AN ANALYSIS OF THE STUDENTS' ABILITY AND PROBLEMS IN TRANSLATING CHILDREN'S LITERATURE FROM ENGLISH INTO INDONESIAN

THESIS

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ABSTRACT

Epi Stiyo Pujowati. 2022. An Analysis of the Students' Ability and Problems in Translating Children's Literature from English into Indonesian

Translation industry expansion has a significant impact on professional translation services. The demand for translators and interpreters is currently high including in children literature area. Translating story book for children requires competence of translators to know the cognitive and psychological characteristics of children. This study is to know the students' quality of English Department in translating fable as one of children literatures from English into Indonesian. The sample of the study is 23 students who has taken Translation Subject in academic year 2018/2019 at English Department in Universitas Negeri Padang and Eka Sakti University. The data were analysed using Nababan's scale of translation quality. The results of the study are (1) From translation test used as one of instruments in the study, it showed that total score of accuracy is 2.47 in which students' translation slightly matches source language to target language. In acceptability aspect, it resulted of students' translation are less acceptable based on norms and culture in target language (2.42). In readability it was found that total score is 2.48 which indicates less understanding by readers of target language. In relation to this, three quality indicators of translation text showed that students' translation quality need to be improved in order to raise better translation of children literature. (2) The most common translation problems faced by students in translating children's literature is semantic problem.

Keywords: *Translation Ability, Translation Problems, Translating Children's literature Text.*

ABSTRAK

Ekspansi industri terjemahan berdampak signifikan pada layanan terjemahan profesional. Permintaan akan penerjemah dan juru bahasa saat ini sedang tinggi termasuk di bidang sastra anak. Menerjemahkan buku cerita untuk anak membutuhkan kompetensi penerjemah untuk mengetahui karakteristik kognitif dan psikologis anak. Penelitian ini bertujuan untuk mengetahui kualitas mahasiswa Jurusan Bahasa Inggris dalam menerjemahkan fabel sebagai salah satu sastra anak dari Bahasa Inggris ke Bahasa Indonesia. Sampel penelitian ini adalah 23 siswa yang telah mengambil Mata Pelajaran Penerjemahan pada tahun akademik 2018/2019 di Jurusan Bahasa Inggris Universitas Negeri Padang dan Universitas Eka Sakti. Data dianalisis menggunakan skala kualitas terjemahan Nababan. Hasil dari penelitian ini adalah (1) Dari tes penerjemahan yang digunakan sebagai salah satu instrumen dalam penelitian, menunjukkan bahwa skor total aspek akurasi adalah 2.47 dimana terjemahan siswa sedikit sesuai dengan bahasa sumber dengan bahasa sasaran. Dalam aspek keberterimaan, hasil terjemahan siswa kurang berterima berdasarkan norma dan budaya dalam bahasa sasaran dengan skor 2.42. Dalam keterbacaan ditemukan skor total 2.48 yang menunjukkan kurang dipahami oleh pembaca bahasa sasaran. Sehubungan dengan itu, tiga indikator kualitas teks terjemahan menunjukkan bahwa kualitas terjemahan siswa perlu ditingkatkan untuk meningkatkan terjemahan sastra anak yang lebih baik. (2) Masalah penerjemahan yang paling sering dihadapi siswa dalam menerjemahkan karya sastra anak adalah masalah semantik.

Kata kunci: *Kemampuan Menerjemahkan, Masalah Penerjemahan, Menerjemahkan Teks Sastra Anak*

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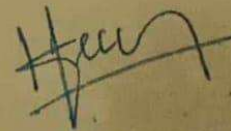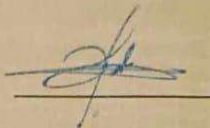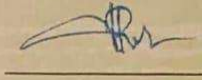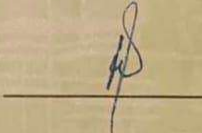| Nama	Tanda Tangan	Tanggal
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Saya yang menyatakan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the media and entertainment expansion aspects that had a significant impact on society is translation industry. The increase for demand of professional translation services is not only addressed for academic paper, letters or documents but also includes children's literature. In Indonesia, some programs are set up in relation to this development. For instance, the implementation of children's literature translation program under Ministry of Education, Culture, Research and Technology which has been run since 2021. The program is intended to support the National Literacy Movement, particularly the enrichment of children's literacy (Kemdikbud, 2021). Through the Translation Expertise and Professional Services Group (KKLP), the Language Agency has translated 1,375 titles of children's story books from foreign languages into Indonesian and 343 titles from regional languages into Indonesian. Until 2024, KKLP Translation has a target to complete 5,000 titles of translations of children's stories from foreign languages to Indonesian. Therefore, the government has target to raise professional and reliable translator in translating children's literature in the near future.

In relation to this, some studies report that children's literature has been a pivotal element in cognitive achievement for children. A study supported by the World Bank and the Dutch government in 2015 in a report of early childhood education and development report describes that the vast

majority of Indonesian children has very high rates of limiting their ability to develop cognitive development. It was observed that Indonesian children grew up in households where parents never read stories to their children (World Bank, 2015). With respect to cognitive, and conceptual development, another study from World Bank in 2013 also reports that Indonesian children remain low since they have not gained foundational skills in literacy, aspect of cognitive problem-solving, and children's literature exposure (World Bank, 2013). The result of these studies emphasize that children's cognitive achievement has strong relationship with available children's literature at school and house.

In relation to children's literature definition, Hunt (2002) states that a book for children is defined as one of the categories whose presence relies on its relationship with segmented readers—children. Oittinen (2000) says that children's literature as literature resulted and designed for children or read by children. In addition, Nurgiantoro (2004) explains that the definition from other experts focuses more on purpose that this type of literature is designed to help children understand and emphasize on the public point of view and other people's experience, including the experience of other children. Related to translation of children's literature purpose, Klingbertg (2008) states that the main objective of that should enrich reader's knowledge and understanding on foreign culture. It is in line with a study conducted by Tarigan (1995:5) that children's literature is a kind of literature and source which get children's sight as the main observers.

However, translating children's literature differs from other literature. According to Chunhua (2014) translating children literature need ability of translator to know the cognitive and psychological characteristics of children. This is in line with G. Thomson-wohlgemuth (1998) who stated that when children enter the world of stories, they identify events in books with their own experiences. More over Hunt (2004) claims that each of the children's short story requires techniques that determine the translation process. This kind of text translation must be done with certain techniques because such kind of text of children constitutes an interpretation of visual media that illustrates the message conveyed in the story. that is why the text used in children's story books tends to be shorter with simple language. It reflects that child are given more opportunities to understand the pictures or symbols provided than the text. However, the text also conveys the message intended by the author. Therefore, the translation of the text in question also needs to be done in a systematic way to achieve the goal of delivering the message.

Some previous studies related to problems in translating Children Literature have been conducted with various perspectives. As a study conducted by Istiqomah (2019) analyzing error translation in "Pooh's Neighborhood" Storybooks Children. Her study resulted that some errors in words, phrases, clauses and sentences were found and these errors might appear since the translators lacked of reading whole text of expert translators. In 2019, Pratama in his study about translation of children's picture book revealed that the translation of Balinese children's textbook was mostly done

literally using simple language. It helped translators to avoid the use of complicated words. At the same year, Nuraeni, et all conducted a study of translating children's illustrated story books. Her study concluded that students of English Diploma program at Sebelas Maret University were exposed with difficulties related to linguistic and cultural aspects in translating children's book. Student's limited knowledge and curiosity to find information using references and parallel texts become challenges in producing a good translation.

However, the data above has raised awareness of Indonesian universities that Indonesia must respond quickly by providing translation as subject in the curriculum of English Language and Literature. At Universitas Negeri Padang, for instance in which translation subject is addressed to improve the graduate's competence to be able to translate or interpret English into Indonesian or vice versa, (UNP, 2020). In fact, the translators' ability is needed to measure the extent of his ability to translate different texts. The same thing is also needed by students because students' translation ability is need to be known before entering into translating work or became professional translator.

Furthermore, the ability of students to translate might an effect on the quality of students' translation results as explained by Jahromi & Suzani (2016) that specific personalities such as experience, creativity, translator knowledge, translator personality, and other abilities that the translator employs in the translation process can have an impact on the quality of the

translation. Translating the text requires the ability of a translator and it is an influence on a good translation product. If the ability of a translator is good, the translation product is good as well. Meanwhile, Nababan (2012) states that quality of a translation must fulfill three aspects, namely the accuracy aspect, the acceptability aspect and the readability aspect. Accuracy is conveying the meaning in the source text to the target text in its entirety, without being reduced or added at all. Acceptability is if the translation is in accordance with the writing principles in the target language. Readability is the translation result that the target language reader can read. In this study, the researcher takes three aspects of the quality of this translation.

The translation ability has been studied by researchers in a variety of different contexts, such as Ningsih et al., (2019) conducted research to analyze the ability of students to translate articles from English as source language to Indonesian as target language. The other hand, there are some previous correlation research, such as; Budiyanto (2019) did research about correlation between translation ability and reading habit toward writing ability; Oktari, Mukhrizal and Arasuli, (2019) focused on correlation between students' grammar mastery and their ability; Rahemi, Jufri and Ardi (2013) had researched about correlation between reading comprehension and translation ability; Malekan and Hajimohammadi (2017) talked about ESP learners' translation ability and resilience in reading comprehension; and Sriwantaneeyakul (2018) did research about critical reading ability and translation ability of Thai EFL students: pragmatic, syntactic, and semantic

aspects. However, the previous research above did not focus on students'

problems that occur in translating the source language into the target language.

Although, the level of students' translation ability is not only a basis for

measuring whether a student's translation is good or not. The students need to

translate the source language into target language without changing the

meaning of the source language. Moreover, this also founding for student

translation problems when translating a variety of different texts. Due to

translation problems are also an impact on the level of students' translation

ability. The previous research above mostly discusses the relationship between

students' translation ability and other language abilities. Whereas, the ability to

translate Children Literature text has not been discussed by various previous

studies. Such as, how is the ability of a translator or student who become a

professional translator in translating text, especially translating Children

Literature.

With respect to translation problems that students face in translating

some different texts, it is reported by Napu & Hasan (2019) about translation

problems in academic essays, Karjo (2015) translation problems in legal texts

and Suchanova (2013) translation problems in idiom text. However, lack of

studies related to translation problems in Children Literature. The challenge of

translating children literature is an issue in which translators need to tackle.

Some previous studies have investigated translation in different text and essay,

in this study the researcher focuses on students' abilities and problems in

translating children's literature texts from a source language whose different culture and language itself with children's language background.

B. Identification of the Problems

From the background of the problem above there are some problems that can be identified. First, the increase for demand of professional translation services in children literature. Second, problems in translating children's literature. Third, the translators' ability to translate different texts. Fourth, the ability of a translator or student who become a professional translator in translating text, especially translating Children Literature. From the several problems that have been discussed in the background of the problem, there are several things that are possible to be investigated, namely; The first is students' translation ability in translating children's literature, the second is the students' translation problems in translating children's literature,

C. Limitation of the Problem

Researcher discuss this study in detail about the ability and problem of students in translating children's literature from English into Indonesia. Children's literature in this research focused on literature resulted and designed for children or read by children. Livingston and Brown (2017) categorize children's literature into some categories: fantasy, fable and story about animal, folktale, fairy tale, myth and legend, poem and rhyme, story about school life, drama, religious story, and comic and illustrated storybook. However, in this research the text that was used was fable. This kind of text

was chosen because the text used in fable tends to be shorter and tend to be liked by little kids. Fable The Lion King by Basab Ghosh that was used as a test in the form of children's literature as an instrument and discussion in this study.

D. The Formulation of the Problem

Based on the limitation of problem, the researcher formulates the problems as follows; How is students' ability and problems in translating children's literature from English into Indonesian?

E. Research Questions

From the formulation of the problem above, there are some research questions to be answer below;

1. How is students' ability in producing the Accurate children's literature translation from English into Indonesian?

2. How is students' ability in producing the Acceptable children's literature translation from English into Indonesian?

3. How is students' ability in producing the Readable children's literature translation from English into Indonesian?

4. What are problems faced by English department students in translating children's literature from English into Indonesian?

5. How is the relation between students' ability and problems in translating children's literature from English into Indonesian

F. Purpose of the Research

There are some purposes of this research, they are;

1. To find out students' ability in producing the Accurate children's literature translation from English into Indonesian

2. To find out students' ability in producing the Acceptable children's literature translation from English into Indonesian

3. To find out students' ability in producing the Readable children's literature translation from English into Indonesian

4. To find out problems faced by English department students in translating children's literature translation from English into Indonesian.

5. To find out the relation between students' ability and problems in translating children's literature from English into Indonesian.

G. Significance of the Research

The results of this study are expected to give significant contributions to the several aspects such as; Theoretically, the results of the study are expected to give the theoretical enrichment to theory about the students' ability and problem in translating children's literature from English into Indonesian. Practically, the results of this study are expected to be education and a reference for lecturer

in translation lesson and from this input the lecture can revise and improve the quality of teaching learning of translation.

H. Definition of Key Term

1. **Translation** is the reproducing or process message, idea, information from source language into target language.

2. **Children's Literature** is the literature resulted and designed for children or read by children

3. **Translation Ability** skill, competence, and intelligence in changing the language meaning of source language into the equivalent of target language, that is analyzed from of accuracy, acceptability, and readability of students' translation results.

4. **Translation Problem** is the student errors and difficulties in translating the text

5. **Translating Children's Literature English into Indonesia** is the students translate children's literature from English into Indonesia.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Translation

a. *Definition of Translation*

Hatim and Munday (2004) define translation as "the process of transferring a written text from source language (SL) to target language (TL)". In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process. Nida and Taber (1982), on the other hand, state that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message". This definition is more comprehensive than the previous ones because it is explicitly state that translation is closely related to the problems of languages, meaning, and equivalence.

One of the most prominent definitions of translation is stated by Newmark (1988) who defines translation as "rendering the meaning of a text into another language in the way that the author intended the text". This definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author. According to Brislin in Choliludin (2006) defines translation as the general term referring to the transfer of thoughts and ideas from one language (source)

to another (target), whether the language is in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on signs, as with sign languages of the deaf.

Additionally, there are some processes before the translator translate the text or others. Based on experts, the translation process is divided into three stages by Nida and Taber (1982: 33), such as: the first, analysis is the surface structure that examined in terms of grammatical relationships and the meaning of words and word combinations; the second, transfer is the analyzed material that transferred from language A to language B in the translator's mind; the last, restructuring is the transferred material that restructured in order to make the final message fully acceptable in the receptor language.

However, the concept of translation should be able to use the vocabulary, grammatical structure, communication situation, and cultural context of the source language into the target language appropriately. Neither does Rasmieh Al-Amer et. al (2016) that as the translation is an interpretive process and not merely a direct message transfer from a source language to a target language, the translator needs to systematically and accurately capture the full meaning of the spoken language.

In conclusion, translation is a delivery of messages from the source language into the target language, the translation needs to systematically