

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

From overall analysis of Translation Techniques in Children Story Book **Yan's Hajj ;The Journey of a Lifetime**, it was concluded that :

1. Based on the data analysis that has been found in the research of Translation Techniques , there were eleven translation techniques used in translating Children Story Book namely Modulation, Reduction, Amplification, Established Equivalent, Literal Translation, Adaptation, Discursive Creation, Generalization, Borrowing, and some mixing techniques (Amplification + Transposition, Transposition+ Discursive Creation, Discursive Creation+ Reduction, + Adaptation, Transposition + Modulation, Established Equivalent+ Amplification).
2. There were six realization of translation techniques in Children Story Book, and thirteen mixing level namely: Semantic, Pragmatic, Syntactic, Grammatical, Lexical, Cultural and the mixing level (Pragmatic + Semantic, Pragmatic + Syntactic, Pragmatic + Syntactic, Lexical + Syntactic, Grammatical + Lexical, Lexical + Pragmatic, Lexical + Pragmatic, Lexical + Semantic, Cultural + Lexical, Grammatical + Syntactic, Semantic + Syntactic, Cultural + Syntactic, Cultural + Semantic) semantic level were the most frequently used and the dominance of Pragmatic + Semantic (over half of all

mixed cases) suggests the translator frequently balances meaning preservation with context-driven adjustments..

3. There were four reasons of using certain translation techniques, they were linguistic differences, cultural gaps, target readership, and communicative purpose. Linguistic differences between English and Indonesian. Cultural gaps also necessitate strategies. Additionally, the target readers, in this case, children, play a significant role in shaping the translation the communicative function of the story as a narrative that is both entertaining and morally instructive, further guides the translator to use techniques that preserve tone, intent, and narrative coherence.

5.2 Suggestion

Based on the result of study some suggestions were proposed as follows:

1. Translators working on children's literature are encouraged to not only master linguistic accuracy but also deeply consider the cognitive, emotional, and cultural needs of young readers. Techniques such as amplification, modulation, and adaptation should be applied thoughtfully to ensure the story remains engaging, culturally relevant, and age-appropriate. Translators should also pay attention to the educational and moral dimensions embedded in children's texts, maintaining the balance between fidelity to the source and naturalness in the target language.
2. Future research may explore the impact of translation techniques on child reader reception, for example by comparing different versions of the same

children's story or analyzing how different techniques affect comprehension and emotional engagement. Another valuable direction would be to conduct a comparative analysis of translation techniques across multiple children's storybooks from various cultural or religious backgrounds, to identify patterns and strategies used in localizing global narratives for young readers.

3. Finally, it is recommended that educators and publishers involved in producing translated children's books collaborate closely with translators to ensure that the final text aligns with educational goals and cultural values. Translators should be provided with clear guidance regarding the target audience's age, reading level, and cultural background, so that appropriate translation techniques can be chosen. This collaborative approach ensures that the translated story not only entertains but also supports language development, cultural understanding, and character education for young readers.