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MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

Translation Quality on Character Education-based Bilingual Children's Story Books

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Abstract

The objectives of this research are to analyze the kinds of translation technique that is used in bilingual children story books, to find out the impact of the translation techniques applied by the translator toward the translation quality in bilingual children story books, and to understand the character education that applied in bilingual children story books. This research used qualitative method and content analysis research design. This research finding shows that the translators apply 4 – 7 types of translation techniques. The result of translation quality assessment shows that the translation of story “Run, Little Mouse Run!”, “The Very Busy Day”, and “Tickly Octopus” are accurate, acceptable, and readability. Then, the story “Too Hot to Hug!”, and “Under The Bed” are less accurate, less acceptance and less readable translation. The analysis of character education applied in the stories showed that the stories have main character values; religious, independent, mutual cooperation, and integrity. It can be concluded that the translation techniques applied by the translators affect the quality of the translation.

Keywords: Translation Quality, Accuracy, Acceptability, Readability, Character Education

Introduction

Many parents introduce English to their children from an early age. They introduce it through many things, such as songs, cartoons, stories, and many more. Then, when their children turn to elementary school, they will enrol their children in English courses and even send them to international schools. In elementary school, children have begun to have the ability to read, so parents and English teachers begin to introduce them to bilingual children's story books. As a parent or English teacher, it is a good idea to choose the book carefully, from the quality of the translation to the character education that is inserted in each story. Thus, the book is worth reading by elementary school students.

It should be noted that not all bilingual children's story books have translations that are appropriate for the age of elementary school students. Appropriate here means the message of the story can be easily understood by students when they read its translation. Delivering the content of the story from the source language into the target language is not easy for the translator, because the quality of

the translation depends on the translator. Therefore, if the translator does not accurately translate through the translation process, then the translation is doubtful. In the process of translating, the translator will encounter some obstacles in accurately delivering the content and message from the source language to the target language. Therefore, the translator has to apply the translation technique to each content. The translation technique is the way used to turn the message from the source language into the target language. It is applied to words, phrases, clauses, and even sentences.

Molina and Albir (2002) said to explain the exact actions followed by translators in each textual micro-unit and to gather information about the general methodological choice, the researchers needed to categorize the translation processes. By doing this, the researcher can analysis not only translation technique, but also the quality of the translation. Then, Nababan (2012) said if the translation was done using translation procedures and the parameters were based on accuracy, acceptability, and readability, the quality of the translation won't be in doubt. Based on the explanations above, technique plays an important role in the process of translation in order to make good quality translation text.

Like in the beginning of the paragraph, it is not only the quality of the translation that must be considered in a bilingual children's story book, also the character education contained in the content of the story. Pala (2011) stated character education is a national movement designed to encourage ethical, responsible, and caring young people by modelling and teaching good character while emphasizing basic values that everyone share. It offers long-term solutions to social, moral, and academic problems that are crucial to the stability of the schools and are of increasing role to our community. It can be concluded that character education is increasingly felt to be important in shaping the character of children since basic education.

Based on the reasons and titles above, the researcher conducts research on the quality of translations in the Erlangga for Kids storybooks and finds out what character values are applied in these stories. To determine the quality of the translation, the researcher analyses the translation techniques used by translators and compares the results with the translation quality assessment that has been carried out by the rater. Thus, it could be seen whether the translation technique used has an impact on the quality of the translation in terms of accuracy, acceptability, and readability.

To find out the character values applied in the story books, the researcher analyses the contents of the story by referring to the five main characters: religion, nationalism, independence, mutual cooperation, and integrity. In addition, the researcher also distributed questionnaires to 25 participants, who were parents of third grade students in MIN 1 Serang. From the distribution of the questionnaire, it can be seen that the ideal story book is based on the participants' point of view.

Based on the background above, the researcher focuses on translation quality in bilingual children's story books that apply character education to each story. This research was conducted on five books published by Erlangga for kids. The titles of the selected books are "Tickly Octopus", written by Ruth Galloway in 2006; "Run Little Mouse, Run!" written by Shirley Isherwood and Simon Mendez in

2008; "Under the Bed" written by Paul Bright and Ben Cort in 2003; "Too Hot to Hug" written by Steve Smallman and Gee Biscoe in 2010; and "The Very Busy Day" written by Diana Hendry and Jane Chapman in 2008. Based on the focus of the research, the sub focus of the research is as follows:

1. The translation technique that is used by the translator in bilingual children's story books
2. The impact of the translation techniques applied by the translator toward the translation quality in bilingual children's story books in term of accuracy, acceptability, and readability.
3. The character education that is applied in bilingual children's story books.

Research Methodology

This research used qualitative research method and content analysis research design. Hancock (2009) said qualitative research was concerned with developing explanations for social phenomena and focused on specific reports or data that could not be expressed numerically. It could be concluded that qualitative research generally discussed about social phenomena, and reported the result by using narrative or descriptive way. Krippendorff (2004) said qualitative approaches to text interpretation should not be considered incompatible with content analysis, because content analysis relied on several specialized procedures for handling texts as a technique. It could be concluded that content analysis was suitable with qualitative research, particularly in analysis text. Therefore the researcher chose the content analysis as a research design.

The main instrument in this research was the researcher itself, because qualitative researchers as "human instruments". Therefore, researcher must be validated. It was supported by Bahrami (2010) statement; he said the validity of the researcher as an instrument became one of the issues in qualitative research, the researcher as an instrument had room to explore a phenomenon. Based on the explanations, the researcher as an instrument provided to determine the focus of the study, chose the informant as the source of the data, collect data, assessed the quality of the data, analysed the data, interpreted the data and made conclusions on its findings.

Data collection was one of the most important stages in research. Correct data collection techniques produced data that has high credibility, and vice versa. Creswell (2010) in his book mentioned the types of data sources in qualitative research, namely interviews, observations, documentation and audio visuals. In this research, the researcher used documentation and questionnaire as source of data. The documentation that used in this research are bilingual children's story books published by Erlangga for Kids. The researcher conducted data collection by giving questionnaire to the participants. The questions generally were structured and opened questions. It was designed to get views and opinions of the participants. The participants that involved in this research were English teacher, English lecturer and parents.

In this study, the researchers involved two raters who came from academics who understood the sentence structure of English and Indonesian. The rater ensured the accuracy, acceptability and readability of the translation in the storybooks presented by the researchers in the form of a

questionnaire. First rater was English lecturer in University of Sultan Ageng Tirtayasa; Dr. John Pahamzah, M.Pd. who assessed the accuracy and acceptability. Then, second rater was English teacher in MIN 1 Serang; Mrs. Siti Lia Wati, S.Pd who assessed the readability. Then in the field of character education, the researchers involved 25 participants who were parents of third grade students in MIN 1 Serang. The participants were asked to read the story book and answered some questions in the form of a questionnaire for understanding of character education found in these books and gave their opinion about ideal children story book.

Research Finding and Discussion

Translation Technique and Translation Quality

Translation technique is a particular way for translator in translating linguistic unit (micro level) from source language into target language. If the translator uses appropriate technique, then the translated text has a good quality. The researcher used Vinay and Dalbernet's theory for translation technique analysis. Vinay and Dalbernet (2004) said there are two methods on translation, direct and oblique translation. Direct translation consists of three techniques, borrowing, calque, and literal translation. Then, oblique translation consists of four technique, transposition, modulation, adaptation, and equivalence.

For assessing translation quality, Nababan (2010) mentioned three aspects assessment: accuracy, acceptability and readability. Based on the analysis of translation technique and quality, the researcher finds a suitable technique for translating the story books and also which story books are having the highest quality and lowest quality in terms of accuracy, acceptability and readability. The following table shows the impact of the translation techniques toward the translation quality of children's story books.

Table 1
The Impact of Translation Techniques toward Translation Quality

Title/Code	Techniques	Quality			
		Accuracy	Acceptability	Readability	Average
Too Hot To Hug! 001/THTH- 069/THTH	Literal translation (51%) Borrowing (3%) Modulation (33%) Transposition (9%) Equivalence (4%)	6.66	5.6	2.2	2.41
The Very Busy Day 001/TVBD- 062/TVBD	Literal translation (50%) Calque (3%) Modulation (26%) Transposition (15%) Adaptation (3%)	6.9	5.8	2.5	2.53

	Equivalence (3%)				
Tickly Octopus 001/TO – 045/TO	Literal translation (18%) Borrowing (7%) Calque (4%) Modulation (33%) Transposition (20%) Adaptation (4%) Equivalence (13%)	7.2	5.8	2.2	2.5
Run Little Mouse, Run! 001/RLMR- 062/RLMR	Literal translation (32%) Modulation (37%) Transposition (24%) Adaptation (2%) Equivalence (5%)	7.2	5.8	2	2.43
Under The Bed 001/UTB – 035/UTB	Literal translation (9%) Modulation (34%) Transposition (46%) Equivalence (11%)	5.7	5.8	1.6	2.18

The translation techniques applied by the translators in each story book affect the quality of the translation in terms of accuracy, acceptability, and readability. It can be seen from the average score which is representing overall translation quality of each story books. The translators produce accurate, acceptable and readable translation on “Run Little Mouse, Run!”, “The Very Busy Day” and “Tickly Octopus.” It means that the texts translated by the translators use appropriate techniques because it increases the quality of the translation in terms of accuracy, acceptability, and readability.

In the story book “Too Hot To Hug!” and “Under The Bed,” the translators produce less accurate, less acceptance and less readable translation. It means the most of the texts translated by the translators use inappropriate techniques because it decreases the quality of the translation in terms of accuracy, acceptability and readability.

Based on the analysis translation technique and translation quality, the researcher finds that “The Very Busy Day” has the highest quality in terms of accuracy, acceptability, and readability. It can be seen from the table above that “The Very Busy Day” gets average score 2.53 to represent overall translation quality. The techniques used in “The Very Busy Day” are literal translation, transposition, modulation, calque, adaptation, and equivalence. The techniques applied are appropriate and produce a highest quality translation.

Example:

ST He laid **them** carefully on the doorstep.

TT *Ia meletakkan **bulu-bulu putih itu** dengan hati-hati di depan pintu.*

The data above is taken from “The Very Busy Day”. In the data above, the translator used transposition technique. The bold word in ST “...**them**...” was an objective pronoun and literally should translate it with the same word category also in TT. But the translator changed the word category to objective noun “...*bulu-bulu putih*...(white feathers).” This word category shift did not change any meaning. The researcher assumes that the technique used by the translator increases the accuracy, acceptability and readability of the text. The researcher also assumed that the translator only changed it to be more easily understood by the target reader.

Based on the analysis of translation techniques and translation quality, the researcher also finds that “Under The Bed” has the lowest quality. It is less accurate, less acceptable, and less readable. In “Under The Bed”, the translator used four techniques; literal translation, modulation, transposition, and equivalence. Based on the average score, the researcher assumes that the translation techniques applied by the translator in “Under The Bed” are not appropriate.

Example:

ST So I don’t expect he’ll be bothering you.

TT *Jadi, sepertinya dia tidak akan menggangu.*

The example above is taken from under the bed. Based on the analysis of the translation technique, the researcher questioned the modulation technique used in the example above. From the example above, it can be seen that the translator changes the structure and type of sentences. In ST, it is in the form of a positive sentence, while in TT the translator turns it into a negative sentence. In addition, the words **I expect** is not translated so its meaning is implied. Therefore, the researcher suggests the translator to translate ST into *Jadi, aku tidak berharap dia akan menggangu.* In this case, the researcher assumes that the selection of the modulation technique is not appropriate because it affects the completeness of the message. Based on the explanation above, it can be said that the use of the modulation technique in the example above causes the translation to be less accurate, less acceptable, and less readable.

Based on the analysis of translation techniques, the mostly used techniques are literal translation, modulation and transposition. In this case, the researcher assumes that the translators use these techniques to produce a communicative translation which is readable for the target readers. As explained in the previous chapter, these story books are intended for children aged 7 - 9 years with various backgrounds. Therefore, translators must pay attention to the choice of words to produce an acceptable translation. Translators must use language that is not too formal and also words or expressions that are familiar to children. The use of an inaccurate diction will affect the quality of the translation.

Analysis of translation techniques and translation quality shows that the appropriate techniques in translating “Too Hot To Hug!”, “the very busy day”, “tickly octopus”, “run, little mouse

run!”, and “under the bed” are literal translation, modulation and transposition. This is evidenced by the positive contribution in the use of these techniques to the quality of translation compared to other techniques. While the techniques that produce low quality of translation in terms of accuracy, acceptability, and readability are borrowing, calque, adaptation, and equivalence. Thus, the researcher suggests that translators have to pay attention to target readers in translating source text in order to produce a qualified translation because translation techniques, translation quality and target readers are interrelated.

Character Education applied in Children’s Story Books

Character education is one of the basic educations that must be instilled in children. With good character, the strength of a nation is certain to be strong in the future. Character education must be provided by parents, schools and the community. As Kamaruddin (2012) said character education gives habitual behaviours and ways of thinking that enable people to exist and interact in a family, society, and state and to make decisions that have a reason. Based on this theory, character education can improve a person's mind-set and good behaviour.

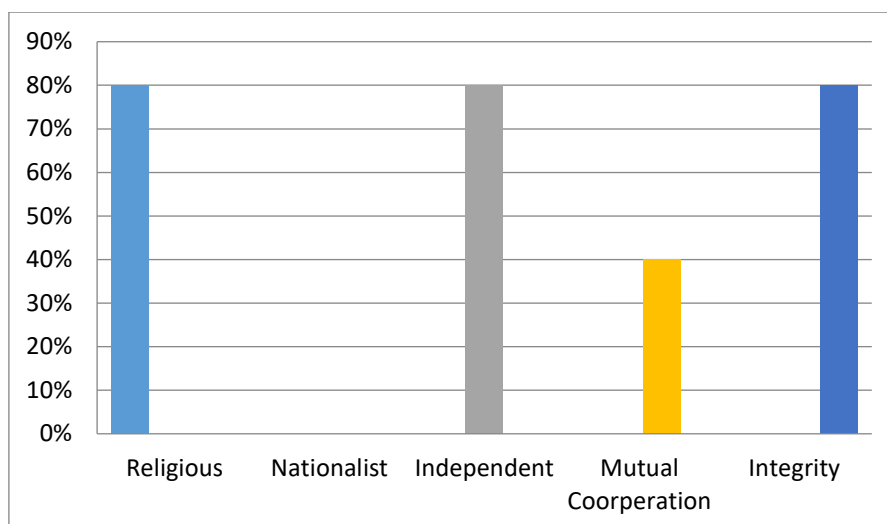
Besides discussing the relationship between translation techniques and translation quality, the researcher also discusses the suitability of character education applied in “Too Hot To Hug!”, “The Very Busy Day”, “Run Little Mouse, Run!”, “Tickly Octopus” and “Under The Bed” based on the five main values of character according to The Ministry of Education and Culture of Republic of Indonesia (2017) in the book “*Konsep dan Pedoman PPK*” which mentioned five main values of characters (religious, nationalist, independent, mutual cooperation, and integrity) that are related as priorities for the movement to strengthen character education for elementary and secondary schools. Then, the opinion from parents (sample) regarding ideal story books for children aged 7 to 9 years will be discussed.

After obtaining the expected data, it can be seen that there are many character values found in bilingual children’s story books. In this discussion will answer the formulation of the problem regarding the value of character education in bilingual children’s story books that have been carried out by researchers. From the five bilingual children’s story books, the stories with the titles “Too Hot To Hug!” and “Run Little Mouse, Run” have four character values; religious, independent, mutual cooperation, and integrity. The story “Tickly Octopus” has three character values; nationalist, independent, and integrity. The story “The Very Busy Day” has two character values; religious and independent. The story “under the bed” has one character value that is integrity.

Based on the analysis that has been done, the percentage of character values in bilingual children’s story books is sorted from those that occur frequently to values that rarely appear, namely religious, independent, integrity, mutual cooperation, and nationalist. The diagram below presents the percentage of character values in bilingual children’s story books:

Diagram 1

Percentage of Character Value in Children’s Story Books



It can be seen in diagram 4.1 that religious, independent, and integrity values have a percentage of 80%, which means that the three main values most often appear in stories. Likewise, the value of mutual cooperation has a percentage of 40 %, which means that the main value appears in several stories. While the nationalist value has a percentage of 0% which means that the main value does not appear in all stories.

Religious

The value of religious characters is found in the storybook “Too Hot To Hug!” In this story book, there are sub-values of individual relationships with others and protecting those in distress. This example is evidenced in the following sentence:

All through the winter, Crumpet the dragon kept the family warm and snug.

In the sentence it looks Crumpet trying to keep his family feel warm and comfortable during the winter. Something that crumpet do show good relationships with others and protect or help those in trouble.

Independent

Independent character values found in the storybook "run little mouse, run!" This is indicated by the hard work of the character and not giving up easily. This example is evidenced in the following sentence:

The field mouse ran and ran toward the trees and, at last, he was amongst them.

In that sentence above, the field mouse ran to save him-self by passing through the trees. The field mouse shows a hardworking attitude and also don't give up easily as an individual.

Mutual Cooperation

The value of the mutual cooperation character is found in the story book "Run Little Mouse, Run." In the story there is an attitude of cooperation, empathy and help. This example is evidenced in the following sentence:

“Go to the woods,” she said. “There you will be safe.”

The sentence above describes a butterfly suggesting a field mouse to go to a safer place. Butterfly's actions show the attitude of cooperation, empathy and help each other.

Integrity

The value integrity character is found in the story book "tickly octopus." In the story there is an attitude of responsible. This example is evidenced in the following sentence:

"I'll get it back for you."

The sentence above shows Octopus's responsibility for what he has done to his friend, by taking the pearl he has dropped. Octopus's actions show a responsible attitude.

To find out the character education applied in the storybook according to the parents' point of view, the researcher conducted a survey by distributing questionnaires to 25 samples. The survey questions are guided by the grid that was made late, there are nine questions regarding the need for character education in children's story books for ages 7 to 9 years.

Based on these results, it can be concluded that most respondents think that religious and independent characteristics must be in children aged 7 to 9 years. The use of story books can be the right medium to instil character education in children. Then most of the respondents claimed to have read story books to their children. Most of the story books that have been given by the English teacher have been read by the respondents. Most respondents said that the books were very influential for the development of children's character, because the moral values in the story were easily understood by children.

Therefore, respondents think that story books that are suitable for children aged 7 to 9 years are expected to have themes around religion, morality, culture and traditions, and honesty. The storyline must also be easy for children to understand and packaged with attractive pictures and colors so that children are excited to read it. Most of the respondents also said that animal characters (fable) were considered suitable for children.

Conclusion

After analysing the children's story books, it can be concluded that the translation techniques that are often used by the translators are literal translation. This is because the grammatical and linguistic structure of the source text can be directly translated or transposed into the target language.

The translation technique that produces good quality translation in story books is literal translation. Generally, translations that use this technique produce accurate translation with message in the source language, the translations are acceptable with grammatical rules and system in target language, and the translations are easily understood by the target reader. Then, less good quality translations generally use modulation and transposition technique. This is because these techniques produce less accurate translations with the source language. Even the translation is readable for target reader, or vice versa. Thus, overall translation cannot be categorized as a good quality translation.

The character values in the stories “Too Hot To Hug!”, "The Very Busy Day", "Run Little Mouse, Run!", "Tickly Octopus" and "Under The Bed" have a percentage of the main character values contained, among others religious values with a percentage of 80%, 80% integrity, 80% independent, 40% mutual cooperation and 0% nationalism.

Based on the analysis conducted on the five books above, it can be concluded that these books are good for children. With the use of appropriate translation techniques, it can produce translated texts that are easily understood by children so that the author's message, especially regarding character or moral values, can be meaningful to them.

Suggestion

For Translators, in translating general or specific text have to use appropriate translation techniques by considering target readers with the aim of producing accurate, acceptable and readable translation. For English teacher or parents can use bilingual children's story books as a medium of study for children to learn language and introduce character values. For the next researcher, it is expected that the results of this study can be a recommendation with more diverse developments. Either using quantitative or qualitative method even with other research methods, and also the next researcher can use other media or text books with different target reader. For children's story book writers, it would be nice to include the values of nationalism in the story, especially the values contained in Pancasila. Thus, children can develop attitudes and behaviours based on the values of Pancasila, so that they grow into children who have noble character who have morals according to the expectations of the nation.

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