DIRECT TRANSLATION PROCEDURES IN CHILDREN BILLINGUAL STORY BOOK OF *BONNIE DAN PERAYAAN*

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Abstract

This research tries to find out a direct translation procedures of a bilingual children story book entitled Bonnie dan Perayaan. This research is a qualitative research. The source of data is the bilingual book entitled Bonnie dan Perayaan that contains of 23 pages. The result shows that literal translation is the most dominant direct translation procedure used in bilingual children storybook Bonnie dan Perayaan. There are 76.2% translated with literal procedure, and 23.8% translated with borrowing procedure. Literal translation becomes the most dominan number because this makes the TL version has closest structure and style as used in the SL.

Keywords: *direct translation, story book*

1. Introduction

In this globalization era, people learn an International language to make relationship to many people in the world to communicate. Sometimes, they do not only learn one language but also many languages. They tend to learn English starting from the beginning of their age. Nowadays, in Indonesia, many children have been introduced to English. Besides, many manual books or handbooks are using English. To make it easy, some authors make bilingual books.

Bilingual books can be used as media to introduce English to children. In Indonesia, it is commonly found in the children story books. Children‟s story book has significant role in language learning, most are in the form of fables and fairy tales, especially the bilingual storybook which enable children to learn their first language (L1) as well as the foreign language. The most common form of bilingual children‟s story book in Indonesia is English – Indonesia or Indonesia – English version. Bilingual books it self are books with two different languages written either on the same page or facing pages. Here, children are introduced with other language as well as other culture that coexist in the bilingual books. This also means that they are introduced with words that probably are new and unfamiliar to them in order to develop their vocabularies.

In bilingual children‟s story books, translation plays a crucial role in delivering the message of source language (SL) to the target language (TL) naturally, accurately and readable (Newmark:

1988). The person who is incharge of translating a text is certainly the translator, where he or she should bear in mind that the diction must be chosen wisely since the reader of these texts are children and their parents.

Translating a children storybook is challenging . However, a translator are given the privilege to translate a text applying certain methods, procedures or strategies and and it is expected that one or more theories of translation will be consistent with the translation result. Translation has many procedures or methods. So that, the translator may use procedures that differ according to contextual factors of both of the source language (SL) and target language (TL). (Newmark, 1988.) mentions the difference between translation method and translation procedures. He writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller unit of language. There are two types of translation procedures based on Vinay and Darbelnet in (Venuti, 2000); they are: literal or direct translation which consists of borrowing, calque and literal translation; and oblique translation which consists of transposition, equivalent, modulation and adaptation.

Literal or direct translation procedures are used when structural and conceptual elements of the source language can be transposed into the TL. For example, *'all deer'* which is translated into *'semua rusa'*, it is the example of literal translation procedure because the direct transfer of source language text (SLT) into a grammatically and idiomatically target text (TT). On the other hand, oblique translation procedures are used when the structural or conceptual elements of the SL cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the TL. For example, *'crocodile and mouse deer'* which are translated into *'buaya dan kancil'*, it is the example of transposition, because replacing one word class to another without changing the meaning of the message.

There are so many kinds of bilingual children story book. In this research, the writer focus to the data of bilingual children story book entitled *Bonnie dan Perayaan* into *Bonnie and Celebrations*. The data will be analyzed through translation procedures which has two main parts, (1) literal or direct translation which covers borrowing, calque, and literal translation. Meanwhile (2) an oblique translation serves transposition, modulation, equivalence, and

adaptation. But the writer will only focus to the literal or direct translation in order to find out the types and most dominant types of direct trans lation in the data of children story book entitled *Bonnie dan Perayaan* into *Bonnie and Celebrations*.

In this research, the researcher tries to find out a direct translation of a bilingual children story book entitled *Bonnie dan Perayaan*. The researcher takes *Bonnie dan perayaan* into *Bonnie and Celebrations* as the data. The story is about the activities of Bonnie and Sally when they have summer holiday. When the summer holiday's come, Bonnie and sally have some parties and celebrations. This book is written and translated by Arleen A. It is published by Bestari Kids. The target reader of this book is children. So that, they can get moral value and can learn language at the same time. Besides, the translation must be easy to understand because it will not make further question and curiosity of the children.

This research has some contributions, theoretical and practical. Theoretically, the writer hopes that this research paper can give contributions in increasing and developing the knowledge of translation study. Practically, it is also hoped that this research paper will become a reference and useful addition information for someone who wants to study and analyze the translation procedures

2. Theoretical Review

Translation are described in many perspective or theories, it depends on the scholars or experts. (Newmark, A Textbook of Translation., 1988.) as well as (Hatim, 2004) agree that translation is the replacement or the transfer of written message/language/text of one language to the other. (Nida, 1974) described translation as replacing or to producing a text with another text of foreign language which is equivalent in terms of semantic or meaning and style. Theodore Savory (1968: 13) on the other hand, provides a slightly different definition which is similar to Larson"s definition where both scholars emphasize on the translation"s meaning. Savory defines that translation is possible if there are two equivalent ideas that lies behind different verbal expressions. (Larson, 1984) identifies that translation consists of studying the lexicon, grammatical structure, communication situation and cultural context language text, analyzing of the source in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which appropriate

in the receptor language and its cultural context. Larson"s theory explains that meaning is a very significant aspect in translation.

In other words, translation is offering information to members of one culture in their language (the target language and the culture) about information originally offered in another language within another culture (the source language and culture) or in other explanation, this could refer to an interaction between SL and TL intentionally (Reiss and Vermeer, 1984 in Baker and Malmkjaer 2001: 236; Nord, 1997) as cited in (Noerjanah, 2017).

Being a translator is about much more than simply being bilingual, it is about being able to interpret and transcribe a message suitably, according to its purpose and target audience, taking into account not only language aspects, but also social and cultural factors. In order to successfully and accurately complete a translation, a very specific set of skills is required to overcome language barriers. Indeed, working as a professional in the translation industry is not as simple as it may sound; let's have a look at the translation challenges faced by translators and linguists daily.

There are about 7000 living languages currently listed in the world, not to mention the number of dialects existing within these languages. Every single one of them is unique, with own origins, roots and structure. In a way, each language is a prism and has its own complex way of functioning Idioms, expressions, compound words, false friends, even onomatopoeic expressions; all of them make the richness and uniqueness of a language, but also represent an obstacle for communication. For example, a funny joke in one language can lose all its meaning when translated to another, so if you're trying to transcribe a joke in a foreign language, your interlocutor might not actually get your sense of humour. This, especially within the business and marketing environments, can be potentially dangerous.

Literal translation can be very tricky. Take, for example, Arabic. Not only is reads from right to left unlike English, but the subject pronouns are actually included in conjugated verbs. It shows just how complex the way of functioning of each language is, and how difficult it can be for someone whose native language is completely different to learn and even translate Arabic. These differences often create ambiguity, as words, expressions or sentences can have other meanings when used in a different context, which can cause misunderstandings and wrong interpretations: translators must be very careful with that.

Another factor which complicates the understanding of languages even more is the existence of dialects. Dialects are specific forms of languages spoken in particular regions or social groups. The interesting aspect of these subsets is that within the same language, different populations can speak in a completely different way, with words that have diverse uses and sounds which are pronounced completely differently.

Again, the Arabic language, which is the fifth most spoken language in the world and the official language in 22 countries, is a good example. Although spoken by 250 million people in Middle-Eastern and North-African countries, its speakers do not actually all speak the "same" Arabic. The complexity of such languages makes them very difficult to learn, but, at the same time, it is also exactly what makes them very rich and fascinating.

Dialectal languages are therefore a major obstacle the professional translators must deal with and overcome in order to transmit the intended message accurately, requiring a considerable knowledge and interpreting skills. It takes an advanced level of linguistic knowledge to get expressions, metaphors, jargon, slang and different dialects which is very challenging.

Each population has a way of communicating and expressing its own messages, as well as its own code when it comes to language, symbols, understanding, shorthand, etc. These factors generate a big potential for misunderstanding; cultural factors are therefore another important challenge translators are faced with daily. This is something translators have to consider as well. Indeed, the work of a translator is not going to be effective if not interpreted correctly.

The cultural context of the country each language comes from has to be taken into account. In some cultures, people communicate very implicitly and you have to read between the lines, while in some others people are much more direct and explicit. This can also be a source of misunderstandings. Some cultures are rather neutral, some are much more emotional and expressive, which can make communication more difficult to understand.

The impact of culture is once more very important and translators should have a certain knowledge of the culture they are translating with to encode, react and transmit the message correctly. Usually, agencies and companies offering translation services work with linguists who are native speakers of the target language, ensuring that the both –

the language and cultural factors are fully understood and accurately translated.

Translators who must translate specific materials like fiction have to transcribe a whole story,context, world and environment into another language. It involves creativity to transfer cultural values and traditions and to make them understandable and adapted without altering them: the translator has to remain true to the original piece.

When translating films for example, the right words and expressions should be chosen to fit each scene and maintain a certain coherence. Culture then plays a major role. For books, literary translations are about transmitting feelings, emotions and transcribing metaphors to make the fiction travel in an adapted yet accurate way. It is often hard to keep the writing style intact, which is another challenge translators have to deal with. The same goes for poetry: it should be handled carefully to maintain the implicit message, the writing style and the beauty of the piece. Translating fiction is therefore a subtle work and professionals have to pay attention to all the cultural factors involved as well as the purpose of the original piece.

Vinay and Darbelnet (1958) as cited in (Venuti, 2000) are experts who firstly identify two general methods that comprise seven procedures in translating

source text to target text. The two methods are Direct Translation and Indirect (Oblique). Direct translation covers borrowing, calque, and literal translation while oblique translation covers transposition, modulation, equivalence, and adaptation.

Literal or direct translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. According to Vinay and Darbelnet, there are three procedures of Direct or Literal Translation; they are Borrowing, Calque, and Literal Translation.

Vinay and Darbelnet in (Venuti, 2000)Venuti say that Borrowing is the simplest of all translation procedures. In borrowing procedure, the Source Language is directly transferred to the Target Language. In other words, this procedures means that one language borrows an expression form from another language. These procedures mean that one language borrows an expression form from another language. (Wilss, 1977) defines borrowing is the carryover of SL lexemes or lexemes combinations into the TL normally without formal or semantic modification. According to Haugen in Siregar as cited by (Herman, 2015) there are some possibilities that may occur in this procedure. First, borrowing with no

change in form and meaning (pure loanwords), the second, borrowing with changes in form but without changing the meaning (mix loan), and the third, borrowing when part of the term is native and other part is borrowed, but the meaning is fully borrowed (loan blends).

Calque is a phrase borrowed from another language and translated literally word for word. Vinay and Darbelnet in (Venuti, 2000) say that a calque is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements. The result can be a calque of expression, which preserves the syntactic structure of the source language while introducing a new mode of expression to the target language. It consists of phrases in direct (literal) translations of fixed expression in target language, for example French Compliment de la saison, which come from English Christmas greeting compliments of the season. The result can also be a structural calque, which introduces a whole new construction into the target language, for example science-fiction, used as such in French.

Literal translation is also called as word for word translation. It is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL. In principle, a literal translation is a unique solution which is reversible and complete in itself.

Oblique translation, on the other hand, occurs when word for word translation is impossible. Oblique translation procedures by Vinay and Darbelnet, consist of four types. The first is transposition, the second is modulation, the third is equivalence, and the last is adaptation.

Vinay and Darbelnet in Venuti (2000:84-93) define transposition is a procedure that involves replacing one word class with another without changing the meaning of the message or the sense. Transposition also involves replacing one word class with another without changing the meaning of the message. On the other hand, transposition is also a change in the grammar from source language to target language (singular to plural; position of the adjective, changing the word class or part of speech). In translation, there are two types of transposition, namely obligatory transposition and optional transposition. Obligatory transposition occurs when the target language has no other choices because of the language system. Furthermore, Vinay and Darbelnet suggest their understanding about transposition, they are: (1) SL verb, TL noun (2) SL conjunction, TL

indefinite adjective (3) SL clause, TL noun group (4) SL verb group, TL verb (5) SL noun group, TL noun (6) SL complex sentence, TL simple sentences.

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

Vinay and Darbelnet in Venuti (2000:90) use this term to refer to cases where languages describe the same situation by different stylistic or structural methods. Idioms and proverbs are also included as equivalence case.

Vinay and Darbelnet in (Venuti, 2000)Venuti define adaptation as a procedure that creates a new situation to indicate a situational equivalence. And also it involves changing the cultural reference when a situation in the source culture does not exist in the target culture. Adaptation is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. In this case, a translator can create a new situation that can be considered equivalent.

Storybook, folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories are some of Narrative text. Cameron as cited by (Noerjanah, 2017) stated story attract young learner to learn English. Stories provide a whole imaginary world with the use of language that children can access and enjoy as well as learning the language. Moreover, there are other reasons why stories should play a central role in teaching and learning foreign language: Stories which rely so much on words provide a major and constant source of language experience for children. Stories motivate children to learn foreign language, increasing children‟s ability in listening, reading, speaking and writing. It also help children to be aware of the sound and the „feel‟ of the foreign language, the experience of the story provoke a response through speaking and writing, and stories also build communication (Wright, 1995). Yuwono as cited by (Pujianty, 2006), Translating a literary text is considered difficult for many translators. This is because there are certain rules in translating children story book/children literature.

A good children storybook always has an educating content and message within the story. This may help children in building good characteristics and his/her state of mind. Children storybook can be easily found in bookstores, from the SL storybooks, translated storybooks

and also bilingual storybooks. There are many types of children storybook such as, folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories, picture story books, etc.

Children storybook has different characteristics than the other books (Tiina Puurtinen in Hornby, Pochhacher, and kaindl:1994) cited by (Noerjanah, 2017) stated that these books are very interesting and there are three characteristics that distinguish them from other books, the characteristics are as follows: (a) children"s books are intended for two different groups of readers: first, the children,and second, the adult readers (parents, teachers, critics), (b) children"s literature is ruled by various changing principles and norms, ideological, moral, ethical, religious which determine the types of children"s literature provided in a certain time, and (c) the special characteristics of child reader is the comprehension and reading ability.

It implies that the existence of pictures, drawing are considered important in creating a fun and wonderful experience and also able to reveal things that words cannot (Wright, 1995). There is a rule that need to be well understood by a translator in translating children storybook, which is also the main goal; it is the acceptability of the readers. This leads to the adjustment (manipulation of the source text for a certain purpose) conducted by the translator that has a purpose in producing an appropriate translation product for children. It would be more problematic when a translator deals with translating children story book. Although it is written by adult, it has its own rules: the use of the language, content, and dictions must be adapted to children"s knowledge and fantasy Yuwono in (Pujianty, 2006). A translator has to apply the appropriate techniques and strategies in translating a children story book in order to have a good result in translation product.

Translation involved two different languages and culture. Since a translation is directed to certain reader, a translator needs to consider the option of words, terminology and sentence structure which are suitable for the level of understanding and culture (Ruuskanen, 1996 in Nababan, 2008: 9) as cited by (Noerjanah, 2017).

3. Method

The source of data is the bilingual book entitled *Bonnie dan Perayaan* that contains of 23 pages. It is children story book. It is written and translated by Arleen A. It is published by Bestari Kids in October, 2009. The researcher used purposive sampling. The researcher only took data which were included into direct

translation. In analyzing the data, descriptive method is used. Nawawi (1991:63) says that descriptive method can be defined as problem solving procedure which is researched by describing the subject or object of the research based on the real fact nowadays.

Before analyzing the data, the researcher collected the data as the media of doing this research. Thus, The researcher found some billingual books and she chose *Bonnie dan Perayaan* by Arleen A. Then, After getting the book, the researcher read the book both in Indonesian language and the translation in English language. It is aimed to get better understanding about the story. The last, Selecting the sentences was used in collecting the data. The researcher selected the sentence that categorized as the Direct translation.

After the data have been collected, it was analysis into three steps. First, the researcher classified each Direct translations using Vinay and Darbelnet in (Venuti, 2000). She classified the data into three type of direct translation: borrowing, calque and Literal translation. Second, after each direct translation was classified into each method, they were explained and analyzed why direct translation applied and the functions. Third, The researcher concluded the result.

In addition, it would be important to identify whether the bilingual children"s storybook were considered as a good translated children"s storybook. According to Tiina Puurtinen in Hornby, Pochhacker, Kaindl (1994) in (Shadrah, 2010)Shadrah, the criteria for a good translation of children"s storybook are dynamic style (simple syntactic constructions with finite verbs are preferable), readability and speakability.

4. Result

After reading the bilingual children story book *Bonnie dan Perayaan*, the writer listed down some source languages (SL) and target languages (TL) whereas from Bahasa Indonesia into English. After that, the data were analyzed into direct translation which covers borrowing, calque, and literal translation. The analysis can be seen in the following tables.

Table 1. The Result of Analysis

No	Page	Source Language (SL)	Target Language (TL)	Direct Translation
1	3	Liburan musim panas sudah tiba.	Summer holiday is here.	Literal Translation
2	3	Liburan yang penuh dengan pesta dan perayaan	It's full of parties and celebrations.	Literal Translation
3	4	Pada hari senin, Sally dan Bonnie pergi ke sebuah pesta **BBQ** di pantai.	On Monday, Sally and Bonnie went to a **BBQ** party at the beach.	Pure Borrowing
4	5	Mereka membangun istana pasir.	They built sand castle.	Literal Translation
5	5	Mereka makan **hamburger** dan minum **limun**.	They had **hamburger** and **lemonade**	Pure Borrowing Borrowing Naturalized
6	6	Mereka bermain voli pantai.	They played beach volleyball	Literal Translation
7	6	Pantai itu sangat penuh sesak.	The beach was so crowded.	Literal Translation
8	7	Pada hari selasa, mereka pergi ke pesta ulang tahun teman Sally.	On Tuesday, they went to Sally's friend's birthday party.	Literal Translation
9	8	Banyak sekali orang yang datang.	They were so many people coming.	Literal Translation
10	8	Mereka bermain banyak permainan	They played lots of games.	Literal Translation
11	9	Mereka meniup **terompet** dan peluit	They blew **trumpets** and whistles.	Borrowing Naturalized
12	9	Ribut sekali.	It was very noisy.	
13	10	Pada hari rabu, mereka pergi ke sebuah pasar malam.	On Wednesday, they went to a carnival.	
14	11	Mereka naik komidi putar dan melihat kembang api.	They rode a merry go round. They saw fire crackers.	
15	12	Tempat itu sangat penuh sesak.	The place was totally packed.	Literal Translation
16	12	Mereka harus berdesakan diantara orang-orang.	They had to squeeze among people.	Literal Translation
17	13	Pada hari kamis, mereka pergi ke pesta pernikahan paman Sally.	On Thursday, they went to a wedding party. It was Sally's uncle's wedding.	
18	14	Sally menjajdi gadis pembawa bunga.	Sally became the flower girl.	
19	15	Bonnie menjadi kelinci pembawa bunga.	Bonnie became the flower bunny.	
20	16	Mereka berdansa berjam-jam.	They danced for hours.	Borrowing Naturalized
21	17	Pada hari jumat, Bonnie tidak mau keluar dari kamar.	On Friday, Bonnie didn't want to come out of her room.	Literal Translation
22	17	Ia bersembunyi dibawah selimut.	He even hid under the blanket.	Literal Translation
23	18	"Kurasa ia terlalu banyak berpesta beberapa hari ini." Kata ibu.	"I think she had much celebrations for the past few days." Said mom.	Literal Translation
24	19	"Ayo Bonnie. Aku tahu tempat yang pasti kau suka," Kata Sally.	"Come on Bonnie. I know a place that you'll love," said Sally.	Literal Translation
25	20	Mereka pergi ke perpustakaan.	They went to the library.	Literal Translation
26	21	Akhirnya, mereka mendapatkan kedamaian dan ketenangan.	They had peace and quiet at least.	Literal Translation

After analyzing the data, the types of direct translation found in the bilingual children story book *Bonnie dan Perayaan* from Bahasa Indonesia (source language) to English (target language) can be described in the following table.

Table 2. Types of Direct Translation

No	Direct Translation	N	%
1	Borrowing	5	23.8%
2	Literal	21	76.2%
	Total	21	100%

The researcher found two types of direct translation occurred in the bilingual children storybook '*Bonnie dan Perayaan'*. They are Borrowing and Literal Translation. However, the calque is not found in the data. Here, the further explanation can be sees as follows.

Pure Borrowing

ST   : ...... pergi ke sebuah pesta **BBQ** di pantai.

TT   : ...... went to a **BBQ** party at the beach.

ST   : Mereka makan hamburger.

TT   : They had **hamburger**.

On the example above, there is a pure borrowing technique from BBQ (Barbeque) which translates into BBQ, hamburger which also translates to hamburger. There are no changes in writing and pronunciation.

Mix Borrowing

ST   : Mereka meniup **terompet** dan peluit.

TT   : They blew **trumpets** and whistels.

ST   : Mereka **berdansa** berjam-jam.

TT   : They **danced** for hours.

On two sentences above, there are sounds adjusments and also writing according to the target language system, *terompet* becomes trumpets and *berdansa* becomes danced.

Literal Translation

ST   : Mereka bermain banyak permainan.

TT   : They played lots of games.

ST   : Mereka pergi ke perpustakaan

TT   : They went to the library.

On two excerps above uses literal translation because the source language is directly translated into the target language with a slight adjustment of the language structure.

The table 2 above shows that literal translation is the most dominant direct translation procedure used in bilingual children storybook *Bonnie dan Perayaan*. Sixteen of twenty one cases (76.2%) are translated with this direct translation procedure. Five of twenty one cases (23.8%) are translated with borrowing procedure. None of the sentences are translated with calque procedure.

Literal translation becomes the most dominan number because this makes the TL version has closest structure and style as used in the SL. In addition, the target readers are children; so, the translation is made as simple as possible to make it understandable for children as (Wright, 1995) stated that there is a rule that need to be well understood by a translator in translating children storybook, which is also the main goal; it is the acceptability of the readers.

5. Conclusion

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Literal translation becomes the most dominan number because this makes the TL version has closest structure and style as used in the SL. In addition, the target readers are children; so, the translation is made as simple as possible to make it understandable for children as (Wright, 1995) stated that there is a rule that need to be well understood by a translator in translating children storybook, which is also the main goal; it is the acceptability of the readers.

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