

CHAPTER I

INTRODUCTION

This chapter consists of background, research questions, research purposes, research significances, research scope, conceptual framework and previous study.

A. Background

As a student in the Department of English Education, one must have proficiency in translating texts from the native language to the target language, especially from English to Indonesian. Translation assists students in discovering and comprehending additional sources for certain words or sentences that fit with the target language. The translation class at UIN Sunan Gunung Djati Bandung covers various topic areas to provide the students with the necessary provisions. However, translating narrative picture book texts for children or adding children's literature is uncommonly practiced in the class. Translation strategies, like those used in other subject areas, are required to generate high-quality translations. Thus, the objective is to uncover the methods employed by students in translating narrative texts. Aside from that, the translation method is assessed to assure the level of accuracy of the translation.

As a student who specializes in translation, it is crucial to exercise caution while transferring meaning from the original texts (SL) to the target texts (TL). In this context, Venuti (2016) highlights several challenges that must be addressed in this regard, including ensuring that the transformed meaning remains equivalent, the message is transmitted in its original text, and the change's product is appropriate for target audiences. When working with both languages, translators confront a variety of challenges, including cultural differences, vocabulary, and grammar used that adjusted to suit the target language. However, as suggested by

House (2014), translation strategies can address these issues. These strategies can be used and adjusted to ensure that the meaning remains equivalent.

Students' translation results for narrative texts should fulfill critical requirements for children's reading materials. Čermáková (2018) stated that several standards have been established as crucial criteria for children's reading materials, including a comprehensive understanding of children's language skills. Firstly, it is essential to carefully examine children's language abilities. Translating a text is more than just transferring the original language text, it also involves explaining why the author used specific vocabulary and sentence patterns. Secondly, simplicity in narrative storytelling guarantees that the storyline and material are easily understandable by using terms that stress readability and appropriateness, adapted to the demands of the target readership. By fulfilling these two requirements, the translation will effectively assist children's literacy development and reading interest.

During translation class learning, the students still made many errors in translating texts and lacked corresponding words in English or Indonesian. As a result, this present study investigates how students employ translation strategies while translating English texts into Indonesian using sentences from Matt de la Peña's book "Last Stop on Market Street" (De la Peña, 2015). House (2014) argues that the translator's strategy is a solution to the challenges faced and that selecting the best and most relevant strategy will impact the translation results.

Several previous studies on children's picture books, particularly those with narratives, have been conducted. The evaluation of EFL students' translation methods is conducted by Saptaningsih, Nuraeni, Priyanto, Sari and Perwira (2020), who classified the products as natural, unnatural, or less natural to assess the quality of their translations. Another study (Mollaei and Sadighi, 2017), indicates that while knowledge of vocabulary and grammar can assist clarify meaning, understanding the appropriate meaning is difficult since it takes time. Third, Nila and Octavitri (2020) explore translation strategies for Islamic terminology in

bilingual children's books from Arabic to Indonesian and English. This emphasizes the necessity of cultural awareness.

Some differences between the three prior studies and this research include the use of a translation test in the translation class at UIN Sunan Gunung Djati Bandung to collect data. EFL students in the fifth semester will participate in translating English texts from Matt de la Peña's storybook (2015) entitled "Last Stop on Market Street" into Indonesian. As a result, this study looks into the translation strategies employed by EFL students when translating one of the narrative picture books for children.

B. Research Questions

This study explores the employment of several translation strategies by EFL students and determines which ones are most effective in translating narrative picture book texts for children. As a result, this study formulates two questions, as shown below:

1. What are the translation strategies employed by EFL students when translating narrative picture books for children?
2. How accurate are the translations of narrative picture books for children by EFL students?

Data from EFL students' translation test are utilized in this study to address the first research question. This test consists of translating selected sentences from a narrative picture book for children in a translation class at UIN Sunan Gunung Djati in Bandung. The translation test helps identify the strategies students use when translating text. To answer the second research question, this study evaluates translation strategies that EFL students use to determine their quality in translating children's picture books. Nababan (2004) argues that translation quality is assessed depending on message transmission accuracy and the readability of the target text. This study evaluates translation strategies based on translation product accuracy to determine equivalence.

C. Research Purposes

This study has two specific objectives based on the research questions that guide the direction of the study. The first goal is to investigate translation strategies EFL students employ when translating narrative picture books for children. The second objective of this study is to identify the most effective strategies for achieve translation accuracy and quality in this context. As a result, this study helps students enhance their translation skills in a new topic area: translating narrative picture books for children or incorporating children's literature. Students employ a variety of translation strategies to ensure the accuracy and quality of their translations for this material and topic area. Furthermore, to discover the most effective strategies, EFL students' translation products will be reviewed. This will help students overcome translation obstacles and improve the quality of their translation. This study provides significant insights into the most effective translation strategies for children's literature.

D. Research Significances

This study anticipates to have theoretical and practical implications for translation learning and instruction. Theoretically, this study aims to act as a resource for English education students for simple strategies to enhance their English translations, particularly in the context of the literary genre of children's books. Practically, it serves that the findings of this study may help to overcome the challenges associated with translation strategies in the field of translation, specifically in relation to children's literature. This study has the potential to be used as a scaffolding stages for future research.

E. Theoretical Framework

This study investigates the translation strategies use by EFL students in translation class, especially when translating selected sentences in narrative picture books for children. Furthermore, this study presents the most effective strategies for translating narrative texts in children's picture books to achieve high-quality results. The theoretical framework of this study presents as follows:

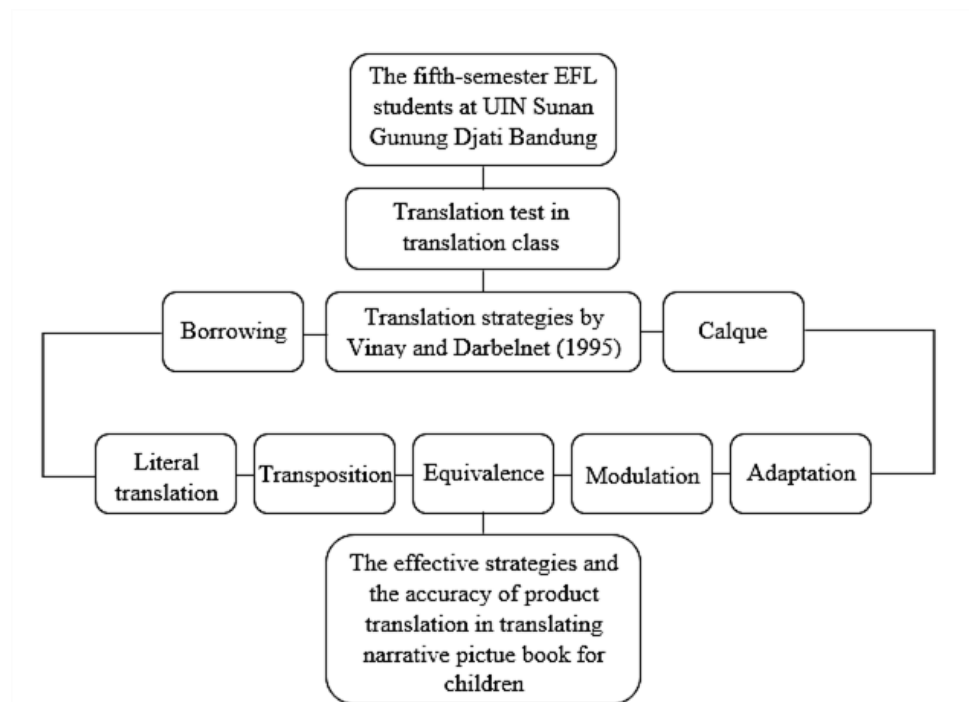


Figure 1.1 Theoretical Framework

In the fifth semester of the translation class, EFL students as participants in this study are exposed to narrative texts. Students will have to convert the original English text into Indonesian. It is necessary for them to convey the significance of the source language (SL) into the target language (TL). According to Hatim and Mason (as mentioned in Sayogie, 2014), translation is a way of conveying communication that tries to transcend cultural and linguistic divides. It involves the translator taking on two roles: the recipient of the original message and the transmitter of the message, who converts it into the translated language.

To comprehend the translation process, it is necessary to understand its three fundamental steps. Nida (2001) defines translation as a three-step process that includes analysis, transfer, and restructuring. The first step of analysis comprises evaluating the source language text for semantic links between words and sentences. The next step is to take control of the language by deciding on the ideology, procedures, and methods, all while keeping accuracy, readability, and

reasonableness in mind. Finally, during the restructuring step, the text is reorganized based on its context while maintaining the linguistic style, accepted standards, and concepts in the target language.

Various strategies exist for comprehending source texts and translate it into the target texts. Choose the appropriate strategies may help translators overcome challenges that arise throughout the translation process. Vinay and Darbelnet (2000) established seven strategies for translating SL to TL, which are classified into two broad categories. Both ways are direct translation, which includes borrowing, calque, and literal translation. The second type is indirect translation, or oblique translation, which comprises transposition, modulation, equivalence, and adaptation. In this study, the translation strategy theory presented by Vinay and Darbelnet (2000) is employed in the narrative text from a book entitled "Last Stop on Market Street" (De la Peña, 2015).

This study seeks to assess the efficacy of various translation strategies employed by EFL students while translating narrative texts. Nurhidayah (2015) presents the three criteria for assessing translation quality: accuracy, acceptability, and readability. However, this study will focus only on the accuracy of the translation products. According to Nababan (2012), comparability is the most important idea in translation, emphasizing the need for the translated text to maintain the same meaning as its original text. As a result, the accuracy of the translation outcomes is to determine by the translator's understanding of the source language text's meaning and its accuracy in translation into the target language.

Translation accuracy in this study divides into three categories: accurate, less accurate, and inaccurate with indicators and scores. The scale of translation accuracy is as follows:

Table 1.1 Scale of Accuracy Score

(Adopted from Nababan, Nuraeni & Sumardiono, 2012)

Translation Category	Score	Indicators
Accurate	3	The precise meanings of words, technical terms, phrases, clauses, sentences, or texts in the source language are translated into the target language accurately and without distortion.
Less Accurate	2	The majority of the meaning is effectively given, there are certain instances of ambiguity or lack of meaning that may compromise the overall message.
Inaccurate	1	The translation of word definitions, technical words, phrases, clauses, sentences, or source language texts into the target language is incorrect. Deliberate omitted.

In conclusion, the use of appropriate translation procedures is critical for addressing any translation problems. This study concentrates on translation in the context of children's narrative picture books. As contained in the theoretical framework above, it addresses the two research questions. Furthermore, this study may have the potential to make a substantial addition to the field of translation. This study uses Vinay and Darbelnet's (2000) theory, as well as Nida's (2001) theory, to support its research framework.

F. Previous Studies

Several previous studies have delved into the translation procedures utilized by EFL students to translate narrative picture books for children and have measured

the quality of each translation. This research utilizes various relevant previous studies as references to enrich the theories and references that will be employed, particularly when assessing challenges related to translation strategies and their accuracy or translation quality.

Saptaningsih, Nuraeni, Priyanto, Sari, and Perwira (2020) conducted the first study that examined the assessment of translation quality generated by student interns in Solo. The study focused on measuring the quality of translation, specifically how effectively the language is translated from English as the Source Language (SL) to Indonesian as the Target Language (TL), particularly when translating children's narrative books. Thus, the researchers divided the intern students' translated finished products into natural, less natural, and unnatural categories. As the researchers stated, factors such as culture and linguistics may influence how natural the translated language is.

Second, Nila and Octavitri (2020) investigated Islamic terminology translation strategies in children's storybooks from Indonesian to English. The researcher used two Islamic books of Seri Belajar Islam Sejak Usia Dini, the first titled "Ayo Belajar Manasik Haji" and the second titled "Ayo Belajar Hadits". This study demonstrates numerous translation strategies that are developed for writings including a high number of Islamic terminology and keep in mind that the target readers are children, allowing them to be more readily comprehended. Several translation strategies are known and applied to the two children's storybooks, including borrowing, equivalence, literal translation, amplification, and the duplet technique.

Third, Hojeij, Dillon, Perkins, and Gray (2019) conducted a study focusing on the selection of bilingual picture books that are suitable for children. This study will examine the books in terms of translation accuracy, cultural relevance and book content with the support of three reviewers from different backgrounds. Two English/Mandarin picture books were analyzed by Huang and Chen (2016), who concluded that some Chinese texts had poor quality in terms of text style, language effects, text content, and translation accuracy. Through an examination of twenty-

four picture books in English/Arabic, Dillon, Hojeij, Perkins & Malkawi (2018) discovered significant deficiencies in certain books regarding their cultural relevance, and book information in some books. This highlights the importance of ensuring translation accuracy for bilingual books for children. As a translation team, it is crucial to consider the quality of the translation to ensure the success of a bilingual book for children.

Lastly, Huang and Chen (2016) highlighted the significance of quality in bilingual books. This involves considering how the text is translated into the target language, as well as the authenticity, accuracy, and presentation of pictures in children's books. The study evaluates the overall quality of English/Mandarin bilingual books based on genre, topic, cover and content, author credibility, artwork, and book themes. Moreover, it implies that publishers should set high criteria for hiring writers, illustrators, and translators. Teachers, librarians, and parents who are usually involved in the usage of children's picture books are recommended to consult bilingual individuals for suggestions to find the right bilingual books for supporting children's learning development with high-quality books.

This study is similar to prior studies. It examines translation strategies in narrative picture books for children with accuracy. The distinction between the prior study and current research is that this one focuses on collecting data through a translation test in which fifth-semester EFL students from the translation class at UIN Sunan Gunung Djati Bandung participate. The translation test is intended to assess the translation strategies utilized by EFL students when translating the text of one of the children's picture books from English to Indonesian. Thus, each translation strategy will be evaluated for translation quality, with a particular emphasis on accuracy.