children". Tujuan dari kajian ini ialah menguraikan strategi dan prosedur yang ada dalam proses penerjemahan, mengetahui alasan digunakannya strategi dan prosedur tersebut, dan mengevaluasi apabila makna antara Bahasa Sumber dan Bahasa Sasaran sudah sepadan atau tidak. Teori yang diguanakan dalam kajian ini ialah teori prosedur penerjemahan dan strategi penyesuaian oleh Nida yang mencakup (i) formal correspondence, (ii) dynamic equivalence sebagai prosedur dan (iii) grammatical adjustments, (iv) lexical adjustments and (v) cultural adjustments sebagai strategi penyesuaian dalam lingkup dynamic equivalence. Penemuan menunjukkan bahwa semua prosedur dan jenis penyesuaian diguanakan dalam proses penerjemahan, dan dynamic equivalence merupakan prosedur yang paling banyak digunakan dalam proses penerjemahan. Terbukti dari 175 kalimat yang dianalisa, 149 kalimat menggunakan prosedur dynamic equivalence, dan 26 kalimat lainnya menggunakan formal correspondence. Kesimpulannya, hasil terjemahan dalam buku cerita dua bahasa tersebut dikategorikan sebagai terjemahan yang "layak".

Kata Kunci: Prosedur penerjemahan, Strategi penyesuaian, Sepadan

Abstract

This study deals with translation, particularly the translation procedures and strategies of adjustments. It evaluates the translation procedures and strategies of adjustments applied in translating the bilingual children story book "Tales for Creative Children". The purposes of the study are to elaborate the strategies and procedures in the translation processes, to know why those strategies and procedures are chosen, and to evaluate whether the meanings are equal between the SLT and the TLT. The study uses the theories of translation procedures and strategies of adjustments by Nida. They cover (i) formal correspondence, (ii) dynamic equivalence as the procedures and (iii) grammatical adjustments, (iv) lexical adjustments and (v) cultural adjustments as the strategies of adjustments under dynamic equivalence. The findings show that all of the procedures and adjustments are applied in the translation processes, and dynamic equivalence containing three types of adjustments is the mostly-used procedure in the translation processes. Out of 175 sentences being analyzed, 149 sentences apply dynamic equivalence, and the rest 26 sentences employ formal correspondence. In summary, the translation results in the bilingual story book are classified as "proper" translations.

Keywords: Translation procedures, Strategies of adjustments, Equal.

Introduction

Nowadays, it is common for Indonesian writers to write a bilingual book which is first written in Indonesian and translated into English. It aims to make people get used to English. They can learn various English vocabularies and understand English structures simultaneously through reading activity. Most of Indonesian-English bilingual books are specifically designed for children which are written in simple words and structures along with colorful and imaginative illustrations to make the books more interesting and fun to read for children.

Those bilingual books need to be evaluated on the translation processes and the word constructions to find out some aspects making the translation results comprehensible and effective. One of the Indonesian-English bilingual books that need to be evaluated is the bilingual story book written by Watiek Ideo in October, 2013, *Tales for Creative Children*. This book was first written in Indonesian as the Source Language (SL), then translated into English as the Target Language (TL). The Indonesian and English appear on every single page of the book, so readers can see Indonesian and English versions on the same page. The reasons why this book is chosen as the data in this research are because the translation results have been assumingly equivalent in terms of meanings and styles; in addition, this book was published by PT Gramedia Pustaka Utama which is one of the most trusted publishers in Indonesia for its reputation of publishing quality books.

The English version in the TL has both equivalent results and proper grammatical adjustments. The messages

in the SL are transferred well by the translator into the TL. Readers can read the translation version and understand the messages in the TL text (TLT) as good as the messages in the SL text (SLT).

The phenomenon above raises some questions; therefore, the research questions of this study can be formulated as follows.

1. What translation strategies and procedures are used to translate Indonesian sentences into English texts in *Tales for Creative Children*?

2. Why are those strategies and procedures chosen in the translation processes?

3. Do the translation results in *Tales for Creative Children* have equal meanings?

Based on the research questions above, the purposes of the study can be figured out as follows.

1. to elaborate in detail about the strategies and procedures that are used in translating Indonesian sentences into English texts in the story book, so that it lets us know what makes the translation results proper,

2. to answer the reasons why such strategies and procedures are applied in the translation processes, and

3. to evaluate whether the messages in the SLT are very well transferred into the TLT.

Research Methodology

This research applies qualitative research method. Qualitative research involves any research using data that do not indicate ordinal values (Nkwi, *et al*, 2001:1). The data shown in this research are in the forms of sentences instead of numbers. Thus, the qualitative research method is employed.

The data in this research are collected through document review. Buchmiller (2011:1) states that document review concerns with a systematic procedure for reviewing or evaluating documents, both printed and electronic material. After that, the examples of the data are gathered by applying stratified random sample. Denscombe describes that "a stratified sampling is as one in which every member of the population has an equal chance of being selected in relation to their proportion within the total population" (2007: 14).

Research Findings

In total, there are 175 sentences found in the research data. The sentences that have been calculated are grouped into sub categories, according to their types and shown in the discussion by taking the most important examples which represent the whole numbers of the sentences (Berger, 2000:202). Formal correspondence

consists of 26 sentences and dynamic equivalence contains 149 sentences. Under dynamic equivalence, grammatical adjustments contain 44 sentences and lexical adjustments contain 80 sentences while cultural adjustments consist of 25 sentences.

Discussions

The discussions concern with (1) the analysis of translation procedures consisting of formal correspondence and dynamic equivalence and (2) the analysis of dynamic equivalence which is broken down into three kinds of adjustments in the translation strategies, namely grammatical adjustments, lexical adjustments and cultural adjustments.

Translation procedures include (1) Formal Correspondence and (2) Dynamic Equivalence.

Formal Correspondence

Formal correspondence, which is also called a Direct Translation, can be simply defined as 'a word-for-word' translation (Ordudari, 2009:3).

The examples of formal correspondence or direct translation found in the data are as follows:

SLT: "Jangan kwatir, aku akan mengajari kalian," ujar Pak Bayan bersemangat.

TLT: "Don't worry, I will teach you," said Mr. Bayan, excitedly (Ideo, 2013:40).

Each word in the SLT is directly replaced by the suitable word in the TLT which shows the direct translation process in the formal correspondence.

Dynamic Equivalence

Dynamic Equivalence, also called Indirect Translation, is a translation procedure used to translate a wide variety of texts or more complex sentences (Munday and Hatim, 2004:42).

The examples in the dynamic equivalence or indirect translation are shown below:

SLT: Sesampainya di Museum Affandi, mereka disambut oleh kakak pemandu yang ramah.

Table 18: Analyzing Procedure

Sesampainya di Museum Affandi,	Mereka disambut oleh kakak pemandu yang ramah (Ideo, 2013:40).
Subordinate Clause	Main Clause

In the SLT shown in the table above, there are no subordinator and subject in the subordinate clause. The main clause is in the passive voice form.

Table 19: Transferring Procedure

> Arrived in Museum Affandi, they were welcomed by a guide who was friendly.

The translation does not result in either equal meaning or natural form of English as the TLT; therefore, it should be restructured using grammatical adjustment to make clearer meaning and create natural form of English as shown in the table below.

Table 20: Restructuring Procedure

> **TLT:** When they arrived at Affandi Museum, a friendly guide welcomed them (Ideo, 2013:40).

The translation result in the TLT has been equal in terms of meaning and form because there are adjustments in the translation process. The SLT subordinate clause mentions only the verb *sesampainya* without the subordinator and subject preceding the verb; the TLT subordinate clause, however, mentions the subordinator *when* and subject *they* preceding the verb *arrived*. Transposition is also involved in changing the position of *Museum Affandi* in the SLT becoming *Affandi Museum* in the TLT as the object of the verb *arrived*. More importantly, the passive form of the main clause in the SLT marked by the subject *mereka* preceding the verb *disambut* and followed by the object *kakak pembina yang ramah* is changed into the active form in the TLT in which the object *a friendly guide* (kakak pembina yang ramah) becomes the subject preceding the verb *welcomed* (menyambut) and *them* (mereka) as the object. In addition, the adjective clause *a guide who was friendly* is simplified into the adjective phrase *a friendly guide*, which is more natural in English.

Additionally, grammatical addition and transposition are used as the adjustments to render the sentences. The elements w*hen they* are involved in the grammatical addition because such elements are absent in the SLT, but added in the TLT to make the sentence grammatically correct. Transposition process is shown by the elements *Museum Affandi* in the SLT which are inverted into *Affandi Museum* in the TLT, and the main clause alteration from the passive voice in the SLT into the active form in the TLT. The alteration is indicated by the subject *mereka* in the SLT which becomes an object *them* in the TLT and the main verb *disambut* in the SLT, which is a passive form, is translated as *welcomed* functioning as the past form instead of the past participle form of the verb since the verb is not preceded by a *to be* that indicates a passive construction in English.

In relation to adjustments made in the restructuring procedure, which is the most important procedure to produce proper translation results, strategies of adjustments are crucially needed. The strategies of adjustments consist of grammatical adjustments, lexical adjustments and cultural adjustments.

The strategies of adjustments deal with specific technical guides to translate phrases and sentences. The translation strategies include (1) grammatical adjustments consisting of (a) grammatical addition, (b) subtraction and (c) transposition, (2) lexical adjustments including (a) borrowing, (b) synonym, (c) reduction, (d) expansion, (e) semantic addition, and (f) omission or deletion, and (3) cultural adjustments containing (a) cultural equivalence and (b) modulation.

Grammatical Adjustments

Grammatical adjustments mean to adjust the grammatical structures in the TLT in order to make the grammatically correct sentence of the TLT. They involve (1) grammatical addition, (2) subtraction, and (3) transposition.

Grammatical Addition

Grammatical Addition is to add the *grammatical element* in the TLT because the structure in the TL requires the addition to make the correct sentence construction in the TLT. It consists of 18 sentences in the data. The example is as follows.

SLT: Keesokan harinya, mereka siap berangkat.

TLT: The next day, they *were* ready *to* go (Ideo, 2013:10).

In that example, the SLT does not consist of *to be* and *to* infinitive because grammatically, Indonesian grammatical structure does not have the rule of adding *to be* and *to* infinitive in the sentence structure. On the contrary, English grammatical structure has the rule to add *to be* which functions as a linking verb connecting the subject and the adjective. In the TLT above, the to be or the linking verb of the sentence is *were*. *To* is also added between the adjective *ready* and the non-finite verb *go* to join the adjective and the non-finite verb, so that the sentence is grammatically correct in English as the TL.

Subtraction

Subtraction is to subtract the *grammatical element* in the TLT. This process is needed to make the correct sentence construction in TLT, just like Addition. It consists of 6 sentences in the data. The example of subtraction is shown below:

SLT: Lana mengambil ember kecil *berisi* air dan merendam daun-daun itu di dalamnya.

TLT: Lana took a small bucket of water and soaked the leaves in it (Ideo, 2013:61).

The SLT is a complex compound sentence consisting of two main clauses linked with a coordinator *dan* (*and*) in which the first main clause has a subordinate clause *berisi air* marked by the verb *berisi*, but the element *berisi* is subtracted to make a simpler English sentence. As a result, the sentence type in the TLT is a compound sentence, not a complex compound sentence anymore.

Transposition

Transposition is to change the positions of certain words, phrases or clauses from the SLT into the TLT. It is

needed to make clearer meanings in the TLT. It consists of 20 sentences in the data. One of the transposition strategies in the translation processes in the data is given below:

SLT: Kei terbelalak melihat aneka *lukisan* (noun) *yang luar biasa* (adverb) *indah* (adjective).

TLT: Kei's eyes widened when she saw many *amazingly* (adverb) *beautiful* (adjective) *paintings* (noun) (Ideo, 2013:13).

The changes happen in the matter of positions of the nouns in the SLT and the TLT marked by the italicized phrases. The noun *lukisan* in the SLT is placed in the beginning of the phrase, but the noun *paintings* in the TLT is placed at the end of the phrase modified by the adjective *beautiful* and the adverb *amazingly* which precede the adjective and the noun because in English, an adverb can modify an adjective and an adjective modifies a noun. It is very different from the SLT in which the noun *lukisan* is followed by the adverb *yang luar biasa* and the adjective *indah*. It can be illustrated below.

SLT: Kei terbelalak melihat aneka *lukisan yang luar biasa indah*.   noun   adverb

adjective

TLT: Kei's eyes widened when she saw many *amazingly beautiful paintings* (Ideo, 2013:13).   adverb adjective noun

Borrowing

Borrowing is a translation strategy that brings the word(s) from the SLT into the TLT. The reason to apply this strategy is that there is no equal word in the TL. Borrowing includes the words that have (1) the same spellings with different sounds, (2) different spellings with similar sounds, (3) different spellings with different sounds, and (4) the same spelling with similar sounds. All the borrowing words that are found in the data are 15. The numbers of the four types of borrowing are listed in the following tables.

Table 23: Number of borrowing words in the data

No.	Types of Borrowing	Total
1	Borrowing words of the same spellings with different sounds	3
2	Borrowing words of different spellings with similar sounds	4
3	Borrowing words of different spellings with different sounds	5
4	Borrowing words of the same spelling with similar sounds	3
	Total number	15

Some examples of each type of borrowing are shown in the tables below.

Table 24: Example of borrowing words of the same spellings with different sounds

SLT	TLT
Bagaimana kalau kita ke *Museum* Affandi besok?	How about going to Affandi *Museum* tomorrow? (Ideo, 2013:8).

The word *museum* in the SLT has the same spelling but different sound in the TLT.

Table 25: Example of borrowing words of different spellings with similar sounds.

SLT	TLT
Rika membuat hiasan kotak *tisu*.	Rika created ornaments for a *tissue* paper box (Ideo, 2013:70).

The word *tisu* with single 's'in the SLT has different spelling from the TLT. The spelling in the TLT is written with double 's' and ended with 'e'. However, they both have similar sounds.

Table 26: Example of borrowing words of different spellings with different sounds

SLT	TLT
Ehm, Mama ada *ide*.	Umm, I have an *idea* (Ideo, 2013:8)

The words *ide* in the SLT and *idea* with the 'a' ending in the TLT are written and pronounced differently.

Table 27: Borrowing words in the same spelling with similar sounds

SLT	TLT
Kalau pakai *mixer*, pasti berisik nih.	If we use a *mixer*, it will be noisy (Ideo, 2013:79).

The words *mixer* both in the SLT and the TLT are written and pronounced similarly without any changes in its spelling and sound.

Synonym

Synonym is a word having similar meaning to another one. A translator can use similar words or synonym to translate the SLT into the TLT. The adjustments of synonym consist of 10 words in the data. Some of the examples of synonym in the bilingual book are shown below.

SLT: Selanjutnya mereka mengecat guci itu dengan gambar yang *lucu* dan menjemurnya lagi.

TLT: Then, they painted the vase with *cute* drawings and dried it once more (Ideo, 2013:44).

In this context of sentence, the adjective *lucu* in the SLT, which is actually *funny* in English, is equal in meaning to *cute* in the TLT because what *lucu* means in the SLT is that the drawings look beautiful and attractive, but *funny* is something making somebody laugh. They are different from one another, so that is why the translator translates *lucu* as *cute* instead of *funny*.

Reduction

Reduction means reducing the lexical element in the SLT.

The example of reduction is provided below.

SLT: Pasangkan gambar dengan kosa kata dalam *bahasa Inggris*.

TLT: Match the pictures with their vocabularies in English (Ideo, 2013:74).

The element *bahasa* (*language* in English) in the SLT is omitted or, in other words, it does not need to be translated in the TLT because the word *English* means *bahasa Inggris* in Indonesian, so it not necessary to translate *bahasa Inggris* as *English language*. If such phrase were translated using the element *language*, it would be impossible to have an equal meaning between the SLT and the TLT.

Expansion

Expansion is the opposite of reduction. The lexical element is expanded in the TLT. The example of expansion taken from the data is as the following.

SLT: Mama menunjuk *ondong* di pinggir jalan.

TLT: Mom pointed at a *hoarse coach* on the roadside (Ideo, 2013:10).

The object *ondong*, which is a noun, in the SLT consists of only one word, but it is expanded in the TLT into two words *hoarse coach* to make the TLT meaning equal to the one in the SLT.

Semantic Addition

Semantic addition means to add phrases or lexical elements in the TLT to give important additional information to help readers understand the messages in the TLT easily. The example is as follows.

SLT: Setelah *suit*, ternyata Rania yang mendapat giliran jaga.

TLT: After *using their fingers to choose the players*, Rania got the turn to be the seeker (Ideo, 2013:32).

The italicized and underlined phrase in the TLT functions to clarify and give additional information about the term *suit* in the SLT which is very important to make clearer and understandable meanings because English as the TL does not have such term as Indonesian does.

Omission or Deletion

Omission means to omit or delete the lexical element in the SLT. In other words, the lexical element in the SLT is not translated into the TLT because the omitted element is usually unnecessary or partly difficult to translate. The example is as follows.

SLT: Nanti sore, kita beli perlengkapan melukis *bersama-sama*.

TLT: This afternoon we will buy painting equipments (Ideo, 2013:20).

The element *bersama-sama* (*together* in English) in the SLT is omitted in the TLT to avoid redundancy and it not necessary to translate because the subject of the sentence is *we* meaning more than one person. People know that when two or more people are doing something, they do it together. That is why the word *together* as the English word of *bersama-sama* is not necessary to translate.

Cultural Equivalence

In this strategy, a translator employs certain words in the TL to replace certain words in the SL because cultures in one language and another may differ from one another. This strategy helps to make TL sentences easy and nicer to read. Cultural equivalence consists of 10 sentences. An example of cultural equivalence taken from the data is listed as follows.

SLT: *Selamat ulang tahun*, Mama.

TLT: *Happy birthday*, Mom (Ideo, 2013:95).

There are adjustments made in terms of cultural view in the translating the SLT into the TLT. First of all, the word *selamat* in the SLT means *safe* in English. Secondly, the word *ulang* in the SLT is *repeat* in English, and lastly, *tahun* in the SLT is year in English. If they were combined together, they would form *safe repeat year*, which is the completely wrong English. Nevertheless, none of the English words are present in the TLT. They are not the correct translation for the phrase *selamat ulang tahun* due to the fact that the phrase has already got its own equivalence in English as the TL; that is *happy birthday*.

Modulation is a translation strategy to render phrases, clauses or sentences. In this case, a translator sees the messages in the SL from different point of view or different thought (Newmark in Suryawinata and Hariyanto, 2003:75). Modulation consists of 15 sentences in the data. Below is one of the examples of modulation process in the bilingual book.

SLT: *Tak terasa*, hari sudah siang.

TLT: *Time passed by*, it was noon already (Ideo, 2013:43).

In the example above, the TLT's main point is of the whole meaning of the clause, especially the underlined part, unlike the SLT which focuses on somebody or the participant being invited to talk informally. The TLT meaning centers on the fact of the conversation; that is *time passed by* meaning the time that has passed, but the speaker does not realize it for a certain reason. This absolutely cannot be translated word-for-word forming *not feel* (not = tak, feel = terasa) which will be totally incorrect English in terms of meaning and style as English has its own equivalence for such phrase.

From those detailed adjustments above made in the translation processes, the translation results in the bilingual children story book have been properly equivalent translations.

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