

## TRANSLATION PROCEDURES USED BY THE ENGLISH EDUCATION STUDENTS IN TRANSLATING A CHILDREN STORY

Sulistyoadi Joko Saharjo<sup>i\*</sup>, Ni Luh Komang Julyanti Paramita Sariii<sup>ii</sup>, Ni Nyoman Nidya Trianingrum<sup>iii</sup>

Triatma Mulya University<sup>i</sup>

[sulistyo.adi@triاتمamulya.ac.id](mailto:sulistyo.adi@triاتمamulya.ac.id) <sup>\*</sup>, [julyanti.paramita@triاتمamulya.ac.id](mailto:julyanti.paramita@triاتمamulya.ac.id),  
[nidya.ningrum@triاتمamulya.ac.id](mailto:nidya.ningrum@triاتمamulya.ac.id)

### Abstract

*This research aimed to identify translation procedures which were used by the students of English Education Study Program of Triatma Mulya University in translating children story in form of a legend. This research was a very simple research because it only tried to find out the students translation ability at the beginning of joining the translation class. Therefore, the scope of the analysis and data was very simple and limited. The translation procedures proposed by Vinay and Darbelnet (1995) were used to analyze the translation of each phrase that was found in the source language. The research results showed that out of the seven translation procedures, there were four translation procedures which were used by the students, in which, the literal translation procedure was the most dominant procedure (76%) because the students tried to be faithful to the source language text. The three other procedures were modulation (10%), equivalence (8%), and transposition (6%).*

Keywords: *Translation procedure, children story, legend, phrase*

### 1. INTRODUCTION

Translating a text from Indonesian into English might not be a simple matter even for college students because each student has his/her own English mastery level. Previous researches also shows that some college students are still having difficulties in using basic English (Jokosaharjo, Sari, et al., 2020; Jokosaharjo, Subadra, et al., 2020). In addition, some researches indicate that even for college students

who are majoring English, grammar is still the main hindrance in mastering it (Susanto et al., 2020; Tambunsaribu & Galingging, 2021).

Translation is one of the compulsory subjects in the English Education Study Program of Triatma Mulya University. This research was conducted in the translation class at the beginning when the students were enrolled to this class because it aimed to identify the students' understanding in

translating a text which could be deduced from the translation procedures that they used to translate the text. The result was expected to give a brief understanding on the students' knowledge in translating a text related to translation procedures, and also, to ease the lecturer in teaching the topic because it could be used as a practical translation example. Therefore, it could be said that the urgency of this research was to get an overview of the students ability in translating the story before the students studied further in the translation class. This brief overview would also contribute to the ease process in taking translation subject because it enabled the teacher and the students to understand their translation ability at the beginning of the class.

This research used a children story in Indonesian as the source language. Humorous story, fairy tale, fable, myth, and legend or folklore are the examples of children story (Rosdiana, 2021). Humorous story is a story that tells funny character or things. Fairy tale is a story that based on imagination or outside of real world. Fabel is a story which featuring animals that act like human being. Legend is a story which comes from the past or

ancient time which might have relation with a history. In addition, Legend can be described as a story which is passed down from generation to generation (Danandjaja, 2007). The children story used in this research was in form of a legend entitled The Origin of Bali Strait. Similar researches were conducted on translation of children story (Inawati et al., 2022; Maisa, 2014), however, compared to those researches, the novelty of this research is it was translated by students who were taking translation class and the source language was in Indonesian, while those researches above used English as the source language and were translated by professional translators.

The students' ways of translating the text can be deduced from the translation procedures that they used. Vinay and Darbelnet (1995) proposed 7 translation procedures: borrowing, calque, literal, transposition, modulation, equivalence, and adaptation (Al-hubaishi, 2023). Their translation procedures has been used in many translation researches (Damayanti et al., 2020; Inawati et al., 2022; Saridaki, 2021). Vinay and Darbelnet described borrowing translation procedure as a procedure in which the word of the

source language (SL) is maintained when being translated into the target language (TL), for example (SL) “They are having honeymoon now” is translated into (TL) “*Mereka sedang ber-honeymoon sekarang.*” Calque is defined as a translation procedure in which the word of the source language is semi-retained and adjusted to the target language, for example (SL) “They know that myth very well” is translated into (TL) “*Mereka sangat tahu mitos tersebut.*” Literal procedure is the word for word translation procedure, for example (SL) “Budi works everyday” is translated into (TL) “*Budi bekerja setiap hari.*” Transposition is a translation procedure that employs a change on the word class of the target language, for example (SL) “Blooming flower” is translated into (TL) “*Bunga yang mekar.*” Modulation is a translation procedure that employs a change of view point on the target language, for example (SL) “You will be a daddy soon” is translated into (TL) “*Kamu akan segera memiliki seorang bayi.*” Equivalence procedure is a procedure to translate the source language into target language using different style and structural method, for example: (SL) “Raining cats and dogs” is translated into (TL) “*Hujan*

*lebat.*” Adaptation procedure is used to translate an unknown word reference in the target language, for example (SL) “*Saya makan lontong*” is translated into (TL) “I ate steamed rice”. The term *lontong* in the SL is an unfamiliar term in English or America, therefore, it can be adapted into a more familiar term, which in this case is steamed rice.

The translation procedures above would be applied on the phrase level. Phrase is defined as a grammatical unit consisting of two words or more which does not exceed the function of a clause (Ramlan, 2005). In addition, phrase is defined as a combination of words which fill one function of a sentence (Chaer, 2009). Based on the category, a phrase is categorized into noun phrase, verb phrase, adjective phrase, and preposition phrase (Chaer, 2009). Noun phrase is a combination of two or more words which explains a noun. The English examples of noun phrase are; good boy, red car, my brother. The Indonesian examples of noun phrase are *anak kecil, rumah mewah, buku tulis*. Verb phrase is a combination of two or more words which expresses an action. The English examples of verb phrase are; listen carefully, go shopping, was driving. The

Indonesian examples of verb phrase are; *bekerja keras, membaca buku, memotong rumput*. Adjective phrase is a combination of two or more words which has an adjective as its head. The English examples of adjective phrase are; very expensive, really beautiful, too simple. The Indonesian examples of adjective phrase are; *gelap gulita, sangat cepat, sangat cantik*. Preposition phrase is a combination of two or more words that contains a preposition and its modifier. The English examples for preposition phrase are; in the garden, in the beginning, at home. The Indonesian examples of preposition phrase are; *di kebun, ke depan, pada pukul 3 sore*.

## 2. METHOD

This research used a qualitative research method through a case study technique which aimed to obtain a brief description on the translation procedures used by the students to translate a children story in form of a legend. The research subject was the sixth semester students of English Education Study Program of Triatma Mulya University who are taking translation subject, in total of seven students. The analysis was conducted at the second meeting of the

Translation class because the aims of this research were to get a brief description on the students' ability in translating a text and to ease the teaching process. The steps taken were as follows. (i) Students were given a full story of the origin of Bali strait legend in Indonesian. The story itself was obtain through collecting sources from the internet and then paraphrasing them into a shorten one. After, the students read the complete story, (ii) they were asked to translate the first five sentences into English. It was only the first 5 sentences due to the time limit. (iii) The translation results were then analyzed to deduce the translation procedures which were used by the students. Vinay and Darbelnet translation procedures (1995) were applied on the phrase level. There were 26 phrases found in the five sentences of the source language text. To ease the analysis, the students' translations were coded from S1 to S7 which represented the total number of the students. Because the translation procedures were derived from the phrase level therefore, each sentence of the source language was split into phrases that constructed it. The translation procedures were derived by matching

each of the source language phrase and its translation to Vinay and Darbelnet translation procedures. (iv) The analysis result was served in form of table and description related to procedure of translation. (v) The final step was taking a conclusion based on the result and discussion.

### 3. RESULTS AND DISCUSSION

The results were discussed based on the Vinay and Darbelnet translation procedures as follows. Out of seven procedures, there were only four translation procedures used by the students to translate the first five sentences of the text. Each sentence was split into phrases which constructed it. In total, there were 26 phrases found in the five sentences. The results can be seen in the table below.

**Table 1. Procedures and Their Occurances**

Student	Literal	Modulation	Transposition	Equivalence	Total Phrases
S1	19	4	1	2	26
S2	24	-	1	1	26
S3	17	4	1	4	26
S4	20	2	1	3	26

S5	17	5	3	1	26
S6	24	-	1	1	26
S7	18	4	2	2	26
<b>Tota</b>	139	19	10	14	182

To find out the percentage of each procedure, the calculation is as follows. There were total seven students, each student translated 26 phrases, therefore there would be  $7 \times 26 = 182$  translations. The percentage of each procedure was calculate using formula:

$$\frac{\text{Total procedure used}}{182} \times 100\%$$

Each translation procedure percentage is as follows.

Literal translation procedure:

$$\frac{139}{182} \times 100\% = 76\%$$

Modulation translation procedure:

$$\frac{19}{182} \times 100\% = 10\%$$

Transposition translation procedure:

$$\frac{10}{182} \times 100\% = 6\%$$

Equivalence translation procedure:

$$\frac{14}{182} \times 100\% = 8\%$$

The table above shows that literal translation procedure was the dominant procedure used by the students in translating the story. A brief description

on the four translation procedures which were used by students is as follows.

#### Literal Translation

The examples of literal or word for word translation procedure used by the students to translate the text are as follows.

SL *Keluarga Sidi Mantra*

TL Sidi Mantra family

Each word of the phrase above is translated literally; *keluarga* is translated into “family”.

SL *Suka berjudi*

TL Liked gambling

It can also be seen above, that each word is translated literally word for word; *suka* into “liked” and *berjudi* into “gambling”.

#### Modulation

The examples of change of view point translation procedure which were used by the students are as follows.

SL *Anak tunggal*

TL The first child

Eventhough the translation seems to be a little out of context, however, it can be derived that the procedure used to translate the phrase is a modulation procedure because there is a change of view point by translating *anak tunggal* which in English means “the only child” into “the first child”. The phrase “the

first child” might be interpreted as there is a possibility to have another one. It contradicts the meaning of the source language of *anak tunggal* because it could be interpreted as will only have one child.

SL *Akibat ulah Manik Angkeran*

TL Because of Manik Angkeran gambling addiction

A change of view point can be seen in translating the word *ulah* into “gambling addiction” because it can be assumed that the translator (student) knew that on the story, the word *ulah* referred to the gambling addiction, therefore it can be interpreted that the translator might want to emphasis the word choice that is easier to be understood by children.

#### Transposition

The translation procedure by employing change of word class and change from singular to plural *vice versa* occur in the translation of:

SL *Wilayah Bali dan Jawa*

TL Areas of Bali and Jawa

The word *wilayah* in the source language is written in singular form, however in the translation, it is translated into plural form (areas), thus, it can be seen that there is a change from singular into plural form in the translation.

SL *Yakni keluarga Sidi Mantra*

TL The family was known as Sidi Mantra family

The word *yakni* which is a preposition is translated into a clause “the family was known as”. Therefore, there is an application of transposition translation procedure by changing the word class from a preposition into a clause.

#### Equivalence

The change into a different style and structural method can be seen in the translation of:

SL *Menurut legenda*

TL According to mythology

The word *legenda* is not literally translated into “legend” instead, it is translated using different word choice which in this case is “mythology”. The use of term “mythology” which is an equivalent to the term of “legend” signifies the preference of using different style to translate it.

SL *Cerita ini*

TL It

The equivalence translation procedure occurs when the phrase *cerita ini* is translated into pronoun “it” because there is a change of style implored in the translation.

Looking at the percentage result of each translation procedure; literal

translation procedure (76%), modulation (10%), equivalence (8%), and transposition (6%), it can be inferred that the literal translation was the main procedure to be used to translate the text. By dominantly use literal translation procedure, it could mean that all of the students tried to be faithful to the source language because literal translation procedure tries to make the translation result (target language) closer in style and stucture to the source language. Similar finding related to the dominant use of literal translation procedure in translating children story were found in some researches on children story translations (Inawati et al., 2022; Maisa, 2014). Thus, it can be generalized that literal translation procedure is suitable to be used to translate children story. In addition, the students (S1 to S7) had been able to translate the text using the suitable translation procedure.

Eventhough the literal translation procedure was the dominant one, there were times when some of the students used different translation procedures (modulation, transposition, and equivalence translation procedures). In general, the source language of the text could be fully translated using literal translation procedure because all of the

phrases were common phrases which could be easily understood by children, some of the students translated them using different style, perspective, and structural method. For instance, the application of equivalence procedure in translating the word *legenda* into “mythology”. One can think and translate directly the word *legenda* into “legend”, but instead, the student as the translator preferred to use the word “mythology”. It is predicted that the translator use that equivalent term because it might give a stronger impact to the readers. Another example is the term of *ulah* which was translated into “gambling addiction” by employing the modulation translation procedure. It could be interpreted as the way of the student (translator) to emphasize on the clear reference of the *ulah* word which make it more understandable for children. The transposition translation procedure which was used to translate *wilayah* (singular) into “areas” (plural) could also be interpreted as the way of the translator to clearly describe that there are two separated areas; Bali and Java, therefore, it becomes easier to be understood by children. Thus, these shifts, from literal to three other translation procedures, could be

interpreted as the way of the students as the translators to make the translation more interesting and understandable for the readers (children).

#### 4. CLOSING

Based on the discussion above, some conclusions and suggestions can be derived as follows.

##### **Conclusion**

In general, the students mainly used literal translation procedure to translate the text as they wanted the result to be faithful to the source language text. However, there were some occasions where some of the students used different translation procedures to make the story become more alluring and easier to be read by children such as by employing changes of point of views and word classes, and using different word choices, styles and structural methods.

##### **Suggestion**

The scope of this research is very limited due to time and its urgency. It only tries to identify the translation procedures used by the students in translating a legend which then be used to support the activity in the translation

class where the students are enrolled. In addition, there translated text was only the first five sentences, therefore, it cannot truly represent the translation procedures used of the whole text and should not be used as a main reference in conducting this kind of analysis. in depth analysis and richer translation procedures such as proposed by Newmark would be suitable to be applied for further researches.

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