

Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books



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Abstract

Purpose - This research aimed to describe, the techniques, methods and ideology used by the author of children's bilingual books.

Design/methodology/approach - This study used descriptive qualitative in this research, in which the author used Molina & Albir and Newmark for the basic theory.

Findings - The author found that the bilingual books' author mostly used literal translation as the technique. Then, for the methods, the most frequent was a word-for-word and literal translation. It meant that the author's ideology was foreignization because the bilingual books' author tended to maintain the word of the source language.

Originality/value - The concluded that literal or word-for-word translation in translating stories for children is not suitable, since the sentences in the translated version tended to be complicated which is not suitable for teachers, parents, and children especially. The suggested for the bilingual books' authors use a communicative translation so that it can be easily read and understood.

Paper type – Research paper

Introduction

With the development of technology, the need for mastering foreign languages has been recognized by many parties, including parents, schools, and government. There are methods and media that are offered to introduce and teach foreign languages to children, for example, with songs, flashcards, traditional game modifications, and storytelling by reading bilingual books to children. Nowadays, finding bilingual books is very easy, both in offline and online stores.

In teaching language to children, media are needed so that children are more interested in learning languages. Storybooks for children are usually designed with colourfull pictures accompanied by short stories. This storybook is sometimes read by teachers, parents

and children who have been able to read, for example, for children in elementary school. Bilingual books become one of the media used to hone language skills in children, both Indonesian and English. The target of using this bilingual book is to introduce or improve the vocabulary of children.

Vocabulary is an essential part of learning languages because when a child has rich vocabulary, he will later be easy to learn other English abilities (Hidayati 2020c). In the development of children, we know of the existence of golden ages, where the child's brain is able to absorb many things. This is where parents and teachers can provide stimulation so that the development of language skills can develop properly. We know that children tend to imitate what they hear or see around them. If we are used to doing storytelling, the vocabulary used by both parents and teachers will be absorbed by children. Suppose we associate with learning foreign languages, for example, English, in this case, vocabulary is a crucial component to be introduced to children, because by mastering vocabulary, it will support the abilities of children in other areas of ability, for example, speaking, writing or reading (Hidayati 2020d).

In this article, the author discussed four main points related to the translation of bilingual books, including 1) Techniques used in translating bilingual books 2) the methods used in translating bilingual books, and 3) the ideology of translation used. The translation is not easy because it involves the contents of the message to be conveyed from one language to another. There are quite a number of experts who define translation, for example, (Catford 1965) states that "translation is the replacement of textual material in one language by equivalent textual material in another language". Newmark mentions that translation is "it is rendering the meaning of a text into another language in the way that the author intended the text" (Newmark 1988).

In translation, it was known that the source language (SL) and target language (TL). According to Nababan, the process (translation) is a series of activities carried out deliberately. (Ma'mur 2004) The translation process can also be interpreted as a series of activities carried out by a translator when he shifted the mandate from the source language to the target language. Of course, the transfer of this mandate must also be based on a variety of abilities that must be possessed by an interpreter, for example, language, technical mastery, theory, the use of supporting facilities, and others. Because if a translator in the translation process does not pay attention to the conditions that a translator must own, then the translation

results (text translation) will mislead the reader or user. Nababan also stated that it is not excessive if there is an opinion which states that an improper translation will mislead and at the same time poison the reader. This translation process consists of 3 stages, namely the analysis of the Source Language Text (SL), 2) Diverting messages, and 3) Restructuring.

Vocabulary is an essential part in learning languages because when a child has a rich vocabulary, he will later be easy to learn other abilities in English, for example, the ability to listen, speak, write, also read. In the development of children, we know of the existence of golden ages, where the child's brain can absorb many things (Hidayati 2019). This is where parents and teachers to provide stimulation so that the development of language skills can develop properly. We know that children tend to imitate what they hear or see around them. If we are used to doing storytelling, the vocabulary used by both parents and teachers will be absorbed by children (Hidayati 2020b). If we associate with learning foreign languages, for example English, vocabulary is a very important component to be introduced to children, because by mastering vocabulary, it will support the abilities of children in other areas of ability, for example, speaking, writing or reading (Hidayati 2020a). There were some researches which had been carried out previously, for example (Setiawan and Mitra Zuana 2018) examining the vocabulary teaching, entitled Teaching Vocabulary Modified Snakes and Ladders Game. Besides, there was also research related to the reading comprehension entitled The Correlation Between Reading Habit and Students' Reading Comprehension Achievements (Sulaiman and Harpiansi 2018).

Specifically related to the translation of cultural terms, there was research by (Sudana, Suyasa, and N.P.E. Marsakawati 2014). There was also research by (Widiarti 2011) which analyzed the translation of metaphor on the Japanese language. Then, (Ahmad Fadly 2016) also conducted research on translation specifically on the ideology of translation.

Methodology

This research was a qualitative descriptive study. The data source used was seven bilingual storybooks chosen randomly. The stages used by researchers in carrying out this research are 1) reading bilingual storybooks; 2) transcribing bilingual storybooks into tables; 3) grouping parts of the story into the technique of translation technique proposed by Molina & Albir classifying them of translation methods proposed by (Newmark 1988) determining the ideology used in the translation and analyzing the quality of translators based on the

techniques and methods used in translating bilingual story books by identifying the errors found in the translation; 6) drawing conclusions (Molina and Albir 2002).

Findings and Discussion

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Translation Techniques

There are several experts who mention translation techniques. Newmark which states that the translation technique is a translation procedure used for smaller sentences and linguistic units (Newmark 1988). Whereas the translation method is often associated with more extensive texts. In his book *A Textbook of Translation*, he mentioned several translation techniques, for example, literal translation, transference, naturalisation, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, shifts or transpositions, modulation, recognised translation, label translation, compensation, componential analysis, reduction and expansion, paraphrase, couplets, notes, additions, glosses. In addition, there are also theories from Molina & Albir that mention several translation techniques. Some of the experts' translation techniques presented by the experts above are the same, although they use different terms (Molina and Albir 2002).

Adaptation	Adaptation is a technique of replacing cultural elements in SL with the same thing in TL. Newmark mentions the term cultural equivalent. Whereas Baker calls it cultural substitution. An example of this translation technique is baseball which is translated into futbol in Spanish (Newmark 1988).
Amplification	Amplification is a technique for introducing detailed information or making explicit information not listed in SL. Amplification includes exploitation (Vinay & Dalbernet), addition (Delisle), legitimate and illegitimate paraphrase (Margot), explosive paraphrase (Newmark), Periphrasis and paraphrase (Delisle), and including footnotes, gloss, addition (Newmark 1988).
Borrowing	Borrowing is a technique of taking a word or expressing another language (Molina and Albir 2002). There are two types of lending; they are pure borrowing and naturalization. Pure borrowing is also known as transference (Newmark) and Loan word (Baker 1992). While naturalization is also known as phonological translation (Hoed). Examples of pure borrowing include the word catwalk (SL) which is still translated as catwalk (TL). Whereas naturalized borrowing for example if autobiography (SL) translates to otobiografi (TL)
Calque	Calque is a translation technique by transferring words or phrases from SL literally to TL both lexically and structurally (Molina and Albir 2002). For example, the word world cup which translates to Piala Dunia.

Compensation	Compensation is a technique of introducing information elements or other stylistic effects in other places on TL because it is not placed in the same position as in SL (Molina and Albir 2002) .
Description	A description is the technique of replacing a term or expression with a description of its form or function (Molina and Albir 2002). The techniques included in the description are descriptive equivalent and functional equivalent (Newmark 1988).
Discursive creation	Discursive creation is a technique for using a temporary equivalent that is out of context or not predicted, usually used for the translation of titles.
Established equivalent	An established equivalent is a technique of using terms or expressions known or recognized in a dictionary or target language as an equivalent of the SL (Molina and Albir 2002). This technique is also known as recognized translation/accepted standard translation (Newmark 1988).
Generalization	Generalization is a technique of using more general or neutral terms in the target language (Molina and Albir 2002). Newmark uses the terms neutralization and translation by neutral/less expressive and translation by general word (superordinate) expressed by Baker,1992 (Newmark 1988).The opposite of generalization is the technique of particularization.
Linguistic amplification	Linguistic amplification is a technique for adding linguistic elements so that the translation is longer.
Linguistic compression	Linguistic compression is a technique that synthesizes existing linguistic elements to be simpler because they can be understood.
Literal translation	A literal translation is the technique of translating a word or expression by word for word.
Modulation	Modulation is a technique to replace the point of view, focus or cognitive categories of SL, can be in the form of structural or lexical.
Particularization	Particularization is the technique of using more specific terms and concrete rather than the general form.
Reduction	The reduction is a technique to imply information because its meaning components are already included in the target language. This technique is the same as the reduction and elimination of redundancy proposed by (Newmark 1988) or word removal (omission) proposed by (Baker 1992).
Substitution	Substitution is the technique of replacing linguistic elements with paralinguistic (intonation, gesture) and vice versa. It is usually used in interpretation.
Transposition	Transposition is a replacement technique for grammar categories, for example from verbs to adverbs and so on.
Variation	Variation is a technique for replacing linguistic elements or linguistics (intonation, gesture) that affects aspects of linguistic diversity, for example, the replacement of social dialect styles, geographical dialects.

Table 1: Translation techniques

Translation Methods

Newmark states that the main problem in translating is to choose whether to translate literally or freely (Newmark 1988) In his book, Newmark divides the two groups of translation methods, they are the translation method which emphasizes on Source Language (SL) and which emphasizes on TL (Target Language) as follows:

SL Emphasis	TL Emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

SL Emphasis	TL Emphasis
<p>Word-for-word translation</p> <p>This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words are translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.</p>	<p>Adaptation</p> <p>This is the 'freest' form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practise of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued1 period plays.</p>
<p>Literal translation</p> <p>The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.</p>	<p>Free translation</p> <p>Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation*', often prolix and pretentious, and not translation at all.</p>
<p>Faithful translation</p> <p>A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from</p>	<p>Idiomatic translation</p> <p>Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original- (Authorities as diverse as</p>

SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.	Seteskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation).
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Semantic translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - une nonne repassant un corporal may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Translation Ideology

Hoed states that the ideology of translation is defined as principles or beliefs about right or wrong (Murniati 2011). In relation to this, ideology is grouped into two; they are domestication and foreignization. In regard to the ideology of translation, Newmark mentions "the choice between communicative and semantic is partly determined by orientation towards the social or the individual, that is, towards mass readership or the individual voice of the text producer. The choice is implicitly presented as ideological" (Hatim and Mason 1997).

Domestication

Nida and Taber state that good translation emphasizes the needs of the reader. This means that the ideology of domestication is used here (Nida and Taber 1982). They mentioned that "The priority of the audience over the forms of the language means essentially that one must attach greater importance to the forms understood and accepted by the audience for which a translation is designed than to the forms which may have a longer linguistic tradition or have greater literary prestige. "If this is related to the translation method used by Newmark illustrated in V diagram (1988), then the tendency used is TL emphasis, where the method of adaptation, free translation, idiomatic translation, and communicative translation (Nisaa 2011).

The advantage of domesticated ideology is that the reader can understand the translated text easily because it is adapted to the reader's language; the translated text feels natural and communicative and allows for

cultural assimilation. While the drawback is that aspects of culture in the source language often fade, readers of target language texts cannot provide interpretations of the text. This is because the interpretation has been done by the translator. Then, the target language text reader does not get cultural knowledge from the source language.

Foreignisation

Foreignisation is a translation ideology that emphasizes the source language. Hoed mentions that this ideology rests on the opinion that 'correct', 'acceptable', and 'good' translations are in accordance with the tastes and expectations of the target reader who wants the presence of source language culture or considers the presence of source language to benefit the community (Murniati 2011). Isabel Pascua considers translation to have an important role in cross-cultural education, as he mentioned (Pascua 2003).

Table 2: Translation methods

“As my main task as a translator is to let my readers know more about the foreign and the “other,” I would naturally opt for “foreignization”: keeping the exotic and the unknown in the translated text. Keeping intercultural education in mind when translating for children it is important to maintain the “cultural references” of the original text, and pay attention to the issues of acceptability and readability. The translated text should not maintain the “linguistic discourse” of the original language as we have to pay attention to the future readers, the children. They will not like a text with strange-sounding sentences and complex grammatical structures. Different treatment should be given to those cultural markers which introduce Spanish readers to new worlds. Readers will understand that it is a foreign text and should “feel” that they are reading a translation if not only for the exotic names, places, food, clothes, customs, etc (see Pascua 2000 and 2001). Unlike the norm in Spain a few decades ago, which required translated texts to “sound” very Spanish, this way of translating emphasizes the different – something essential in translating multicultural literature.”

From the above description, conclusions can be drawn related to the advantages and disadvantages of foreignization. The advantages include the target language text readers can understand the culture of the source language, the translated text can present the cultural nuances of the source language, as well as allow for intercultural learning. While the drawback is that the target text reader may feel unfamiliar with several terms. The text of the target language sometimes feels complex and unnatural in the use of the language. As well as negative aspects of the source culture can easily enter and influence the reader.

Based on data from 7 selected bilingual books, it was found that the dominance of the Technique used in translation was literal translation. Literal translation is the technique of

translating a word or phrase verbatim (Molina and Albir 2002). From this technique, the method used in the translation of the bilingual book tends to emphasize the source language (SL emphasis). We already know that Newmark divides the translation method into two large groups, namely SL emphasis and TL emphasis. SL emphasis includes word-for-word translation, literal translation, faithful translation and semantic translation. Whereas TL emphasis includes adaptation, free translation, idiomatic translation, and communicative translation. Based on the data that has been collected, the bilingual books use word-for-word translation and literal translation as the method used.

Word-for-word translation

This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process (Newmark 1988).

Example 1	Source Language
	Di sebuah danau, hiduplah keluarga katak.
Example 2	Source language
	Ia biasa dipanggil Pak Big.
Example 3	Source language
	"Hmmm makhluk apakah itu? Besar sekali?" Serunya.
	Target language
	In a lake, there lived a family of frogs.
	Target language
	He always called Mr. Big.
	Target language
	"Hmmm creature is it? Great all?" Exclaim.

Table 3: Word-for-word translation

Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved (Newmark 1988).

Example 1	Source language
	Setelah sampai di danau, ia segera menemui teman-temannya termasuk Pak Big.

Example 2	Target language After arriving at the lake, he soon met his friends including Mr. Big.
	Source language Pak Big yang penasaran dengan apa yang diceritakan oleh katak kecil, langsung menyahut "Benarkah? Sebesar apakah dia?"
Example 3	Target language Mr. Big is curious as it is reported by a small frog, immediately replied "Really? How big is he?"
	Source language Dobi tetap asyik mengunyah rumput, beberapa saat kemudian dia baru saja sadar bahwa ibunya dan gerombolan kambing lainnya sudah tidak ada lagi. Target language Dobi still fun chewing the grass, a few moments later he realized that his mother and hordes of other goat is no more.

Table 4: *Literal translation*

From the techniques and methods that were dominantly used in the translation of the 7 bilingual books, it was seen that the translator tended to have an ideology of foreignization. This can be seen from the tendency to use methods that emphasize the source language. Translation methods that emphasize the source language or target language have positive and negative sides respectively. The advantages of foreignisation include the target language text readers can understand the culture of the source language, the translated text can present the cultural nuances of the source language, as well as allow for intercultural learning. While the drawback is that the target text reader may feel unfamiliar with several terms. The text of the target language sometimes feels complex and unnatural in the use of the language. As well as negative aspects of the source culture can easily enter and influence the reader.

Bilingual books in this context are of course aimed at readers of Indonesian society, both parents, teachers and Indonesian children who want to learn English. In terms of sentence structure, the translation of word-for-word translation and literal translation can be easier because the structure is made similar to Indonesian. However, it should be noted that in this case the book is used as a medium to learn something, in this case English, both to learn the arrangement of languages, vocabulary and so on. Later, the authors found that the

translation technique used was too complex or long, even though the target audience was teachers, parents and children. The use of simpler language would be more helpful.

From observations made by the author, the process of translating using methods that emphasize the source language in the context of the story book, is considered inappropriate. The translation should be done more simply and in a shorter way. So that will make it easier for readers. The author also found a number of "deficiencies" or errors in the results of the translation done, for example, not exactly choosing diction, sentences that are not in accordance with the rules of the English language, improper tense, use of inconsistent nouns and so forth, as summarized in the following picture:

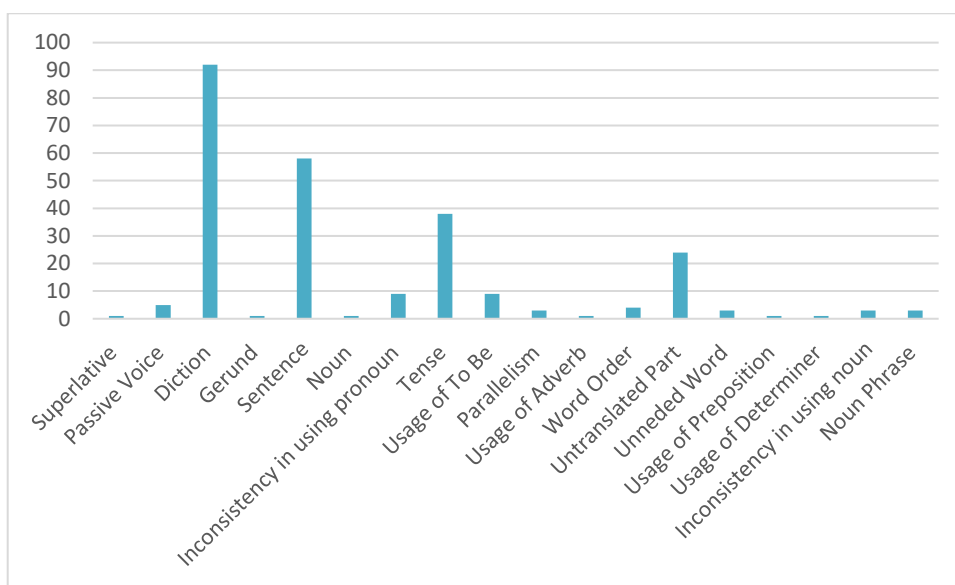


Figure 1: Errors Found in Bilingual Book Translation

Source Language	Target Language	Explanation
Di antara katak-katak itu terdapat katak yang paling besar tubuhnya diantara katak yang lain.	Among the frogs are most large frog frog body among others.	The sentences were taken from bilingual book entitled Katak-Katak yang Mengagumi Kerbau. There was part of sentence translated into most large frog, in which it was not appropriate in English grammar. In the discussion of degree of comparison, if there was an adjective consisted of one syllable, the it did not need the addition of most, but it must be added by -est at the end of it.

Table 5: Sample of Superlative

Source Language	Target Language	Explanation
la biasa dipanggil Pak Big.	He always called Mr. Big.	The sentences were taken from bilingual book entitled Katak-Katak yang Mengagumi Kerbau. The passive voice has a formula for having be and V3. As it can be seen in the table, be cannot be found in the sentence structure.

Table 6: Passive Voice

Source Language	Target Language	Explanation
Berry yang sejak tadi lapar segera mendekati ikan salmon itu dan meloncar menceburkan diri.	Berry who had been hungry soon approaching salmon that he jumped dedicated themselves.	The three sentences consisted of some unsuited diction or choice of word. For example, Ibu Berra was translated to Berra Mother. The similar this also happened to the word dedicated and in unison.
Dengan sigap ibu Berra meloncat dan menerkam kepala anjing laut itu.	Berra mother deftly leaping and pouncing on the seal head.	
"Iya!" Jawab	"Yes!" they answered in unison.	

Table 7: Sample of Diction

Source Language	Target Language	Explanation
Pak Big langsung menghirup udara sebanyak mungkin dan mengembungkan tubuhnya.	Big pack directly inhale as much air as possible and inflating its body.	The case of parallelism was found in the result of translation on bilingual book entitled Katak-Katak yang Mengagumi Kerbau, in which the word inflating was not parallel with inhale.
Tapi melihat Ted yang masih ragu ragu Berry langsung ikut memburu si anjing laut, Berry berhasil menggigit bokongnya dan Ted menggigit kepalanya.	But looking at the Ted Berry still undecided langsung join the hunt seals, Berry managed to bite her ass and Ted biting his head.	The similar case was also being found in the word to bite and biting in the bilingual book entitled Anak Beruang Belajar Mandiri

Table 8: Sample of Parallelism

Source Language	Target Language	Explanation
Kini Dobi sudah kembali berkumpul dengan ibu dan rombongannya.	Dobbies has now been re-assembled with the mother and his entourage	In this story, Dobi is a subject and singular. Unfortunately, in the previous sentence, it became plural by using the word Dobbies. In other parts of the text, the word Dobi remained the same in the translation result, as it can be found in the following sentence: "Oh good lord wolf, I'm just a poor little lamb, if you want to eat me please, but please sing me a song with your flute, because I wanted to dance before you eat." Said Dobi shaking.
Karena hamper setiap hari kucing dan anjing itu bertengkar, membuat binatang-binatang lain akhirnya tak peduli lagi dengan apa yang kucing dan anjing itu pertengkarkan.	Because almost every day cats and dogs that fight, make other animals finally do not care anymore what cats and dogs that were arguing.	In the bilingual book entitled <i>Pertengkaran Anjing & Kucing</i> , it was found that there were inconsistencies in translating the word kucing and anjing. The word kucing and anjing was singular character, but in this part, those words were translated into plural words by adding the end "-s". In other parts of the text, the character of dog and cat had been translated into singular word, as mentioned in the example of One is a dog and a cat.

Table 9: Sample of Inconsistency in Using Pronoun

Source Language	Target Language	Explanation
Tapi pagi itu Riri sangat terkejut, karena ketika ia bertemu Titi ia melihat mata Titi merah dan berair.	But that morning Riri very surprised, because when he met with Titi Titi he saw red and watery eyes.	This text was taken from the bilingual book entitled <i>Pesan Burung Kenari</i> . The use of the word with in the translated text of bertemu to become met with was not suitable. The word should not be used if it referred to English grammar.

Table 10: Sample of the Usage of Preposition

Untranslated part

From the 7 bilingual books becoming the data source, the author found some words which were not translated. So, the word in Indonesia which was the Source Language (SL) remained the same in the Target Language (TL).

Source Language	Target Language	Explanation
Setelah menasehati Bu Dara, Riri terbang melewati tempat Pak Owl, tapi ia terkejut ketika melihat tubuh Pak Owl oleng "Oh sepertinya Pak Owl kurang istirahat..."	After advising Mrs. Dara, Riri Owl flew past the pack, but when he saw the body pack terkejut shaky owl "Oh Sir Owl seems less break..."	The sentences were taken from bilingual book entitled Pesan Burung Kenari. The parts of sentence which were not translated were seen in word terkejut, in which it could be translated into surprised or shocked.
Masing masing menghujat satu sama lain, takt ahu mana yang benar.	Each menghujat each other, do not know what is right and what is wrong.	The untranslated part was also found in bilingual book entitled Pertengkaran Anjing dan Kucing. The untranslated word was menghujat (SL) which was still found in Target Language (TL), and it remained the same.
"Nggak pernah ada kapoknya, selalu saja sombong. Dasar kalian itu anjing!" hardik seekor kucing betina dengan wajah menunjukkan kekesalan.	"It's never been a kapoknya, always arrogant. Your basis that dog!" Cried a female cat with a face showing annoyance.	Then, it was also found in the bilingual book entitled Pertengkaran Anjing dan Kucing. The word was kapoknya which remained the same in the Target Language (TL).
Namun ucapan Bonbon tak ada yang menggubris.	But saying nothing menggubris Boncon.	The author also found the word menggubris which was not translated in the bilingual book entitled Pertengkaran Anjing dan Kucing.

Table 11: Sample of Untranslated Parts

Usage of Adverb

There are many kinds of adverbs in English, for example adverb of manner, adverb of time, adverb of frequency, adverb of degree, and adverb of place. In this case, the author found the use of adverb of time which was not suitable in the sentence.

Source Language	Target Language	Explanation
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Pagi itu Dobi dan ibunya sedang asyik makan rumput, karena sudah sore maka ibu Dobi mengajak pulang, namun tidak dihiraukan oleh Dobi, dia tetap asyik makan rumput.	Dobi morning and her mother was busy eating grass, because it was late afternoon Dobi mother took home, but was ignored by Dobi, he remained engrossed in eating grass.	The author found some errors in using the adverb of time in the bilingual book entitled Doby dan Serigala. Adverb of time is usually used at the beginning or at the end of the sentence. Then, the sentence pagi itu Dobi was translated into Dobi morning which was considered inappropriate.
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Table 12: Sample of Usage of Adverb

Source Language	Target Language	Explanation
Dobi tetap asyik mengunyah rumput, beberapa saat kemudian dia baru saja sadar bahwa ibunya dan gerombolan kambing lainnya sudah tidak ada lagi.	Dobi still fun chewing the grass, a few moments later he realized that his mother and hordes of other goat is no more.	The sentence was found in the bilingual book entitled Doby dan Serigala. In that part, there are two points related to the use of be. The first part was "Dobi still fun chewing". In this part, there should be the word was after the subject. Then, the second part was that the word is should be replaced by were due to the plural subject, it was his mother and hordes of other goat.

Table 13: Sample of Usage of To Be

Source Language	Target Language	Explanation
Berry mengira itu ibunya, sambil berlari ia mengejanya dan tanpa sadar ia menabrak sesuatu.	Berry thought it was her mother, she ran after him and he unconsciously he hit something.	The sentence was taken from the bilingual book entitle Anak Beruang Belajar Mandiri. In the sentence, it was found that there was inconsistency in translating the word "ia", where it was sometimes translated into the pronoun for man, and sometimes for a woman. It can be seen from the word her, him and he in the translation.

Table 14: Sample of Inconsistency in Using Pronoun

Source Language	Target Language	Explanation
Tiba tiba si Kasuari punya ide, "Bagaimana kalua kau coba saja terbang?"	Suddenly the Cassowary got an idea, "How do not you try it fly?"	The two sentences were taken from the bilingual book entitled Kasuari dan Burung Unta. The part of the sentence in the Target Language How do

<p>"Aku heran, kita berdua juga sama sama burung tapi kenapa kita tidak bisa terbang seperti si Sriti? Bukankah sayap kita jauh lebih besar?"</p>	<p>"I'm surprised, we were both equally birds but why we cannot fly like Sriti? Are not we much bigger wings?"</p>	<p>not you try it fly? and Are not we much bigger wings? Showed the inappropriate order.</p>
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Table 15: Sample of Sentences

Conclusion

The writer or translator does have the freedom to choose techniques, methods, and ideologies in the translation process he does. However, the authors argue that for translating storybooks with a market share for teachers, parents, and children themselves, it is better to use more communicative translations. This will make it easier for readers. This research shows a small portion of bilingual books for children. The author found that the translation using the literal translation technique or word-for-word translation inappropriate. This is proven by the large number of errors found in translation, which include errors in using superlative, passive voice, dictionaries, gerunds, sentences, nouns, inconsistencies in using pronoun, tense, usage of be, parallelism, adverb, word order, untranslated word, determiner, preposition, unneeded word, noun phrase. The use of foreignization ideology used also needs to be reconsidered. Foreignization does have advantages, for example, the target language text reader can understand the culture of the source language, the translated text can present the cultural nuances of the source language, and allow for intercultural learning. In comparison, the drawback is that the target text reader may feel unfamiliar with several terms. The text of the target language sometimes feels complex and unnatural in the use of the language. As well as negative aspects of the source culture can easily enter and influence the reader.

Implications of Findings

This study offered recommendations for bilingual books' authors use a communicative translation so that it can be easily read and understood. The concluded that literal or word-for-word translation in translating stories for children is not suitable, since the sentences in the translated version tended to be complicated which is not suitable for teachers, parents, and children especially.

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