

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 The Background of the Study**

Translation is a subfield of applied linguistics that plays a role in facilitating communication between individuals who speak different languages. It serves as an effective solution for bridging language barriers across the globe; however, it demands that individuals possess proficiency in at least two or more languages. When compared to other scientific disciplines, translation as an academic field is still considered relatively new. Nevertheless, it has been increasingly acknowledged and has seen significant development in recent years, both as a profession, for commercial purposes, and as a means of advancing knowledge.

Translation involves the process of comprehending the meaning or message of a text in the source language and then identifying an appropriate equivalent in the target language. Therefore, the primary focus in the process of translation is on conveying equivalent meaning from the source to the target language.

In translation, meaning holds a central role, as the task is to find an equivalent expression of the source language meaning in the target language. For this reason, a translator needs to have specific competencies. At the very least, a translator must have a strong command of both the source and target languages, along with an understanding of various contributing factors. These include linguistic elements such as vocabulary, phrases, and sentence structures as well as

non-linguistic aspects, like cultural awareness of both the source and target language contexts (Nababan, 1999).

Children's literature, as defined by Oittinen, refers to "literature created for children or literature that children read" (2000:61). Conversely, Hunt (1990:1) argues that the boundaries of children's literature are vague; it cannot be strictly defined by stylistic or thematic elements, and its intended readership is equally difficult to pinpoint. He also notes that children's literature occupies a marginal position in academic studies, it does not neatly fit into established academic categories and is often overlooked. According to him, children's literature is primarily understood based on the reader's perspective, rather than the writer's intention or the content of the text. Translation is a fundamental tool for cross-cultural communication, allowing ideas, values, and knowledge to be transferred one language and culture to another. In the context of literature, translation not only involves linguistic conversion but also the preservation and transmission of cultural, emotional, and contextual meanings. This is especially true in children's literature, where the translator must consider the language proficiency and cognitive development of young readers. Children books often contain educational, moral, and cultural messages, which must be appropriately adapted during the translation process to ensure clarity, comprehension, and engagement.

The translation of children's literature is a unique and complex process. Unlike adult literature, children's books are written with specific linguistic simplicity, imaginative content, and pedagogical purpose. Translators of children's

literature are tasked with maintaining the author's original intent while making the content accessible and enjoyable for children in the target language. This becomes even more challenging when the source text contains culturally specific or religious elements. Religious-themed children's books require the translator to exercise cultural sensitivity, as they must accurately convey spiritual and moral messages without compromising meaning or causing cultural misinterpretation.

When it comes to translating children's literature, there are specific characteristics that need to be taken into account. As stated by Oittinen in Coillie and Verschueren (2014), several guiding principles exist in this area, including: translation as reading (the process of translating is akin to reading), translation as manipulation (translation involves adjusting the text to better engage child readers), child images (the translator must align their imagination with that of children), and the idea that there is no neutral act (no ideology whether foreignization or domestication is entirely right or wrong). Under the principle of translation as reading, translators should view themselves as readers and re-read their work to ensure that punctuation, grammar, and tenses form a coherent rhythm and intonation when read aloud to children. The idea behind "translation as manipulation" suggests that translators adjust the text creatively so that the translation resonates with a child's imagination. The "child images" principle highlights the importance of taking into account a child's experiences, capabilities, and expectations to ensure the translation meets their imaginative needs. Finally, the belief that there is no single correct ideology acknowledges that both

foreignization and domestication approaches carry potential benefits and drawbacks.

Today, many parents have become aware of how valuable reading is. This awareness is largely due to insights shared by parenting experts who emphasize that reading can begin as early as infancy even during pregnancy. Introducing books at an early stage brings numerous benefits. Naturally, as parents, we take pride in having children who enjoy reading or are fond of books. Book lovers are often perceived as intelligent individuals with open and insightful minds.

Reading to children and familiarizing them with books from an early age can support brain development and enhance their imagination. Moreover, early exposure to books equips children to better face the learning processes they will encounter in the future. Starting early with books also supports the improvement of children's language and communication skills. Speech is a fundamental ability, and learning letters early helps children develop the capacity to speak more effectively. Books do more than just expand knowledge. For children, reading materials can also serve as sources of education, motivation, and entertainment. However, it is essential to understand that not every book labeled as "children's literature" is automatically suitable for a child's developmental stage. This makes it important for parents to carefully choose which books their children read. Evaluating book suitability helps ensure the content aligns with a child's developmental needs.

There are several key factors to keep in mind when selecting books for children. First, it is important to ensure the content matches the child's

developmental stage. For instance, the needs of elementary-aged children are very different from those of adults. Children at this age often rely on illustrations to grasp the meaning of a story, while adults can usually interpret texts without visual aids. Other considerations include the simplicity of the font style, the size of the text, sentence length, and the clarity of the language used. All of these elements help make reading a more enjoyable and motivating experience for children.

One type of children's book is the storybook. For this reason, it is important to ensure that the story's characters align with the developmental needs of children. Before giving a book to a child, parents should review the characters featured in the story. This is because story characters can serve as a medium through which values are conveyed to children. These characters often act as sources of inspiration, helping to shape children's personalities, stimulate their thinking abilities, and enhance their skills in both speaking and writing. Therefore, parents are encouraged to select books that feature characters capable of fostering positive values in children.

Considering these factors, parents often seek out books that are most suitable for their child. Translated books have become one of the options available for parents to read with their children. For young readers, these translations help fulfill their need for reading materials, especially since there may be a limited selection of locally produced children's books. International children's storybooks often reflect the traditions and cultures of their countries of origin. Thus, by reading translated storybooks, children are introduced to cultural diversity beyond

Indonesia, making for a more engaging and educational reading experience.

Reading translated children's books can provide other enriching experiences as well. Fantasy-themed stories, in particular, can fuel children's creativity and imaginative thinking. Tales featuring magical beings such as witches, fairies, dwarves, and dragons often spark curiosity and inspire vivid imagination.

However, it is important to recognize that translating children's literature is not a simple or automatic task. It must be approached thoughtfully and with care. Various challenges can arise due to the linguistic and cultural differences between the original and target languages. This is especially true when the target audience consists of children, who may have limited knowledge of the cultural context from which the original story originates (Yamazaki, 2002:53). In fact, many young readers may not yet fully recognize the richness of cultural diversity in the world around them. These cultural and linguistic gaps highlight the distinctions between local Indonesian children's literature and its translated counterparts.

A common issue found in the translation of children's books is that the resulting sentences tend to be too lengthy, making it challenging for young readers to grasp the core meaning. The accuracy and quality of translation play a vital role in children's literature. As previously mentioned, these works are specifically created for a young audience. Translators often encounter difficulties in conveying cultural elements and messages from the source language into the target language.

When translating for children, a translator should refrain from relying solely on personal interpretation or assumptions. Instead, they must immerse themselves in

the child's perspective to effectively deliver the intended message and cultural values from the original text into the target language. The writing style of both the original author and the translator should be aligned with the way children communicate. Therefore, it is essential for both to use simple and easily understandable language appropriate for the intended young readers.

Below is an example of a case identified by the researcher in the translation of a children's storybook:

Example 1:

SL: She is thrilled to see a real fairy like Tinkerbell and takes her to her bedroom as Vidia watches in horror.

TL : *Ia sangat senang melihat peri sungguhan, Tinkerbell. Ia lalu membawa Tinker Bell ke kamarnya, sementara Vidia menyaksikan dengan ketakutannya.*

The sentence in the source language (SL) features a complex structure that contains three different actions or processes. When translated into the target language (TL), this complex sentence is transformed into a combination of simple and complex structures.

In this thesis, the researcher aims to examine the final product of a translated children's book, where English serves as the source text (ST) and Bahasa Indonesia functions as the target text (TT). The study seeks to identify the translation techniques applied by the translator and evaluate how these techniques influence the overall quality of the translation.



A translation technique refers to the method used to convey the message from the SL to the TL, and it can be implemented at the level of words, phrases, clauses, or sentences. As defined by Molina and Albir (2002), there are eighteen types of translation techniques: Adaptation, Amplification (Addition), Borrowing, Calque, Compensation, Description, Discursive Creation, Established Equivalence, Generalization, Linguistic Amplification, Linguistic Compression, Literal Translation, Modulation, Particularization, Reduction, Substitution, Transposition, and Variation.

According to Molina and Albir (2002:509), Adaptation is a technique in which a cultural element from the source text is replaced with a more culturally relevant or familiar one in the target text. In certain cases, elements that are not common in the target culture are substituted with those that hold similar meaning or function, making the content easier to relate to for the target audience.

Example:

SL: Alvin and friends play baseball in the school yard.

TL : *Alvin dan teman-teman bermain sepak bola di halaman sekolah.*

‘Baseball’ is not a sport that is widely recognized in Indonesia, and the equivalent term is generally not found in the target language. Therefore, the translator replaces it with sepak bola, a sport that is more familiar and relatable to the target audience.

The amplification technique, as defined by Molina and Albir (2002:510), involves adding information that is not explicitly mentioned in the original text.



This added detail can appear directly within the text or be included as a footnote.

The purpose of this technique is to clarify the meaning of a term from the source language, making it easier for readers in the target language to understand.

Example:

SL: Mary gives me a pizza.

TL: *Mary memberiku sepotong pizza (roti bundar yang terdapat irisan daging dan sayuran di atasnya).*

For readers who may not be familiar with foreign terms such as the word pizza the translator provides a short explanation, describing it as *roti bundar yang terdapat irisan daging dan sayuran di atasnya*.

The data for this study is drawn from a children's storybook titled Yan's Hajj: The Journey of a Lifetime. This book, which carries a religious theme, was published by Pustaka Al-Kautsar. The publisher is known for releasing both translated works and original publications by Indonesian authors. Pustaka Al-Kautsar works with around 60 freelance translators who are prepared to translate texts from Arabic and English whenever needed. The publisher also implements a careful and selective process in choosing manuscripts, whether they are local or translated works.

The book was authored by Fawzia Gilani, who has served in various educational roles including as a teacher, librarian, and school principal in the UK, USA, and Canada since 1993. She has written over thirty children's books, many of which focus on Eid celebrations. Currently pursuing studies in children's Islamic

literature at the university level, she also works as an educational consultant.

Example 1:

SL: He looked up the sky and said, "I love You Allah!"

TL : *Pak Ahmad memandangi langit sambil berkata " Oh Allah, Aku datang kepada-Mu!"*

In the example provided above, the translator uses the modulation technique. As defined by Molina and Albir (2002:510), modulation is a translation technique that involves shifting the perspective, emphasis, or cognitive framework of the original text; this shift may be lexical or structural. While its core feature is a change in viewpoint, modulation can also include alterations in grammatical form. This method is applied when other techniques might result in translations that, while grammatically accurate, sound unnatural, awkward, or unidiomatic. In the case discussed, the translator changes the phrase *Aku mencintai-Mu* to *Oh Allah, aku datang pada-Mu*, aiming to express love for Allah through the act of coming to Allah house.

Example 2:

SL: Yan's Hajj, the journey of a lifetime.

TL: *Mimpi Pak Ahmad, Perjalanan haji ke Baitullah.*

In the example above, the translator used the adaptation technique.

According to Molina and Albir (2002:509), adaptation is a method that substitutes an element from the source culture with one that belongs to the target culture. In some cases, this involves replacing a cultural or social aspect from the original text

with something different but functionally equivalent in the translation. This is usually done to make the content more relatable for the target audience. In this context, changing the character's name to Pak Ahmad is viewed as more culturally appropriate and familiar within Indonesian society.

A translator functions as a bridge connecting the source language (SL) author to the target language (TL) reader, using the translated text as the medium. The translated product, as the outcome of the translation process, must demonstrate high-quality translation, as this directly influences how well the target readers comprehend the original message.

Considering the value and usefulness of translated children's storybooks as a source of diverse reading materials, it becomes essential to assess the quality of these translations. Children's books require translations that are not only accurate but also acceptable and readable, ensuring that the final product is accessible and well received by both children and their parents.

The researcher was motivated to examine Translation Techniques in Children's Storybooks for several reasons. First, translating books for children is a complex task that demands special attention, such as using simple language while still conveying the full meaning of the original text. Second, research in this area is increasingly important, especially as translated children's books have become widely available and popular both in physical bookstores and through online platforms. This trend highlighted the need to evaluate the techniques of such translations. Third, the researcher is interested in exploring the challenges involved

in translating cultural context and atmosphere, and aims to analyze the specific techniques that translators apply when working on children's storybooks.

### **1.2 Problems of the Study**

Based on the explanation given the writer conclude the problems into three questions:

1. What translation techniques are used in The Translation of children book “Yan’s Hajj The journey of a lifetime”?
2. How the translation techniques are realized in translation of children book “Yan’s Hajj the journey of a lifetime”?
3. why are the translation techniques realized in traslation of children book?

### **1.3 The Objectives of the Study**

Based on the problem of the study, the objectives of this research are:

1. To identify types of the translation techniques used in children book “Yan’s Hajj the journey of a lifetime.
2. To describe how translation techniques realized in children book “Yan’s Hajj the journey of a lifetime”.
3. To explain why certain translation techniques realized in translating children book “Yan’s Hajj the journey of a lifetime”

#### **1.4 The Scope of the Study**

This study attempted to describe and explain the translation techniques in translating children story book as a product of translation which are translated from English into Bahasa Indonesia. To avoid the scope of the study is too wide the researcher will focus her research on translation techniques based on theory Molina and Albir (2002). The main aspect of this study is to describe the kinds of translation techniques used in translating children story book, how the techniques are realized and why the techniques are realized in translating children story book “Yan’s Hajj The journey of a lifetime”.

#### **1.5 Significance of the Study**

The significances of the study are :

##### **1. Theoretically**

- a. It is expected to enrich the research repertoire in the field translation.
- b. Give an understanding of translation techniques for the children book.
- c. Provide an understanding of the quality of the translation and the impact of translation techniques on the quality of the translation.

##### **2. Practically**

##### **a. Readers**

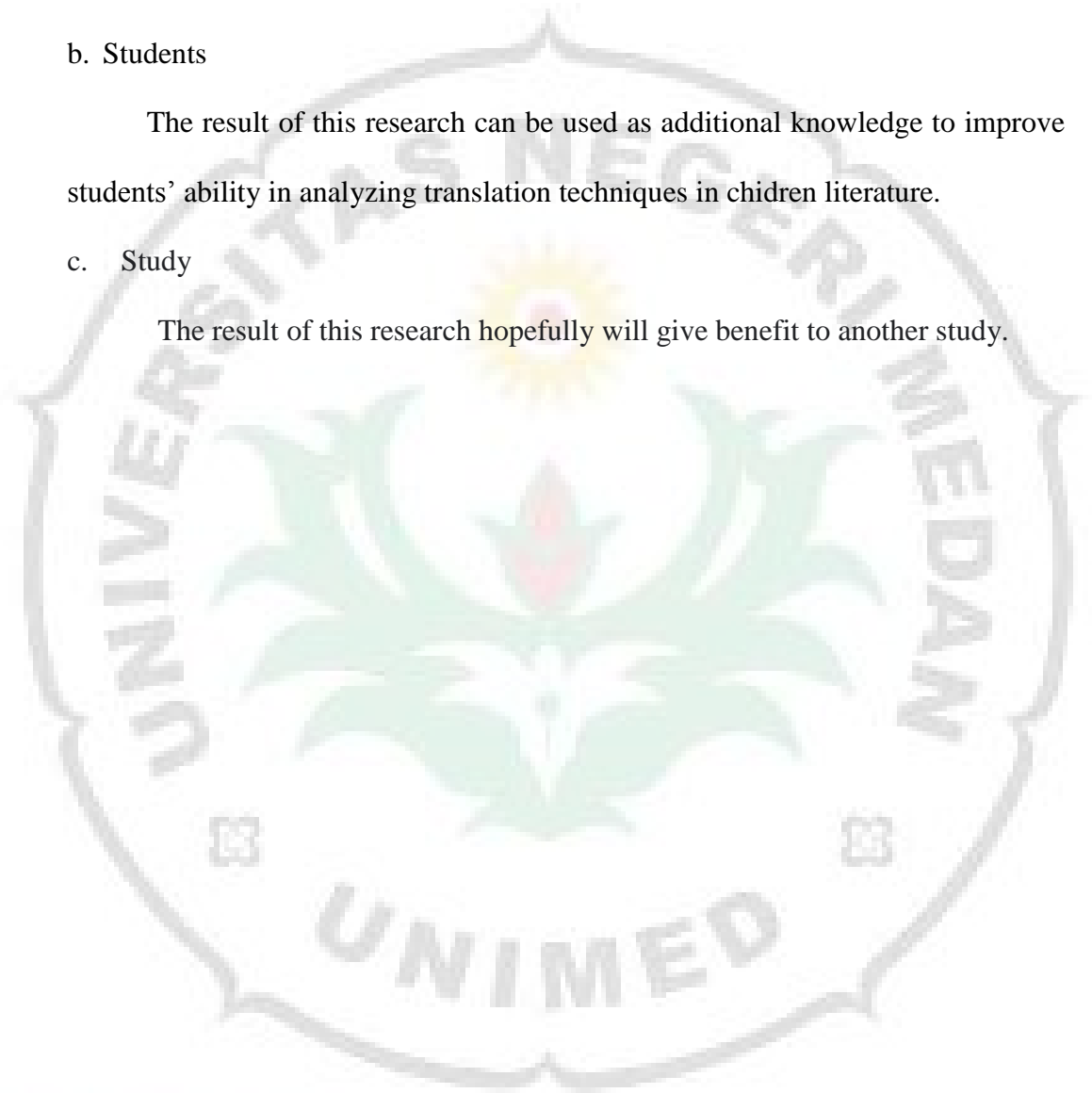
1. The readers are expected to have a larger knowledge about the translation techniques of Children Story Book.
2. The readers are expected to recognize the techniques in Children Story Book.

b. Students

The result of this research can be used as additional knowledge to improve students' ability in analyzing translation techniques in children literature.

c. Study

The result of this research hopefully will give benefit to another study.



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