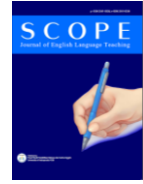




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Research article

Translation Techniques of Indonesian Children's Picture Book: Abbas Ibnu Firas

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KEYWORDS

children's picture book;
 translation technique;
 content analysis

ABSTRACT

Translating a children's picture book is a challenging process. The focus of translating children's picture books is not only to transfer the meaning into the target language but also to guide the children to quickly understand the meaning of the sentences. Therefore, the translator must apply the appropriate sentence translation technique. This study aimed to explore the translation techniques used in the process of translating a children's picture book entitled "Abbas Ibnu Firas" and other purposes to find out the translation techniques that are most widely used in translating this book. This research was a qualitative descriptive study with a content analysis design. The findings of this study showed that the translator used the seven translation techniques of Vinay and Darbelnet (1995): Transposition (42,03%), Calque with the lexical type (30,43%), Literal Translation (11,59%), Equivalence (4,35%), Calque with the structural type (5,80%), Adaptation (4,35%) and Modulation (1,45%). The most dominant type of translation procedure from Indonesian to English in the "Abbas Ibnu Firas" book was the transposition technique. The study suggests further studies to improve translation from other Muslim figures in order to enrich children's literature on Muslim figures in the field of education.

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INTRODUCTION

Children's literature has emerged as one of the most demanding domains in translation due to its distinctive characteristics. Unlike adult literature, children's literature sets itself apart in numerous aspects. While adult literature tends to incorporate elaborate sentence structures and explanations to convey meaning, children's literature, on the other hand, relies on concise, straightforward sentences that foster imagination. Moreover, it often includes illustrations to enhance comprehension and engagement. Hence, children's literature necessitates a different

approach to translation than its adult counterpart (Fitria, 2020). Many researchers have discussed translation techniques in certain issues (Saputra et al., (2022); Sakulpimolrat, (2019); Nguyen et al., (2022); Sipayung et al., (2021); Nugroho et al., (2021)). However, there is still a scarcity of specific studies that focus on the translation techniques of children's books, despite the significance of this research for language learning, particularly teaching English to young learners. Numerous studies have highlighted the benefits of reading children's books in enhancing children's English language proficiency (Noble et al., (2019); Dowdall et al., (2020); Satriani, (2019)). Therefore, it is crucial to provide further elaboration on the

importance of research on translation techniques in children's books.

Children's literature has many types, one of them is picture books. Picture books are books that contain both illustrations and text. Damayanti et al., (2020) argues that a picture book is generally for children, where the illustrations are even more important than the texts in delivering the story. In the picture books, there is an illustration on each page with short text to convey a message of the book. In teaching language to children, Bilingual picture books have become one of the media used to develop children's literacy in both Indonesian and English. Reading a bilingual picture book leads to increased children's reading interest (Mastika et al., 2023) and children's receptive knowledge of English words (Choi et al., (2020); Zheng et al., (2022); Hui et al., (2020)). In terms of translation, every children's book text requires techniques and strategies that influence the translation product. Pratama (2019) stated that text in children's books is typically shorter and uses basic language. To produce a good translation product, translators should understand the language development of children and use a variety of techniques. Vinay & Darbelnet (1995) identified two types of translation techniques. There are both direct and oblique translations. It consists of seven translation techniques. Direct translation includes Borrowing, Calque, and Literal translation. Oblique translation includes Transposition, Equivalent, Modulation, and Adaptation.

The first technique is called borrowing. Borrowing translation is the most basic translation technique. This occurs when a word is directly borrowed from its source language and applied to the target language without any change. For instance, the English term "video" is translated as "video" in Bahasa Indonesia. The second technique is calque. The process of translating a word from the source language (SL) to the target language (TL) is referred to as calque. The translators must translate word-for-word from one language into another. For example, the English word "Pen name" is translated to "nama pena" in Bahasa Indonesia. The next technique is a literal translation. Literal translation is the direct transfer of a source text into a target language that is idiomatically and structurally appropriate. For example, "My house on the right side" is translated as "Rumahku berada di sisi kanan." Both sentences have the same structure and the same meaning. Another technique is transposition. The process of changing from one word class to another without affecting the message is known as transposition. For instance, switching "noun" to "verb" or "adverb" to "verb." The fifth technique is modulation. Modulation is the process of changing the form of the message by shifting one's perspective. When a literal or transposed translation reads unidiomatic or ambiguous in

the target language, this type of modification may be required. The sixth translation technique that can be used is equivalence. This term refers to cases in which various languages use different stylistic or structural techniques to describe the same situation. For example, the English animal sound (chicken) "Cock-a-doodle-do" is translated into Bahasa Indonesia as "Kukuruyuk" because Indonesian people are more familiar with the word "Kukuruyuk" than "Cock-a-doodle-do". The last technique is adaptation. Adaptation technique can be used when the type of situation defined by the source language message is not familiar with the target language culture. For example, the Chinese word "Kung fu" translated as "Silat" in Bahasa Indonesia to meet Indonesian people's understanding that "Kung fu" does not exist in Indonesian culture.

Prior studies have conducted research regarding the translation techniques used in children's picture books. (Damayanti et al., 2020) have researched the children's picture book in order to describe the techniques utilized in translating *The Sacred Crocodile* (Indonesian children's picture book). They discovered that in translating sentences, translators used five translation techniques provided by Vinay & Darbelnet (1995): literal translation, modulation, transposition, equivalence, and adaptation. Another researcher's subsequent study looked into the translation methods used in Balinese children's literature. The study's findings indicate that the majority of Balinese children's textbooks are translated literally and informally. In order to encourage and retain children's interest in reading, children's storybooks place a strong emphasis on the presentation of non-verbal ways of communication. In order to avoid using complex terms, the psychological characteristics of children's narrative texts are taken into account when creating and translating them (Pratama, 2019). Further, a study revealed that the most bilingual books' authors mostly applied literal translation as the technique in seven bilingual storybooks selected randomly. Then, for the methods, she also found that the most frequent was a word-for-word and literal translation. It signified that the author's ideology was foreignization since the author of bilingual books preferred to retain the concept of the source language (Yulianita & Yulianti, 2021). Moreover, word-for-word translation, literal translation, and free translation were revealed to be the most common techniques for translation used in the *Lila, the Clumsy Witch* story book (Maisa, 2018).

Drawing from prior studies, although there have been several studies examining translation techniques on children's story books, research related to books that discuss Muslim figures is still very limited. Due to the limitation, this research was conducted to fill this gap. Therefore, in the context of this research using a book

entitled Abbas Ibn Firnas, a Muslim figure, it will add the richness of children's book research with the theme of stories of Muslim figures. In this regard, this study raised the research question:

1. What are the translation techniques that are used in the translation process in children's picture book entitled *Abbas Ibn Firnas*?
2. What is the most dominant translation technique used in children's picture book entitled *Abbas Ibn Firnas*?

METHOD

Design

This research a qualitative descriptive research based on content analysis using the Krippendorff (2018) theory which focuses on translation products. The goal of this study was to discover and discuss the translation techniques applied when translating children's picture book of a book about a Muslim character named Abbas Ibnu Firnas. The purpose of qualitative research is to comprehend the significance of a person or a group's conduct as it relates to social or humanities issues (Creswell & Creswell, 2017). In contrast, qualitative research, according to Waters (2014), is research that places a high priority on an in-depth knowledge and interpretation of meaning, reality, and associated facts. The process of gathering data involves reading and taking notes. According to Yin (2009), the method of document recording (content analysis) is a way to find various items in accordance with the requirements and goals of his research. Based on the research's goals, this strategy tries to compile a list of all the techniques for translating books in order to assess how they affect the translation's quality.

To identify different forms of translation from the sample in a methodical and objective manner, a content analysis of book translation procedures was conducted in accordance with the goals of this study. The majority of reading texts is qualitative, according to Krippendorff, (2018), who believes that study on texts is qualitative although some characteristics of the text are subsequently quantified. The aforementioned viewpoint is consistent with Soleymanpour's assertion that the content analysis approach is a qualitative approach: "The study examined textbooks and written materials that provided information on the targeted events, using case analysis and qualitative research methods during the literature review process"(Soleymanpour & Kiadaliri, 2014). Krippendorff expresses a different view, "Content analysis is a research technique used to draw replicable and valid inferences from texts (or other meaningful material) about the contexts of their use (Krippendorff, 2018).

This is a text-based content analysis design that aids researchers in addressing the research questions. The text classified as a research object will be analyzed. The content analysis data was used to answer the research questions.

Subject

The subject of this study was a book entitled Abbas Ibnu Firnas (2022), a Muslim figure who also contributed to the richness of research on children's books with the theme of Muslim figures by Asri Wulantini with a sample of all 32 pages of the book which were published by Ziyad books and translated by DR, DS, and NL as a fulfillment of translation course assignments. The translators are students at a private university in Yogyakarta. The data contained in the book has been translated from Indonesian into English. The content analyzed in this Indonesian History textbook is the source data that the researcher intends to use to examine the translation techniques used by the translators of the book.

Data Collection Technique

Content analysis, which is a change in the form of document analysis, has been used to collect data from this study. This study carried out content analysis based on Krippendorff (2018) theory as part of its implementation. According to Krippendorff (2018), there are three steps for collecting the data using content analysis. First, the researchers read a book that has been translated into English with the title Abbas Ibnu Firnas, a Muslim figure, which contributed of the study of children's books created by Asri Wulantini and translated by Diah Rosawati, Dian Savitri, and Nita Listiyaningtyas, and comprehend the context of the situation in the book. Second, collect and categorize every translated word found in a book that has been translated into English. Third, provide data code and analyze the translation techniques used to translate the book.

Data Analysis Technique

Data analysis was carried out in three phases (Krippendorff, 2018); First, classifying techniques for translating words, sentences, clauses and sentences of book texts. Second, after the translation techniques have been classified. Second, to examine the application of these translation techniques in order to identify the translation techniques used. Third, the following analyzes aim to explain the translation ideas accepted by the translators. This can only be done if the trend of the translation method is predetermined. The main objective data of this study are linguistic units in the form of words, sentences, clauses and sentences. The source of the language unit of this translation is taken from the data in the form of a book titled Abbas Ibnu Firnas 32 pages thick. The document used as the main data source is the translated book.

Secondary data sources include a number of dictionaries, translation theory books and Islamic study books.

RESULTS AND DISCUSSION

General translation procedures are divided into two categories by Vinay & Darbelnet, (1995). The translator may use a parallel category or a parallel notion to express the meaning of the source text when they see a gap in the target language (TL) (Waliński, 2016). Borrowing, calque, and literal translation are all included in the straight translation. These three methods follow the grammatical structure and convert the ST to TT word by word. The oblique translation approach also gives translators exact control over the dependability of their work, as Waliński (2016) highlighted. When it cannot be translated exactly or word-for-word, the oblique translation approach is utilized due to the challenging structure and comprehension. The translation strategies of transposition, modulation, equivalence, and adaptation are all included in oblique translation. The translation techniques used in translating a children's picture book entitled *Abbas Ibn Firnas* are Transposition, Calque with lexical and structural type, Literal Translation, Equivalence, Adaptation, and modulation. Researchers described the methods employed in order of frequency of usage. Researchers presented their findings in tables and charts before describing them.

Table 1. Table of Data Frequency

No	The Techniques of Translation	The Number of Sentences	Frequency
1	Transposition (T)	29	42.03%
2	Calque (C) With lexical type	21	30.43%
3	Literal Translation (LT)	8	11.59%
4	Calque (C) With structural type	4	5.80%
5	Equivalence (E)	3	4.35%
6	Adaptation (A)	3	4.35%
7	Modulation (M)	1	1.45%
Total		69	100.00%

Transposition

The transposition strategy, as described by Vinay and Darbelnet (1995) in their book, includes switching out

one word class for another without changing the meaning of the message. Contrarily, a transposition is a grammatical change (from singular to plural; adjective position; altering the word class or part of speech) from the source language to the target language (Fitria, 2020).

The examples of the transposition found in the children's book "Abbas Ibnu Firnas" is:

SL: "...*Abbas ibnu Firnas layak dijuluki Sang Inspirator Penerbangan.* (Book page 28)"

TL: "Abbas ibn Firnas deserves the nickname of The Inspiration of aviation."

Sentences without any signs are translated using the transposition approach, which entails switching out one class of words from the source language (SL) to the target language (TL) without changing the meaning of the content.

Calque

Calque is a type of borrowing where one language takes a term from another and then literally translates each of its components (Vinay & Darbelnet, 1995). In the children's book "Abbas Ibnu Firnas," the following statement appears:

SL: "*Penggagas Teori Penerbangan.*"

TL: "The Initiator of Aviation Theory."

Lexical type calque is the translation method used to translate "Penggagas Teori Penerbangan" into "The Initiator of Aviation Theory" and "Perintis Konsep Pesawat Terbang" into "The Pioneer of Airplane Concept." As a result of altering the target language's structure to translate the source language into the target language.

Literal Translation

According to Vinay & Darbelnet (1995) in their book, literal translation is a word-for-word translation. It involves the straightforward conversion of an SL text into a TL text that is grammatically and idiomatically appropriate, with the translator's only job being to adhere to the TL's linguistic servitudes (p.33). This is the substitution of TL syntactic structures, which are isomorphic and equivalent in terms of content, for SL syntactic structures on the clause or sentence scale, according to (Saridaki, 2021). Additionally, oblique translation strategies must be used by translators whenever literal translation changes the meaning of the source material (Saridaki, 2021). It happens when a sentence or phrase has a different meaning, has no meaning, cannot be structured, lacks a phrase similar in the TL's metallic linguistics knowledge, or has a matching expression but is not in the same register (Vinay &

Darbelnet, 1995). The following phrase appears in the children's book "Abbas Ibnu Firnas":

SL: "...Lalu melakukan penelitian terkait penerbangan. (Book page 6)"

TL: "Then, he conducted research related to aviation."

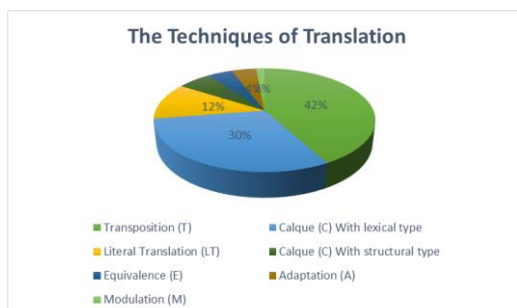


Figure 1. Chart of data percentages

Without any TL modifications, the sentence is translated. Each SL adheres to the grammatical rules of the TL and is translated literally. S-P-O-K is the sentence structure in Indonesian language, where S denotes the subject, P the predicate, O the object, and K the complement or adverb. The sentence structure of Subject-Verb-Noun is followed in the TL statement above. Literal Translation is the translation method employed since it translates the text verbatim.

Equivalence

The equivalency technique entails substituting a communicatively equivalent TL circumstance for an SL scenario (Saridaki, 2021). Most equivalences are established and used while translating idioms, proverbs, nominal or adjective phrases, and several other expressions. A well-known instance of equivalence is the translation of exclamations and expletives (Waliński, 2016). In English, they say ouch, however in Bahasa Indonesia, we say "aduh" and "au" to indicate discomfort. The sentence that follows is taken from the book "Abbas Ibnu Firnas":

SL: "Sastrawan adalah sebutan bagi penulis sastra, pujangga, dan ahli sastra." (Book page 5)

TL: "Man of letters is a term for literary writers, poets, and literary experts"

Since the meanings of the source and target languages are the same but their grammatical structures differ, the translation technique makes use of the Equivalence technique.

Adaptation

This technique is usually used for cases where the type of situation exists in the source language, but is not acceptable in the target language culture. In this situation,

the translator must create a new situation or a new way so that the results of the two languages are equal or the same. Or the translator can replace the cultural elements that exist in the source language with cultural elements that are similar and exist in the target language.

SL: "Pada tahun 852 M, untuk pertama kalinya, Abbas Ibnu Firnas melakukan uji coba terbang" (Book page 8)

TL: "In 852 AD, Abbas ibn Firnas conducted a flight test for the first time"

The results of the translation are very different, because as seen from British culture it is unusual to use M (masehi) as a sign to say the year. British culture usually uses AD (Anni Domini). Therefore, there are cultural differences in the translation but the meaning is still the same.

Modulation

Modulation is a change in the message's format that results from altering the point of view. When a literal or even transposed translation results in a grammatically sound utterance, this alteration is permitted (Vinay & Darbelnet, 1995). The following phrase appears in the children's book "Abbas Ibnu Firnas":

SL: "Berkat karya besarnya tentang teori penerbangan..." (Book page 28)

TL: "Thanks to his great work on flight theory, ..."

The SL statement has a different literal and grammatical structure when it is translated into TL. The TL gives a complete definition of the phrase. Fixed modulation and free modulation are two different types of modulation translation procedures, with the only distinction being one of degree. In the case of fixed modulation, according to Vinay & Darbelnet, (1995), translators with a strong command of both languages can freely use this strategy because they are aware of the prevalence, general acceptance, and confirmation offered by a dictionary or grammar of the preferred expression (p. 37). Free modulation also leads to a singular solution that is founded on a continuous line of reasoning and is necessary rather than optional. The Modulation technique is used in the translation process because it produces messages by shifting points of view.

CONCLUSION

In this study, the translation techniques applied in the children's picture book "Abbas Ibnu Firnas" are investigated. Several translation techniques, including transposition, calque with lexical type, calque with structural type, literal translation, equivalence, adaptation, and modulation, were utilized in this study's translation of this book. The

technique used in the translation of the children's picture book under examination in this study is transposition. It helps children comprehend sentences' meanings rapidly. To make a book for children easy to grasp, the author should write from the perspective of the children. Simple, easy-to-understand language appeals to young children. The majority of children's books use illustrations to help young readers comprehend the meaning of the text. Future studies will probably focus on the translation techniques used in children's picture books, which may contain hundreds of sentences, images, and pages. In addition to the translation processes. The study suggests further studies to improve translation from other Muslim figures in order to enrich children's literature on Muslim figures related to education.

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