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The image shows the entrance of a modern building with a glass and concrete facade. The text 'UNIVERSITAS NEGERI PADANG FAKULTAS BAHASA DAN SENI (FBS)' is prominently displayed on the upper part of the building's exterior. The building has a clean, architectural style with large windows and a covered entrance area.

Promoting Local Wisdom and Enchancing Better Learning on Language, Art, and Culture

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**TRANSLATION STRATEGIES AS DETERMINANT OF LOCAL WISDOM
IN CHILDREN'S LITERATURE; CONTENT ANALYSIS RESEARCH
IN "HARI SENIN YANG SIBUK DAN BERANTAKAN"**

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Abstract

Local wisdom can not be separated from global constellation. The children are required to have cognitive ability of language, especially English. So that, many children's literature in the form of bilingual books circulate in Indonesia as one of media to become children's bilingual. The children's literature indicates that the translators using translation strategy oriented to the target language and source language, but the used of such strategy is not in accordance with the local wisdom in Indonesia. It obtained under the literature study and analysis based on the theory of Vinay-Darbanelnet with content analysis method. The research provides recommendations that as a translator must be correct to choose strategy translations of text because it is not be separated from the cultural context the target language that can affect local wisdom.

Keywords: Strategy of Translations; Local Wisdom; Children's Literature

A. INTRODUCTION

The result of literature conception and experiences relating with literature are as media to stimulate the development of cognitive and moral imagination so that it produced a sustainable response, one of them is the result of literary work and it is a fairy tale. This is consistent with G. Ellis and J. Brewster Henry opinion who said that dynamic response made the children have different meaning in a story. It was fabled to train rational and practice thinking, to solve the problem, and to take the decisions that relate with the development of cognitive (Ellis and Brewster, 1991:66). In addition, it can expand children's knowledge by introducing them a new situation and deepen our insights about what has happened (Ertis and Holyan, 2010:7—8).

In era globalization, the children were demanded to have cognitive skills of language, like us foreign language. Thus, fairy tale is the best way to introduce the language for children that will be obtained such as English. Therefore, it is needed bilingual books as media to show actualization. Sneddon revealed that bilingual books are as important tool to learn language and to add personal experience (Sneddon, 2009:25). One of them with a genre of prose is fairy tale that is collection of story "The Story of Days" directed Arleen A. It is published in 2011 by Bhuana Ilmu Komputer at Jakarta. The book includes in kinds of fairy tale story and the character is played with human that has the tendency of similar like a real. Aarne and Thompson have categorized it into ordinary folk tales (Aarne and Thompson in Jaz Zipes, 2002:1).

With regard to the existence of bilingual book, hence the role of translation holds very important. This is because the success of a process translation will depend on the extent to which a translator understands and works a text that will be translated. So, the result of translation could be felt by reader especially the children. According Catford, the main problem that found by translator in process of translation is to search equivalence from source language to target language (Catford, 1965:2).

Based on some research were done by Raymonde Sneddon (2008), Mangatur Nababan, Ardian Nuraeni, and Sumardiono (2012), and Monireh Akbari (2012) concluded that strategy on literary translation for child literature is very important because translation of child literature was different with translation of literature for adult. Therefore, it needs capability of translator to choose equivalence strategic in translation process of text to fit the local culture through bilingual book. Local culture as the basis to thinking, acting, and behaving. That means when translator decided to absorb and process the

translation source language to the target language, became the basis of local wisdom for deciding something. Darmastuti (2013:64) suggested that manifestation of the teachings of the local culture that lived community in the local community is a concept and local wisdom. In other words, translator must be translate with adheres to the principle of local wisdom.

As regards to equivalence of strategic in translation can used to translate a text like us expressed by Vinay and Darbelnet. There are (1) direct translating includes borrowing, caique, literal translation, and (2) oblique translation includes transposition, modulation, equivalence, adaptation (Vinay and Darbelnet, 2000:84—112). Direct translating method is method that will be orientation to source language. While oblique translation will be orientation to target language. Here are some explanation about the method. Borrowing strategic of translation was done using a way with borrow a word from source language, while caique is strategic that was done using borrow expression of the other language and translate it as literal for each element. Even though literal translation is strategic that was done using a way to translate word by word, so it is not to associate with contexts. As for transposition strategic does changing grammatical category, modulation used a way to turning point of view, equality means replacement of functional equivalent in target language, and adaptation is equivalence of culture (Vinay and Darbelnet in Lawrence Venuti, 2000:84—112).

Based on the above explanation, hence the writer aims to describe equivalence strategy of translation that was used by Arleen A. as author as well as a translator book 'collection of stories "The Story of Days";' for children.

B. METHOD

The research is the qualitative study using content analysis method. The instrument of research is the researcher using form of work table. It is to collect data. Data is taken from bilingual book that is the collection of stories "The Story of Days" directed by Arleen A. Data of research is utterance or dialogue from the bilingual book. Because the research has limited time, the writer is taken a story "Hari Senin yang Sibuk dan Berantakan (HSSB)." It is one of the data research. Thus, the sample of research is taken as purposive sampling. Technique of collecting data is documentation. Procedure of analysis data used content analysis based on Myring (2000:4—5) theory. The end of procedure are interpretation of the result like frequencies. It is adapt to be equivalence of strategic translation theory from Vinay and Darbelnet. This procedure is used to make inferences on the basis of context.

C. DATA ANALYSIS

The result of research is concerning to equivalence of strategic that is used by translator from HSSB directed by Arleen A. it shows source language and target language. It is seen in the following table.

Table 1.
Equivalenve Strategic of Translation on HSSB

Equivalenve Strategic Vinay-Darbelnet	Num ber of Data	Source Language (English)	Target Language (Indonesian)
Borrowing (4,1%)	34	They heated the food up in the microwave and ate it.	Mereka menghangatkannya di mikrowave, lalu memakannya.
	36	There was Miss Lady, their music teacher.	Ternyata yang datang Miss Lady, guru musik mereka.
Caique (0%)	-	-	-
Literal Translation (32,7%)	4	"Andy, did you take my towel?" shouted Linda from the bathroom.	"Andy, apakah kamu membawa handukku?" teriak Linda dari kamar mandi.
	6	"Linda, I found your socks here!" said Andy.	"Linda, aku menemukan kaus kakimu di sini! Kata Andy.
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Equivalence Strategic Vinay-Darbelnet
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	6	"Linda, I found your socks here!" said Andy.	"Linda, aku menemukan kaus kakimu di sini! Kata Andy.
	9	"Linda, did you take my homework?" asked Andy.	"Linda, apa kamu mengambil buku PR-ku? Tanya Andy.

	17	Everybody get in the car!" said Dad.	Semuanya masuk ke mobil!" kata Papa.
	18	"Oh, I forgot my bottle," said Andy.	"Oh, aku lupa botolku," kata Andy.
	22	His uniform was dirty	Seragamnya jadi kotor.
	37-38	"Are you ready for the lesson, kids?" she asked. Andy and Linda were ready.	"Apakah kamu siap untuk belajar, anak-anak?" dia bertanya. Andy dan Linda sudah siap.
	40-41	Then, they prepared dinner together. After dinner, they washed the dishes.	Lalu, mereka menyiapkan makan malam bersama. Setelah makan malam, mereka mencuci piring.
	43-47	Right at the moment, the back door was opened. Mom stood there. She caught the plate. "Mom!" shouted Andy and Linda. "How was your day?" asked Mama.	Tepat pada saat itu, pintu belakang terbuka. Mama berdiri di sana. Dia menangkap piring itu. "Mama!" teriak Andy and Linda. "Bagaimana kabar kalian hari ini?" tanya Mama.
	48	"Hectic, " said Dad	"Sibuk," kata Papa.
Transposition (51,0%)	1-2	It was a Monday Morning. And it was not a normal one for Andy and Linda because Mom was not home.	Hari itu hari Senin pagi yang tidak biasa bagi Andy dan Linda. Itu karena Mama tidak ada di rumah.
	3	Yesterday she visited Grandma and she would be back tonight.	Kemarin Mama berkunjung ke rumah Nenek dan baru akan pulang nanti malam
	5	"No I didn't!, But Mimi did!" shouted Andy.	"Bukan Aku! Mimi yang yang mengambalnya Sahut Andy.
	7	"And these are yours, "said Linda.	"Dan ini kaus kakimu", kata Linda.
	8	"Kids, please come down for for breakfast! We are almost late!" shouted Dad, holding a burnt fried egg.	"Anak-anak, ayo turun, kita sarapan! Sudah hampir terlambat! Teriak Papa sambil memegang telur dadar yang gosong.
	10	"No, I didn't! But Dodo does it!" said Linda.	"Bukan aku! Dodo yang mengambalnya" kata Linda.
	11	"Linda, come here.	"Linda kemarilah.
	12	"Let me do your hair! said Papa	"Papa rapikan rambutmu, ya? Kata Papa.
	15	He didn't seem to like Linda's hair either.	Dia juga tidak menyukai rambut Linda.
	16	"Come on, kids.	"Ayo, anak-anak.!
	19-20	"Watch out! said Linda. But it was toolate.	"Awat, kata Linda.
	23	Andy quickly changed his uniform and run to the car.	Andy cepat-cepat berganti seragam dan berlari ke mobil.
	25	They were almost late because of the traffic	Mereka terjebak macet dan hampir saja terlambat.
	28	Andy took Linda to her class and walked to his own class.	Andy mengantar Linda dulu, baru menuju kelasnya.
	29-30	After school, they walked to the bus stop, Linda accidentally dropped her books and spent quite a long time to get all of them. They almost missed the bus.	Seusai sekolah, mereka beralan ke halte bus, tanpa sengaja Linda menjatuhkan bukunya. Mereka butuh waktu yang cukup lama untuk memungut semua buku. Hampir saja mereka ketinggalan bus.
	33	At home, from the refrigerator, they took out the snack that Mom had prepared before she left.	Di rumah, mereka membuka kulkas dan mengambil kudapan yang telah Mama siapkan sebelum pergi.
	35-36	They barely had enough time to finish their snacks when the bell rang. There was Miss Lady, their music teacher.	Mereka baru saja menghabiskan kudapan ketika bel berbunyi. Ternyata yang datang Miss Lady, guru les musik mereka.
	39	Soon after they had finished their lesson, Dad come home	Begitu setelah mereka menyelesaikan les mereka, Papa pulang.
	42	"Catch it!" shouted Andy	"Tangkap!" teriak Andy.
	49-50.	"Messy," said Linda and Andy. And they all giggled.	"Berantakan," kata Linda dan Andy. Mereka semua tertawa.

Modulation (2,0%)	13	Linda's hair was not pretty at all.	Rambut Linda jadi jelek.
Equivalence (2,0%)	14	"Woof!" said Dodo.	"Guk!" kata Dodo.
Adaptation (8,2%)	21	Andy tripped over Dodo and fell flat on his face.	Andy tersandung Dodo dan jatuh terjerembab.
	24	"Bye Mimi, bye Dodo," said Andy and Linda.	"Dah Mimi, dah Dodo," kata Andy dan Linda.
	27	"Don't forget your meals, kids!" said Papa.	"Jangan lupa bekal kalian, anak-anak!" kata Papa.
	28	"See you after school!" said Andy	"Sampai ketemu pulang sekolah!" kata Andy.

In Table 1 appears that Arleen A. as author and translator of story *HSSB* on collecting story of 'The Story of Days' only used six of seven strategies described by Viney-Darbelnet. The strategies is used by Arleen A. in *HSSB* are borrowing, literal translation, transposition, modulation, equivalence, and adaptation. It is following further details of her strategy with regard to the application of.

First, borrowing strategic. It used only twice by translator in story *HSSB*. This term is regard to electronic area that refers to be an object is used to heat the food. It is "microwave" in data of number (34). Then, Arleen A. uses borrowing strategic and the use of name 'Miss' for Miss Lady in data of number (36).

Second, caique strategic. It is not used by translator in *HSSB* story.

Third, literal translation. It is used thirteenth by translator in *HSSB* story. In number (4), (37), (38), the translator translates interrogative form in English to be interrogative form in *Bahasa*. Similarly, data of number (6) has translated to be statement that indicated '*kaus kaki Linda telahditemukan*' and data of number (48) is still translated in base form like as 'hectic' is to be '*sibuk*'. Data of number (9) is interrogative form that is translated in interrogative form again, but it is not used '*kah*' particle as determining and this word indicates 'homework (*pekerjaan rumah*).' Data of number (17) and (18) have sequence statement form based on grammatical. Statement in data of number (22) is still used pronoun that represented '*seragamnya*.' It used to translate 'his uniform.' This translation considered using literal translation because of Indonesian language doesn't have differences of pronoun between man or women. So it is still used pronoun '*-nya*.' Data of number (40) and (41) is still translated using literal translation. Because the translator still maintains conjunction between sentences like as 'then' that is translated to be '*Ialu*' and 'after' is be '*setelah*.'

Fourth, transposition translation. It is used twenty five times by translator in *HSSB* story. This strategic is most of strategies that used by translator. Data of number (1) and (2), translator changes grammatical form using addition and reduce. Data of number (1), translator translates word 'it was' refers to '*hari itu*'. It appears in data of number (7) that change pronoun 'yours.' Data of number (12) is 'me' that translated to be '*papa*.' While data of number (2), translator changes grammatical structure source language. Data of number (1)—(2) is be sentence that reduces conjunction 'and' and it starts the second sentence in data of number (2) using statement that refers to cause. Data of number (3) has grammatical structure that has changed because it is not used the same subject in complex sentence. It is a mark of effective sentence. This appears too in data of number (5), (10), that is not to translate 'but'. Data of number (8) is a ellipsis that reduces pronoun 'we' and data of number (42) omits translating of pronoun 'it'. It is the same with data of number (50) to omit conjunction 'and.' The addition of structure appears in number 8 that translates the third pronoun in Indonesian language using '*kita*.' The other changing of grammatical form appears in data of number (11) that is as statement 'come here' consisting of verb with phrase adverb 'come here' is translated to be '*kemarilah*' that has added 'lah' as emphasized. Data of number (23) is 'quickly' has translated to be '*cepat-cepat*' and data of number (39) is 'come home' that is represented one sentence, namely '*pulang*.' Data of number (49) has translated the word 'messy' that is be affixation, namely '*berantakan*.' Data of number (25), (29), and (30) has changed grammatical structure that in the first translated category causes then it goes to effect category. While data of number (33) is preceded the subject 'they' in translation process. Moreover, data of number (29) translated '*bus stop*'

using the term in Indonesia that relates with the public transport, like as bus with 'halte'. While, translator used the term 'halte bus.'

The fifth, modulation strategic. It is used only once by translator in *HSSB* story. It has changed point of view about statement 'was not pretty at all' to be 'jelek'. That it means the translator depends on negative sentence that is modify to be positive sentence. So, it is like finding synonym in other form.

The sixth, equivalence strategic. It is used only once by translator. It is adapted with culture context in target language, namely Indonesian language. In Indonesian language, the voice of animal 'dog' is more like as 'guk', it is not 'woof.'

The seventh, adaptation strategic. It is used four times by translator. Adaptation process is adjusted with context, it includes culture context like as in equivalence strategic. Data of number (21) is statement sentence in source language that refers to idiomatic, namely 'fell flat on his face'. Therefore, the translator translates it using the term 'jatuh terjerembab'. Whereas data of number (24) is the word 'bye' that translated in target language using 'da', it is used by Indonesian language to wave hand as greeting. Data of number (27) has translated 'meals' that is be 'bekal'. In Indonesia culture, it is like as activity someone that has taken food from home to school or company.

D. DISCUSSION

Translation strategies as determinant of local wisdom in children's literature in *HSSB* story directed by Arleen A. depends on the result of research that shows in finding of research:

1. Domination of Transposition Strategic of Child Literature Translation

Concept strategic of Vinay and Darbelnet that is most used is transposition. It is having an orientation to target language. This strategic indicated exchanging or transferring of other form without changing message. Thus, transposition can be chosen if the translation is obtained more accurate that is be utterance in other nuance (Vinay and Darbelnet in Venuti (2000:88—89). Moreover, it is as child literature that produces and intends to children or as literature will be read by children (Oittinen, 2000:61).

As general, *HSSB* story of collecting stories *The Story of Days* directed by Arleen A. has used transposition strategic to change items of grammatical. These are words, sentences, and paragraphs. So, it shows substitution process of words class (such as pronoun, conjunction), words form (such as base words, affixation), element of grammatical unit (words, phrase, clause).

Substitution of grammatical component in grading of words appear on data number 1 "It was a Monday morning" that translated to be "Hari itu hari Senin pagi.." The data refers to pronoun 'it' that translated as reference, namely 'hari itu'. Therefore, it appears that translator tries to translate pronominal. It refers to cataphora in order that making children were not confuse about meaning of sentence. Cataphora it self is to return cross with antecedent (Alwi etc. (2003:43).

Substitution of grammatical components from base words appear in number (23) kalimat "Andi quickly changed his uniform and run to the car" that translated to be "Andi cepat-cepat berganti seragam dan berlari ke mobil." Thus, it seems adverb 'quickly' in source language, namely singular adverb is in reduplication adverb 'cepat-cepat.' It shows that translating is adapted using structure in target language, namely Indonesian language. It has four kinds of adverb as reduplication both as base words with addition suffix -an and reduplication with addition affix 'se-nya' (Alwi etc., 2003:201).

Substitution of grammatical component is viewed from units, appears in data of number (1)—(2) using sentence "It was a Monday Morning. And it was not a normal one for Andy and Linda because Mom was not home", that translated into Indonesian language "Hari itu hari Senin pagi yang tidak biasa bagi Andy dan Linda. Itu karena Mama tidak ada di rumah." This data can be seen that the second sentence in source language is translated into single entity in the first sentence of target language. So, the sentence can be clause that is previous in statement that consisted two sentences. They has preposition between sentences using conjunction 'dan'. Likewise constituent of sentence indicated cause and effect relationship, it is mark using 'because' in the second sentence of source language that translated into target language. It will start with new sentence that is began with pronominal 'itu' as substitution from the first reference in target language. The other word that translator tried changing source language to be simple translating, such as is showed by Raymonde Sneddon, "The aim was that children literate in their language would be able to read the translations (Sneddon, 2009:5)."

2. Local Wisdom has Important Role in Choosing Equivalence Strategic of Translation Children's Literature

Strategies of translation in *HSSB* of collecting story *The Story of Days* directed by Arleen A will be analyzed using concept of equivalence strategic Vinay and Darbelnet. It shows that culture context has important role in translation process. According to the result of research, it shows that translator used equivalence strategic refers to source language and target language. Therefore, some strategies are not appropriate with Indonesia culture context. *This is the further information.*

Data number (35) has sentence "There was Miss Lady, their music teacher," translated to be "Ternyata yang datang Miss Lady, guru musik mereka." The translator uses borrowing strategic to nickname of women that is not been married, namely "Miss Lady". Whereas in *Bahasa*, there is not nickname or term that refers to 'Miss'. Nevertheless, people call someone that has profession as teacher using 'Bapak' or 'Ibu' moreover it can call using 'Kakak'. It depends on scale of relationship between speaker and partner. Thomson-Wohlgemuth state that characteristic of culture in source language will be adapted using knowledge and experience from reader (Thomson and Wahlgemuth, 1998:32). Thus, translation process that has done by translator was not adapted with Indonesia culture. It will give obscurity of child language skills.

Data number (14) has sentence, "Woof!" said Dodo," translated in Indonesian language, "Guk!" the word *Dodo* shows that translator used the appropriate equivalence strategic. There are caused in Indonesian language it will use replica of voice words that taken using source voice, like as dog voice is be 'guk'. This concept used term onomatopoeia that is be word class. This word class is arranged using replica of many voices that will be heard in the world based on the connection symbolic voice between word and reference.

E. CONCLUSION

In globalization era, children are demanded to have cognitive skills in linguistics, like as English. To realize that, child literature such as ordinary folk tales in collection of stories 'The Story of Days' directed by Arleen A. is as media to make children have bilingual language. This book used translation strategic that is oriented to target language, namely transposition strategic. In addition, translator used equivalence strategic that is oriented to source language. But, there is not exact in using strategic like as borrowing strategic. Consequently, it is better if the translator chooses and uses equivalence strategic of translation that is appropriate, in order that the message of text will be permitted. That is means culture context in target language is influenced the result of translation from source language. Then, manifestation of the teachings of the local culture that lived community in the local community is a concept and local wisdom. In other words, translator must be translate with adheres to the principle of local wisdom.

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