



## The Analysis of Translation Technique on Bilingual Children Story Book: “Peter Pan”

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### Abstract

Translating technique is the way that used to help the translators in conveying meaning from the origin language to another language. This study examined the translation technique used in the bilingual children story book by the author. Descriptive qualitative method was used in this study by the researcher to conduct the study. The main data taken from bilingual story book ‘Peter Pan’ written by Arianna Candell and published by Eaststar Adhi Citra and using checklist instrument adopted theory from Molina and Albir in Muttaqin et al. (2021). The results of the study revealed that there are 9 techniques found in this book. There are Equivalence, Literal, Discursive Creation, Borrowing, Transposition, Reduction, Deletion, Amplification and Adaptation. From 39 sentences that written in the story, Literal Translation is the most often technique used by author in 13 sentences with the occurrence percentage accuracy of 33.33%. Meanwhile, Deletion and Adaptation technique were only used once by the author with 2.56% occurrence percentage accuracy for each. However, the use of translation techniques can increase the translation level. It is recommended for further study to examine more deeply about translation techniques in different sources from literary products and use translation techniques theory from other experts.

**Keywords:** Bilingual Book; Short Story; Translation; Translation technique

### Introduction,

Language is a tool used by humans to communicate with others, can be form of oral or written. When the language used by the source does not match the language used by the target, then a translation is required. According to Maisa (2014), translation is a complicated process of conscious and unconscious learning. In addition, translation is a stage of translating the meaning of written text or oral speech into another language as expected by the author.

According to Syafutri & Sujarwati (2021) translation is important as an effort to understand many languages. This is because there are language and cultural differences in each place, so translation is needed to discovered out the meaning of something based on the origin language to another language. Translation consists of trying to replace messages and information conveyed in one language into a different language (Robinson in Maisa, 2014). In addition, Illaihi et al (2018) argue that translation as a changing process of the source language to the objective language.

Ariyanti et.al (2019) stated that the translator must understand the significance of the text before translating. This is because in translating, not only changing from one language to another, but



the translator must transfer the information without changing the meaning. In translating something, the translator can change words in structures, clauses, phrases, or sentences configuration. In addition, to understand the purpose of the text correctly, the translator has to mastering grammatical language structure of the origin and the objective (Donatus, 2017).

Translation is very necessary in the language teaching process in the classroom (Kumala & Chakim, 2020). Teachers are required to master translation skills. This is because English has a role as foreign language for Indonesia students. So, the teacher must have the ability to use two languages (bilingual) in the classroom. Teachers need to transfer information both from the language of the origin and the target.

In addition, translation also has an important role for learning media, such as short stories. According to Apriyanti et al. (2019) short story is a fictional prose that does not have so many pages than a novel, but still consists of intrinsic elements which are characters, plot, setting, theme and point of view. The stories contained in this short story can be in the form of stories that are famous in a country with appropriate culture and language.

Short stories can generally be found in children's story books. This is because the stories in short stories are usually imaginary like fairy tales that are of interest to children. Not only to entertain, short stories in children's story books are equipped with moral messages that can be useful in life. But the problem is that most of these stories come from other countries. So that the language used is in accordance with the source language. Therefore, a translation is needed to translate stories from the resource languages into the objectives.

Nowadays, with the development of technology, there are many translated books that can be found anywhere. It proved that the translation is really needed in social community. One of them is a children's story book. Not only in the form of translation results from the origin language into another language, but also in the bilingual way (Syafutri & Sujarwati, 2021). Bilingual short story books not only serve to entertain or give moral messages to children, but this book can also be used as the media for proper language learning. However, before it can be used in the learning process, the teacher must ensure that the bilingual short story book is translated correctly. This is to avoid confusion for students if the material is not appropriate.

Apriyanti et al. (2019) state that to produce a good translation, a strategy is needed. This strategy helps translators when they found any problems. Examples such as non-equivalence words. According to Baker in Apriyanti et al., non-equivalence word is the unavailability of words that can express a meaning similar to the source language to the target language. Fitria (2018) mentions translation technique as a method to moving the significance of something from the original one into



the selected language based on micro units that can affect the translation results, like words, phrases or clauses or in sentences.

The translation technique are procedures series to examining and categorizing the results of correspondence translation (Moliana & Albir in Muttaqin et al., 2021). There are 18 translation techniques according to Molina and Albir. There are literal translation, adaptation, amplification, borrowing, calque, compensation, description, equivalence, linguistic amplification, linguistic compression, discursive creation, generalization, modulation, particularization, variation, transposition, reduction and substitution. Molina and Albir in Christy (2016) also argue that there are five main features in translation techniques. First, influence the result of the translation. Second, characterize by comparing with the source. Third, determine micro-units of text. Fourth, by discursive essential and contextual. Last, functional.

Many studies have analyzed in the field of translation techniques on short stories. Muttaqin et al. (2021) studied techniques in translating Indonesian fables into English. In his research, it was found that the existing translation was not natural because the translator only translated word-to-word and did not pay attention to the context of the sentence. It could influence the quality of the translation. Masia (2014) analyzed the translation technique in a story of 'Lila, the clumsy witch' book. In this research, Maisa more discussed about the translation of the original language of the story and the language to be addressed. This study obtained that the author used translation techniques which more focus on the source language. The author used word-to-word translation, literal translation and free translation. Ariyanti et al. (2019) observed about translation strategies in the short story by John H. McGlynn entitled 'In twilight born'. In their study, they revealed that the most frequently used strategy is paraphrase translation with irrelevant words. Whereas, the strategy that is infrequently used is loan word translation. Ariyanti also stated that the translations in the short stories were accurate, acceptable and easy to read.

Although many previous studies have raised the topic of translation techniques in short stories, however not many have discussed bilingual books. Therefore, in this study the researcher focused on the bilingual children's book from a well-known story entitled 'Peter Pan'. The purpose is to find out what are the translation techniques applied by the author of the book to translate the bilingual short story.

### **Research Methodology,**

The researcher used descriptive qualitative method to study the data. According to Syafutri & Sujarwati (2021) state that study of qualitative approach focused on quality or phenomenon that happened in social. Meanwhile Sutton & Austin (2015) argue that descriptive qualitative research



depends on the human researcher to collecting the data. The main data came from bilingual children story book 'Peter Pan' written by Arianna Candell and published by Eaststar Adhi Citra. The instrument of this research was checklist instrument to analyze translation techniques. The instrument was adopted theory from Molina and Albir in Muttaqin et al. (2021), consist of page, the citation of the source and the target language from the story book, and the translation technique that used in each sentence.

The translation techniques taken from Molina and Albir in Muttaqin et al. (2021) and Fitria (2015) are used to classified the data. There are: equivalence, literal translation, amplification, borrowing, discursive creation, modulation, adaptation, transposition, deletion, and reduction.

There are some steps that used by the researcher as follows in collecting the data for this study:

1. First, the researcher read the bilingual book in English-Indonesian version. The book written by Arianna Candell and published by Eaststar Adhi Citra entitled "Peter Pan". This book consists of 33 pages with full color and illustration in each page.
2. Second, the researcher making a list of every sentence in each page of the story book into the table as the research instrument.
3. Then, the researcher identifying the technique used in every sentence based on the translation techniques as explained above.
4. The researcher calculated the percentage number of occurrences from the translation techniques used in the bilingual book with the following formula:

$$\text{formula} = \frac{\text{The number of Sentences}}{\text{Total Sentences}} \times 100$$

5. Finally, the researcher drawing the results with explaining the discussion and making the conclusion from the result data.

## Findings and Discussion,

### Findings

In this research, the researcher revealed that there are 39 data. The researcher obtained the data from analyzing the bilingual children story book entitled 'Peter Pan'. The following are the details of the data in percentage form:

**Table 1. The Percentage of Translation Techniques**

No.	Techniques	Amount	Percentage
1.	Equivalence	5	12,82%
2.	Literal	13	33,33%



3.	Discursive Creation	5	12,82%
4.	Borrowing	3	7,69%
5.	Transposition	2	5,12%
6.	Reduction	3	7,69%
7.	Deletion	1	2,56%
8.	Amplification	6	15,38%
9.	Adaptation	1	2,56%

In table above, the literal translation technique is the most often used by the book author with 13 occurrences of the total and 33,33%. The second technique is amplification with 6 occurrences and 15,38%. Equivalence and discursive creation are in the same position with 12,82% of each. Then for reduction and borrowing technique used by the author for three times with percentage of 7,69 of each. Meanwhile transposition is 5,12%. The least used technique are deletion and adaption which only used once by the author with percentage of 2,56%.

From several translation techniques that mentioned in previous studied by Molina and Albir in Muttaqin et al. (2021) and Fitria (2015), the researcher revealed that there are 9 techniques applied in this bilingual story book.

### 1. Equivalence

According to Molina and Albir in Muttaqin et al. (2021), this technique translates source language using familiar terms or phrases which depend on the dictionary or in the target language application in daily life.

Example:

SL : What a surprise!

TL : Kejutan yang las biasa!

### 2. Literal

This technique translates the expression using word-to-word from source language to the target language.

Example:

SL : They went out through the window and flew.

TL : Mereka keluar melalui jendela dan terbang.

### 3. Discursive Creation

This technique translates by displaying the temporal equivalent that does not fit the context.

Example:



SL : They played the drums so that the boys would think that the Indians had won.

TL : Mereka memainkan gendang untuk membuat anak-anak teman Peter Pan berpikir bahwa Indianlah yang menang.

#### 4. Borrowing

This technique uses the loan word from other languages.

Example:

SL : Peter Pan invited them to go with him to the land of dreams: Never Land.

TL : Peter Pan mengundang mereka untuk ikut dengannya ke negeri impan: Never Land.

#### 5. Transposition

This technique changes the grammatical structure from source language into target language.

Example:

SL : They were happy and immediately started to build her a cabin from logs and branches.

TL : Mereka gembira dan segera mulai membangun rumah menggunakan batang dan ranting pohon untuk Wendy.

#### 6. Reduction

This technique reduces the detail information from the origin into the target language.

Example:

SL : The Lost Boys had found a mother to tell them stories every night.

TL : Anak-anak hilang menemukan seorang ibu untuk menceritakan kisah-kisah setiap malam.

#### 7. Deletion

This technique removes information from the origin source into another language.

Example:

SL : One night, while they were sleeping, Peter Pan and Tinkerbell, the fairy who went with him everywhere, came in through the children's bedroom window.

TL : Suatu malam, Peter Pan dan Tinkerbell, peri yang selalu menemaninya kemana pun, masuk ke dalam kamar tidur anak-anak tersebut melalui jendela.

#### 8. Amplification

Amplification or can be called Addition is a way that adding new details in the target language that are not given in the original source.

Example:

SL : The pirates attacked the Indians who were guarding the boys from the trees.



TL : Para pembajak menyerang orang Indian yang menjaga anak-anak dari atas pepohonan.

#### 9. Adaptation

This technique replaces information such as cultural elements in the source language with the same conditions and situations in the target language culture which are considered equivalent.

Example:

SL : They heard a tic-toe that made Captain Hook nervous and made him fall into the water

TL : Mereka mendengar bunyi detik yang membuat Kapten Hook gugup dan membuat dia jatuh ke dalam air.

### Discussion

The bilingual story book translator 'Peter Pan' applies 9 translation techniques to help convey meaning from one language to another correctly. From the 38 data obtained, it can be seen that most translators use Literal Translation or word-to-word technique to translate each sentence. The translator applies this technique to 13 sentences out of a total of 39 sentences with a percentage of 33.33%. Meanwhile, the Deletion and Adaptation technique were only used once by the translator with a percentage of 2.56% for each.

The findings in this study are different from the findings in previous studies. Syafutri & Sujarwati (2021) who analyzed the children's book entitled Roro Jonggrang story found that Reduction was the most widely used technique with a percentage of 32.26%. While Apriyanti et al. (2019) stated that the most widely used technique in translating a short story entitled 'In twilight born' was paraphrasing with unrelated words with a total percentage of 73.33%. Muttaqin et al. (2021) found that the most frequently used technique for translating Indonesian fables into English was Equivalence with a frequency of 71. While Literal Translation was in second place with a total frequency of 65.

### Conclusion and Suggestion

The purpose of this study was to examine the translation technique used in the bilingual children book entitled 'Peter Pan' that was written by Arianna Candell and published by Eaststar Adhi Citra. From the results analysis, it can be seen that there are 9 techniques found in this study. There are Equivalence, Literal, Discursive Creation, Borrowing, Transposition, Reduction, Deletion, Amplification and Adaptation. Of the 9 techniques, the translation technique that is most often used



by writer is Literal Translation or commonly known as word-to-word translation. The writer used this technique for 13 sentences out of 39. The percentage of occurrence of the Literal technique was 33.33%. Then followed by Amplification with 15.38%, Equivalence and Discursive Creation 12.82%, Borrowing and Reduction 7.69%, Transposition 5.12%. While the Deletion and Adaptation techniques are each used only once.

To improve the translator capability in conveying the source language information to the target language and for other researchers who are interested to making the research in similar field, the researcher provides several suggestions. First, translators are expected to be able to improve their ability to use translation techniques to convert existing information from the source language to the target language. The use of these techniques in translating can help overcome problems that may occur. In addition, translation techniques can improve the quality of the translation results. Second, for other researchers who have desire to creating similar study, they can examine more deeply about translation techniques in sources other than story books. It can be in comics, films, song lyrics or other literary products. Then other researchers can use the theoretical of translation techniques from other expert sources.

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