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## AN ANALYSIS ON THE TRANSLATION OF BILINGUAL CHILDREN'S STORY BOOK

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### ABSTRACT

*Buku cerita anak-anak dua bahasa (Indonesia-Inggris) tidak begitu sulit ditemukan di pasaran saat ini. Buku cerita dua bahasa semacam ini diharapkan dapat menjadi jembatan bagi anak-anak untuk mengenal bahasa asing khususnya bahasa Inggris sejak dini. Namun, seringkali, penerjemahan buku cerita yang ditulis dalam bahasa Indonesia dan kemudian diterjemahkan ke dalam bahasa Inggris mengalami pergeseran (shift). Dengan adanya pergeseran tersebut, pembaca buku cerita anak-anak tentu harus menyesuaikan diri dan mulai memahami adanya perbedaan sistem bahasa antara bahasa Indonesia dengan bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pergeseran apa saja yang terjadi dalam penerjemahan cerita anak-anak dari bahasa Indonesia ke bahasa Inggris, pergeseran apa yang paling banyak terjadi dan perbedaan sistem bahasa apa yang paling menonjol. Pergeseran yang ditemukan pada cerita anak-anak dalam penelitian dikelompokkan berdasarkan teori pergeseran Catford (dalam Hatim & Munday, 2004). Temuan penelitian menunjukkan bahwa pergeseran yang paling banyak terjadi adalah pergeseran structural (structure shift).*

**Keywords:** *translation shift, category shift, bilingual, children book*

### A. Introduction

#### 1. Background of the Study

Reading children's story books is believed to stimulate children's interest in reading, telling, and even writing in the future. Nowadays, as the language develops, people's enthusiasm for language increases significantly. This phenomenon affects children's story books which now not only providing monolingual stories but bilingual ones. Story books for children are parts of children's literature which are defined by Tomlinson M.C and Lynch-Brown C (in Chasanatun, 2014: 1013) as good-quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction and nonfiction. Trade books meant here are the books created purely to entertain and to inform the readers who are children.

As other literary works do, children's books also have certain 'good' purposes. There must be something that wants to be communicated by the writer to the readers, the children. Hunt (1999: 11) listed some 'good' purposes that a children's story book might convey as the followings:

Children's books are used for different purposes at different times—for more things than most books are. Some are 'good' time-passers; others 'good' for acquiring

literacy; others 'good' for expanding the imagination or 'good' for inculcating general (or specific) social attitudes, or 'good' for dealing with issues or coping with problems, or 'good' for reading in that 'literary' way which is a small part of adult culture, or 'good' for dealing with racism...and most books do several things.

Researcher found something interesting when reading children's stories for her daughter. So the stories are compiled in a book entitled "Don't Panic!". This is an informational book with a lot of stories telling the reader how to cope with emergencies. To be more insightful, the stories in this book are written in both Indonesian and English language. It is originally written by Indonesian writers and then translated to English by Indonesian speaking translator(s). The phenomena found in this book are that there are many shifts in the process of translating the lines of the stories. The shift in translation is defined by Hatim and Munday (2004: 26) as the small linguistic changes that occur between source text (ST) and target text (TT). This kind of shift happens because when we translate text, we are not only facing two different languages but cultures as well. It is in line with Al-Zoubi and Al-Hassnawi (2001) who stated that shift should be redefined positively as the consequence of the translator's effort to establish translation equivalence (TE) between two different languages.

## **2. Problem Limitation**

This research is limited to the translation shifts that occur in the bilingual children's story book. The problem lies in the translation process which accommodates two different cultures. The cultural differences cause some shifts in the translation process. Therefore, this research focuses on the shifts found in the resulted translation. The translation shift will be analyzed according to the classification of the shift by Catford (1978) especially the category shift.

The data of the research are taken from a bilingual children's story book. The researcher will only focus on 4 stories in that book. Every word, phrase, clause, and sentence in those 4 stories will be the data of the research.

## **3. Problem Statement**

Related to the issues stated in the above background of the study, the research is going to discuss some problems as the following:

- a. What are the kinds of translation shifts found in bilingual children's story book?
- b. What are the factors affecting the translation shifts found in bilingual children's story book?

## **4. Study Objectives**

The research aimed at:

- a. Describing the kinds of translation shifts found in bilingual children's story book.
- b. Describing the factors affecting the translation shifts found in bilingual children's story book.

## **B. Theoretical Review**

This section clarifies the theories used to answer the stated problems in brief. The theories include translation definition and translation shift.

### **1. Translation Definition**

Bassnet (2002:12) believes that the two languages will never be totally the same. This is stated as follows:

*Translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted.*

The above explains that translation is an activity of rendering or transferring source language to target language. But, in doing translation, a translator should not only consider the meaning transfer but also the structure or the form of the transferred information. In this respect, a translator should put meaning as the priority when the structure needs to be preserved. In other words, translation is the activity of preserving meaning first and structure, in the second place, of the SL to the TL as much as possible.

Munday (2000:4), in addition, says that the term translation has several meanings: it may refer to the process and the product of translation. The process of translation involves the activity of changing the original text (ST) into the target language text (TT). Meanwhile, the product of translation is the resulted text in the target language.

## 2. Translation Shift

Translating into other languages is not only a matter of transferring the meaning from ST to TT but also considering the cultural differences. The cultural differences affecting language systems will cause shifts in translation. There are some terms used by different scholars to talk about shifts. Nida uses the term 'adjustment' to talk about certain changes prompted by different semantic setups of the SL and TL. Nida and Taber use the term 'restructuring' to describe a wide variety of changes in TL. While Newmark calls 'shift' or 'transposition' for any changes applied in the process of translation (in Banhegyi, 2012 :91).

According to Hatim & Munday (2004: 26), the small linguistic changes that occur between ST and TT are known as translation shifts. Catford (in Hatim & Munday, 2004) classified shift in translation into two namely level and category shifts. The following will clarify each classification of translation shift:

### a. Level Shift

When a level shift occurs, an ST item at one linguistic level has a TT equivalent at a different level. Catford (in Hatim & Munday, 2004) stated that a shift from grammar to lexis and vice-versa is the only possible level-shifts in translation. Here is an example of level shifts:

ST : Dia **belajar** keras menyiapkan ujian.

TT : She **is studying** hard preparing the exam.

### b. Category Shift

Catford (in Hatim & Munday, 2004) stated that category shifts are the departures from formal correspondence in translation. He divided the category shifts into four types namely structure-shifts, class shifts, unit-shifts (rank-changes), and intra-system-shifts.

### 1) Unit Shift

Catford (in Hatim & Munday, 2004) defined unit shift as rank changes that departures from formal correspondence in which the ST unit is a unit at a different rank in the TT. A unit shift may vary from word to phrase, phrase to word, or phrase to clause. The example of unit shift is as the following:

ST : Dia anak yang **tidak bisa diam** dan selalu ingin tahu.

TT : She is such an **energetic** girl who is full of curiosity.

### 2) Structure Shift

Catford (in Hatim & Munday, 2004) once clarified that structure shifts are the most frequent category of translation shift that occurred in the translation process. Grammatically, structure shifts can occur at all classes/ ranks. Structure shifts can occur when there are two languages, ST and TT, which have different structural elements but have formal correspondence. Here is an example:

ST : Ibu membeli sepasang **sepatu baru**.

TT : Mother bought a pair of **new shoes**.

### 3) Class Shift

The class shift is a kind of shift that occurs when the translation equivalent of an ST item is a member of a different class from the original one. It can be said that the ST item belongs to a different class of word to the TT item. It might occur in translating noun into a verb, verb into an adjective, adjective into a noun, etc. For example:

ST : Dias berlari **cepat** menuju halte bus.

TT : Dias runs in a **hurry** towards bus shelter.

### 4) Intra-System Shift

Intra-system shift is a shift happened internally. It occurs within a system of language. It occurs when a term is plural in SL and its equivalent is singular, or vice versa. For example:

ST : Berarti **buah** itu tak beracun.

TT : which means the **fruits** are not poisonous.

## C. Research Method

This research is qualitative in nature. It means that the data that are analyzed are all in the form of words, sentences, or pictures but not in the form of number. This research's data are all words and sentences in the 4 stories from a bilingual children's book. This research also makes use of translational theories, especially the translation shift.

### 1. Source of Data and Data

This research makes use of documents and informant sources of data. The sources of data from the document are all words and sentences in the 4 stories from a bilingual children's book. The data from the informant, hence, are collected with the help of some rater who evaluate the existence of translation shift in the book.

The data that are used in the research are both primary and secondary. Primary data are information that is collected specifically for research. In this research, the primary data is the English and Indonesian versions of 4 short stories from a bilingual children's book entitled "Jangan Panik! 20 Cerita Saat Situasi Darurat" (2016). The 4

short stories are "Memasak Bersama/ Cooking Day", "Gedubrak!/ Thump!", "Sambutan yang Menyakitkan/ A Painful Welcome", and "Pengisap Darah/ Bloodsucker". Whereas, the secondary data of the research are all information and documents that are related to the topic of the research.

## **2. Sampling**

Purposive sampling is a sampling technique chosen to determine the data of the research. In this research, which is categorized as qualitative research, the sample of the research is taken based on the objective of the research. Purposive sampling is done by making some criteria for the targeted data. The criteria for the data are that the data should be the lines of a children's story book written originally in Indonesian which are translated into English and containing at least a translation shift in the lines. The original lines of the story and their translated lines are therefore considered as the data of the research.

## **3. Data Collection Technique**

The technique that is used in collecting the data for this research is document analysis. The data from document analysis are obtained by collecting the lines from 4 stories of a bilingual children's book. Those lines will be examined if there is any translation shift within them. The lines with translation shift within will be taken as the data of the research.

## **4. Data Analysis Technique**

The data collected will be analyzed by following the following steps:

1. Comparing the two versions of the 4 children stories from the bilingual children story book.
2. Evaluating the translation shifts within those lines and analyzing the translation shifts based on their classification and the factors affecting the shifts.
3. Concluding the whole research and giving some suggestions both for translator practitioners, bilingual children story book's readers/ parents and for other researchers in the same field of discussion.

## **D. Result and Discussion**

This research tries to find out the translation shifts resulted from children's stories translation from Indonesian into English. It is, firstly, checking the translation shift occur in TT and finding out the factors affecting translation shift occurrences.

The result of data analysis showed that the most dominant shift is structure shift which occurs in 36 data out of 73 shifts found in the stories. The unit shift is the second place with 21 numbers of occurrence or 29% of the whole data. Meanwhile, intra-system shift and class shift are in the next position with 10 and 6 findings respectively. To make it clear, below is the table showing the finding of the analysis:

Table 1. Category Shift in Children Story Book

Category Shift	Total	Percentage
Unit Shift	21	29%
Structure Shift	36	49%
Class Shift	6	8%
Intra-system Shift	10	14%
Total	73	100%

### 1. Structure Shift

Structure shift is the kind of category shift that has the highest frequency of occurrence in the analysis. Structure shift involves a grammatical structure change between the structures of ST and TT. It may be found in a different arrangement of word order. Here is one of the data:

- a) ST: Keindra dan teman-temannya akan berkemah di **bukit kecil**.  
TT: *Keindra and her friends are going to camp on a **small hill**.*
- b) ST: Rimi pun mengeluarkan bungkus berisi **daun tembakau kering**.  
TT: *Rimi takes out a package of **dried tobacco leaves**.*
- c) ST: Tangannya terkena cipratan **minyak goreng yang panas**.  
TT: *Her hands get scalded by the splattering **hot oil**.*

Most of the structure shift occurs in the translation of children's stories' translation signs by a different Head-Modifier arrangement. It can be seen in the three data posted above. The first data marked a) shows the different Head-Modifier arrangement in noun phrase "bukit kecil" into *small hill*. The same findings are in data marked b) and c) with "daun tembakau kering" into *dried tobacco leaves* and "minyak goreng yang panas" into *hot oil* respectively. The three data shows a similarity in the application of translation shift. In those three data, there are conversions of Head-Modifier positions. This phenomenon happens because there is a different grammatical rule between Indonesian in English. Most Indonesian noun phrases are started with the head which is followed by one or more modifiers. On the other hand, in the English noun phrase, modifiers usually come first which is then followed by the head of the noun. It can be said that a translator should accommodate this kind of shift to overcome the structural rule differences. By shifting the structural units, the translator will be able to deliver the message of the original in an appropriate form in both languages.

### 2. Unit Shift

As much as 29% of the data belong to unit shift. Unit shift or rank shift accommodates the changes of linguistics rank in the process of translation. The following are some of the data of the research:

- a) ST: Akan lebih baik kalau kita punya pengetahuan untuk menghadapi **kejadian tak terduga**.  
TT: *But it will be better if we have a lot of knowledge to cope with the **unexpected**.*
- b) ST: Rupanya, lebah itu ingin **mengucapkan selamat datang** kepadaku.  
TT: *Apparently, the bee wants to **welcome** me.*



c) ST: Sebuah dinding panjat diletakkan di pinggir **lapangan olahraga**.

TT: *A climbing wall is installed on the side of **schoolyard**.*

The displayed data shows the shift in rank level. Generally, the unit shift is defined as the change of language level. Practically, it is shown by the shift from word to phrase or clause and vice versa. In the above data and the overall data of the research, most of the Indonesian texts are longer than their English counterpart. Lexically, the Indonesian phrase has to be shifted into an English singular word to accurately transfer the message from the ST to TT. At the first data displayed, "kejadian tak terduga", a noun phrase, is translated into a single word *unexpected* and it already accommodates the overall message. The other data is "mengucapkan selamat datang" which is a verb phrase that is also translated into the verb *welcome*. Last of all, another noun phrase in ST is translated into a single noun word in TT; that is "lapangan olahraga" into *schoolyard*. The factor affecting a unit shift in this research is to fit the translation to be as natural as it is in TT. If the translator keeps the number of the word in that unit or translates them word-for-word, the resulted translation would not be natural.

### 3. Intra-system Shift

There are 10 data of the research which is considered intra-system shift. This kind of shift is usually signified by the existence of a plural unit translated into a singular or vice versa. Here are some of the data:

a) ST: Perlahan-lahan, **kakinya** menjejak batu-batu semen.

TT: *Step by step, **his feet** steps on the stone.*

b) ST: Di sungai, pasti banyak **lintah**.

TT: *There are a lot of **leeches** in the river.*

At the first data, the word "kakinya" is translated into *his feet*. As we all know, one of the ways to show plurality in Indonesia is through repetition. For example, to say many books, Indonesian would say "buku-buku", etc. But, in this data, the ST is in the singular form as it is not repeated. But, the English counterpart or TT uses the plural form of *foot* to represent "kakinya". It is still relevant and correct for both languages because, in ST, the writer avoids being overly using words though he/she knows that to climb a wall, one needs his/her two feet. Therefore, the translator follows that logic by directly translate "kakinya" into *his feet*.

The other way to show plurality in Indonesia is by adding the word "banyak" before the plural noun to be. The data marked b) here is an example of how Indonesian use "banyak" to show plurality. In the above example, "banyak lintah" is translated into *a lot of leeches*. Unlike English which always adds the suffix -s/-es at the plural noun, Indonesian will not use repetition anymore once the word "banyak" is used. So it is impossible to say "banyak lintah-lintah" in Indonesia as it sounds unnatural. In this case, the translator has already caught this notion and translated the word "banyak lintah" into *leeches* in TT.



#### 4. Class Shift

The class shift is the least category of shift which is rarely found. There are not so many data of class shift in this research. Here are some of them:

a) ST: Hanya saja, ngilu-ngilunya terasa **ngilu**.

TT: *But, his elbow hurts*

b) ST: Miko **cepat-cepat** turun.

TT: *Miko goes down in a hurry.*

In the first data, the word "ngilu" is an adjective to show feeling. Someone will feel "ngilu" when they hurt. In data a), "ngilu" which is an adjective is translated into a verb *hurts*. Whereas, at the second data performed, an adverb "cepat-cepat" is transferred into TT as *hurry* which is a noun. Both data shows how class shift performs changes in the class of word to fit the TT naturally. Generally, the factor affecting this shift is to manage to be natural in TT. The principle of translation is to deliver meaning and form but if the two are in contrast or a dilemmatic position, so the meaning should be the priority. In this case, that principle is also applied.

### E. Conclusion and Suggestion

#### 1. Conclusion

The research resulted in the finding that the category shift occurring in the translation of children's story book are structure, unit, intra-system, and class shifts. The finding shows that the translator has to use structure shift most of the time. It happens because there are so many simple noun phrases in children book which has a different structure in English counterpart. The other two highest forms of shift found are the unit and intra-system shifts. Structure, unit, and intra-system shifts are mostly used because it is simple and easier to be explained to the beginner learner of the English language. It has also resulted in simple sentences for young readers. On the contrary, class shift accommodates style in writing which are not suitable for young readers. Children tend to read easier texts which are easily understood by them. So, it is normal to find fewer class shifts in this research because the data of the research are children book which uses short and simple words in it.

#### 2. Suggestion

Here are some suggestions that the researcher could give:

- a. To the parents of young readers: you need to start explaining the different systems in languages and one of the ways is by showing them the shift in translation. Do not forget to use the bilingual book to support your purpose in addressing them to other languages. By doing so, the young learner will cope with the differences easily once they grow up to be an advanced learner of the language.
- b. To other researchers: Analyzing children's story books are not as easy as it seems. Though the language used is simple and easy to understand but translating them is a different matter. Therefore, I encourage other researchers to analyze children's literature and their translation.

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