METHOD OF TRANSLATING THE CHILDREN STORY OF "WOOLY LOOKED FOR A FRIEND" INTO "WOOLY MENCARI TEMAN" IN BILINGUAL BOOK BY ARLEEN A

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By

**Dwi Inayati Lestari
C11.2010.01173
Setyo Prasiyanto Cahyono, S.S., M.Pd.**

**ENGLISH DEPARTMENT, FACULTY OF HUMANITIES
DIAN NUSWANTORO UNIVERSITY
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ABSTRACT

The thesis is entitled *"Method of Translating The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A".* It aims at explaining the translation methods used by the translator in translating the *"Method of Translating The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A"*

The qualitative research method was used to identify and describe the data. The researcher collected the data by using documentation method. The data were taken from the bilingual children book which was published in 2013 by Gramedia. It contains two languages; those are English as the source language and Indonesian as the target language. Meanwhile, the tehcniques of data analysis of this research are reading the data, identifying the data, classifying the data, explaining the data, and the last is drawing the conclusion of this research.

The result shows that the method of translation most frequesntly used is literal translaion. In this case, the translator attempts to preserve and translated the words singly by their most common meanings out of context. The use of literal translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process. Then it is followed by word for for translation with 11 numbers. Meanwhile, the other method of translation found in the bilingual children book is semantic translation with 5. Then it is followed by faithful translation with 4 and the last is communicative translation withh 3.

Keywords: Bilingual Children Story, Documentation Method, Method of Translation

Human is a social being who always needs other people in his life. It can hardly be imagined that he should live all alone by himself without anyone to accompany and help him. It is a fact that man can not live alone. They need to interact with others. They need a means to express their feeling, thought, and ideas. And when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. The way people communicate to each other is communications. Communications occurs if both the speaker and the hearer exist. In general, it is described as an action, which there is the relationship between what the speaker says and what the hearer receives, and the purpose is the transforming of information or message.

By communicating using language, human can interpret their ideas, thought, reality, concept or feeling and give information to other. There are three components of communication process, they are: (1) the participants (2) the information to be communicated

and (3) a means that is used in communication. The third component that is a means of communication can be in the form of language, sign, gesture, etc. According to Chaer (1995:26) there are two kinds of communication based on the means that is used. They are non-verbal and verbal communication. Non-verbal communication is a communication using a means except language, such as light, whistle, gesture, etc. While verbal communication is a communication that uses language as its means. What most people mean when they say "language" is talk, communication, and discourse.

Language plays many important roles for an individual to interact with others in society. It unites different people to be in a family, in a tribe, in a country, even in a world society. It is hard to imagine how people convey messages without a language. In this case, language is identified as a means of communication.

Language is the most important thing for communication. People need language to transfer message from one to another. It is included in verbal communication, where the communication occur between two people or more in doing the activities as listening, speaking, writing and reading. Surely that those activities need language to be done.

People around the world use language to communicate with others. Surprisingly, languages around the world are countless. This is the main problem for some people to communicate with other people who speak different languages. That is why, translation is needed to transfer message from native speakers. Translation has an important role in transferring technology and literature in Indonesia. Because of the differences in structure and system in doing translation from Indonesian into English, it is not an easy thing. To make it easier, a translator should show the important of translation. Translation is useful in many aspects, they are: education, literary, trade, politic, entertainment, information, etc.

Many people need translation to do their activities in those aspects. Since there are many appliances used in English then Indonesian need its translation in order to get understand the meaning of its appliances. Therefore, highly qualified translators - who have good knowledge about the target language (TL) and the language they have to transform as source language (SL) – are required. To produce a good translation, a qualified translator has been able to understand ideas and thought including the message expressed in the SL and representing it in the TL.

A good translator should be able translate any kinds of translation. One kind of translation that can be found is literary works. Literary works have many kinds of types and short story is one of them.

Short stories are included into literary works, so literary translation is focused in this analysis. It is not easy to translate literary works, thus, to bridge two languages, the translators should have particular qualities.

There might be some potential problems appear in translating comic in term of diary from the source language into the target language. The problems are related to various types of non-equivalence required different strategies, some of them straight forward and others more involved and difficult to handle. In some contexts, strategies will help the translators to deal with non-equivalence. Thus, it attracts curiosity about what methods applied by the translator and in what situation the methods are used.

It is challenging to analyze *Method of Translating The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A"*. Translating a short story of a children book is something fun to do because it will deal with not only the way how to render the text but also as how to give its context based on the pictures or cartoon. It is an interesting to compare English work with its Indonesian work, especially when the translation methods are applied and whether the work is really transferred the intended meaning of the SL (Source Language). Based on the reason abobe, the research

question is "What methods are used in translating the sentences *Method of Translating The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A?*"

Translation Method and Procedure

According to Newmark (1988:45), there are eight translation methods. The methods in this context are principles which provide the basis of the way people translating text which obviously headed to the kinds of translation. Translation can be done by choosing one of the eight methods. The methods can be classified into two : four of them are oriented in source language (SL Emphasis) and the other four are oriented in target language (TL Emphasis). It can be seen in the figure below:
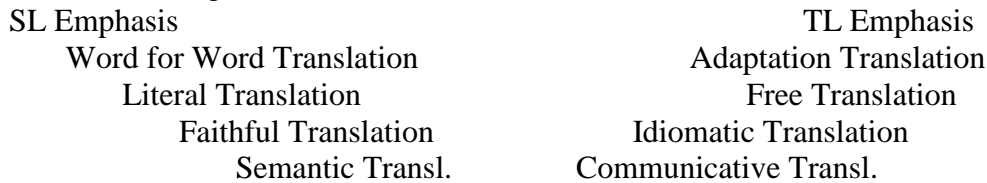
SL Emphasis	TL Emphasis
Word for Word Translation	Adaptation Translation
Literal Translation	Free Translation
Faithful Translation	Idiomatic Translation
Semantic Transl.	Communicative Transl.

Figure 2 Translation Methods (V-Diagram)

Source : Newmark, Peter. 1988. *A Textbook of Translation.* UK : Prentice Hall.

From the figure above, it can be explained that the eight methods of translation are:

1. Word-for-word translation
   The source language word-order is preserved and the words translated singly by their most common meanings out of context. The 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.
   Example : (SL) Saya bisa berenang.
           (TL) I can swim.

2. Literal translation
   The source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are translated singly, out of context.
   Example : (SL) Jangan bawa bukuku.
           (TL) Don't bring my book.

3. Faithful translation
   Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the target language grammatical structure. It attempts to be completely faithful to the intentions and the text-realization of the source language writer.
   Example : (SL) Raden Ajeng Kartini adalah orang Jawa.
           (TL) Raden Ajeng Kartini was a Javanese.

4. Semantic translation
   It may translate less important cultural words by culturally neutral third or functional terms but not cultural equivalent and it may make other small concessions to the readership.
   Example : (SL) Dia adalah orang yang sangat suka membaca.
        (TL) He is a book-worm.

5. Adaptation
   This is the "freest" form of translation. It is used mainly for plays (comedies), a poetry, the source language culture converted to the culture and the text rewritten.
   Example : (SL) The rising sun is found not to be the rising sun.
           It is the world which goes round.
         (TL) Matahari terbit ternyata bukan matahari terbit.
           Dunialah yang sebenarnya mengorbit.

6. Free translation

   It reproduces the matter without the manner, or the content with the form of the original.

   Example : (SL) Sambil menyelam minum air.

           (TL) Killing two birds with one stone.

7. Idiomatic translation

   Idiomatic translation reproduces the message of the original but tends to distort the nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

   Example : (SL) Ini sangat mudah.

           (TL) It's a piece of cake.

8. 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.

   Example : (SL) Awas ada anjing!

           (TL) Beware of dog!

       Translation methods relate to the whole texts, on the other hand translation procedures are used for sentences and the smaller units of language. Transference is the process of transferring the source language word to a target language text a translation procedure.

       According to Newmark, there are fourteen procedures that are useful to the translator (1988:82-90). They are :

1. Naturalisation

   This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-form) of the TL.

   Example : Performanz*, and attraktiv* in German are translated into *performance and attractive* in English.

2. Cultural equivalent

   This is an approximate translation where an SL cultural word is translated by TL cultural word. The translation uses are limited since they are not accurate, but they can be used in general texts, publicity and propaganda, as well as for brief explanation to reders who are ignorant of the relevant source language culture. However, the main purpose of the procedure is to support or supplement another translation procedure in a content.

   Example : *baccalaureat* is translated as (the French) "A level", or (Abitur Matura) as (German/Austrian) "A level", *Palais Bourbon* as (The French) "Westminster", *Charcuteric-delicatessen* (now English "deli'), *notaire-soliccitor*.

3. Functional equivalent

   This common procedure, applied to cultural words, requires the use of a cultur-free word, sometimes with a new specific term. This procedure which is a cultural componential analysis, is the most accurate way of translating.

   Example : *Baccalaureat*-French translated in English secondary school leaving exam.

4. Descriptive equivalent

   In translation, description sometimes has to weighed against function. Description and function are essential elements in explanation and therefore in translation.

   Example : Samurai is described as the Japanese aristocracy from the eleventh to the nineteenth century; its function was "to provide officers and administrators".

5. Synonymy

   This procedure is used for SL word where there is no clear one to one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality. Translator cannot do without synonymy; s/he has to make do with it as compromise, in

order to translate more important segments of the text, segments of the meaning, more accurately. But unnecessary use of synonymy is a mark of many poor translations.

Example : *Person gentile* is translated into English "kind person".

6. Through translation

Normally, through translation should be used only when they are already recognized terms. The most obvious examples of through-translation are the names of international organizations which often consist of "universal" words which may be transparent for any language.

Example : European Cultural Convention is translated into *Convention Culturelle Europeanne.*

7. Shift or transpositions

A shift or transposition is a translation procedure involving a change in the grammar from SL to TL. One type, the change from singular to plural, or in the position of the adjective. The second type of shift is required when a source language grammatical structure does not exist in the target language. The third type of shift is the one where literal translation is grammatical possible but may not accord with natural usage in the target language. The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure. Transposition is the only translation procedure concerned with grammar and most translators make transpositions invitively.

Example : The change from singular to plural : Furniture; *des meubles,* applause; *des applaudeissements,* advice; *des conseils.*

8. Modulation

Vinay and Darbelnet coined the term "modulation" to define "a variation through a change of viewpoint, of perceptive and very often of category of thought". Free modulations are used by translators when target language rejects literal translation.

Example : *buy/sell, lend/borrow for English "loan".*

9. Recognised translation

This procedure is usually used in the official or generally accepted translation of any institutional term.

Example : *"Mitbestimmung* (in management) has to be translated first as "codetermination".

10. Translation label

This is a provisional translation, usually of a new institutional term, which can later be discretely withdrawn. It could be done through literal translation.

Example : heritage language is translated into *langue d'heritage.*

11. Compensation

This procedure occurs when loss of meaning, sound effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

Example : *There is really nothing to discuss* translated in Indonesian "tak ada yang perlu dibicarakan lagi kalau begitu".

12. Componential analysis

The basic process is to compare source language word with target language word which has a similar meaning, but is not an obvious one-to-one equivalent, by demonstrating first their common and their differing sense components.

Example : "*Pleurs"* translated in English "tears" refers to "refined" style.

13. Reduction and expansion

These are rather imprecise translation procedures, in which some cases are intuitively practiced. In this type, the translator has to change the system of the translation work from the original one to obtain the most appropriate translation result to find out the closest equivalent in TL.

Example : *science linguistique* is translated into linguistic. *Belebend* is translated into life-giving.

14. Paraphrase

An amplification or explanation of the meaning, of a segment of the text. It is used in an "anonymous" text when it is poorly written, or has important implications and omissions.

Example : TL equivalent, transcription, neologism, by reproducing the encyclopedic tenor for the linguistic vehicle.

2.1 Meaning

In the translation process, the first thing to do is the total meaning of the source text. Some experts suggest differently about the meaning. Nida states that a word has some different meanings (1974:51). Larson states that translation is transferring meaning from the source language into the target language (1984:3). It is important for the activity of translating.

There are three types of meaning according to Nida and Taber (1974:34), namely :

1. Grammatical Meaning

Generally, grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangements, rules that must be followed if one wants to be understood, but not rules themselves that seem to have any meaning.

Example : "John hit Bill" and "Bill and John".

Two sentences above show that grammar has meaning.

2. Referential Meaning

This refers to words as symbols which refer to objects, event, abstracts, and relation.

Example : "He bought a *hammer*" and "They will *hammer* the nail".

The distinct meaning of the term *hammer* is very closely marked by the occurrence of these tem in quite a different contrast with verbs.

3. Connotative Meaning

This refers to how the users of the language react, whether positively or negatively, to the words and their combination. Sometimes, the associations surrounding some words become so strong that people avoid using them at all. This is what is called verbal taboos. There are positive and negative taboos. Negative taboos associate the feelings of revulsion, or disgust, against words such as those which refer to a certain organ of a body and functions. On the other hand, positive taboos associated with feeling or fear : certain words (often names of the powerful beings) are also regarded as powerful, and the misuse of such words may bring destruction upon the hapless users.

Example : "She looks like *shit*" and "Would you please clean this *shit*?"

The first sentence above is included into negative taboo and the second sentence is included into positive taboo.

Soemarno in Studi Penerjemahan states that for the importance of translation, generally, meaning can be classified into six types, namely : lexical meaning, grammatical meaning, situational or contextual meaning, textual meaning, sociocultural meaning and implicit meaning.

1. Lexical Meaning

It is a meaning of the elements of language as a symbol and events, etc. In other word, lexical meaning is a meaning that is appropriate according to dictionary, so that a word might have more than one meaning.

Example : The word *miss* has eleven meanings according to English-Indonesian dictionary : nona, tidak menangkap, merindukan, salah menanggapi, tidak mendengar, absen, tidak menjumpai, melalaikan, kehilangan, tidak dapat dan luput.

2. Grammatical Meaning

It is a relationship between the elements of language in a bigger unit. For example, the relationship between a word with another word in a phrase or clause. Lexical meaning may change into grammatical meaning if it is applied in the right sentence that is appropriate with the grammar.

Example : The word *miss* means "kehilangan" in :
"Society have missed their trust toward law."
It also means "merindukan" in :
"They miss peaceful life without abuse and violation."

3 Contextual and Situational Meaning

It is a relationship between the statements with the situation where the statement is used. Basically, every word in a language has as much meaning as the situation or context where the word is used with another word in a sentence.

Example : When a husband pinch his wife in passionate by saying "I really hate you". The word "hate" is supposed to be translated into "mencintai", but lexically, the word "hate" means "membenci".

4 Textual Meaning

It is a meaning that is connected with a text or expression. In other word, a word in a particular text has a meaning too.

Example : The word "interest" in the politic and government science means "kepentingan", not "perhatian", "minat", "bunga".

5 Sociocultural Meaning

It is the meaning that is connected with the user of sociocultural language. A translator, in doing translation is faced with two cultures, which are the source language culture and the target language culture. Both of them are different one another, although the terms are the same but the meanings contained in both culture are different.

Example : *Harakiri* in Japan is a form of honored death for the Japanese. But it is not the same with the meaning of commit suicide in other culture.

6 Implicit Meaning

It is an unwritten or unsaid meaning by the user. Usually, it has its own purpose, such as to smoothing, reminding or teasing.

Example : "The front door isn't locked".

The sentence shows that the speaker is reminding the hearer to not forget to lock the front door.

Research Method

Descriptive qualitative method was used in this research to analyze the problem. It is a research method to describe the subject or the object of the research based on the fact or reality. Descriptive qualitative method describes the population and the evidence of the data systematically, factually and accurately, (Issac *et al* 1981:46). In this research, the researcher deascribes and explain the methods which were used by the translator in translating a children book entitled "Wooly looked for friends" into "Wooly Mencari Teman". Besides that, the reseacher also employed a purposive sample in chosing the data. Since there were 6 chapters found in the children book, the reseacher only took 1 out of 6 chapter by using purposive sample. Purposive sample is simply one that is selected according to the purpose of the data gathering and by identifying the people or objects that will yield the most valid and appropriate data for the evaluation. Here, the reason of the researcher used purposive sample is because the researcher considered that the first chapter of the story was more interesting and simple.

Finding and Discussion
In this part of the sub chapter, the researcher presents the findings of the method used in translating the sentences on *"Method of Translating The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A"*. The findings can be seen in the table below:

No	Method	∑	%
1	Word For Word Translation	8	31.42%
2	Faithful Translation	4	11.42%
3	Literal Translation	12	34.28%
4	Semantic Translation	5	14.28%
5	Communicative Translation	5	8.57%
	Total	**34**	**100%**

According to table above, it can be seen that the most occurance method in translating the sentences found in the *"The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A"* is literal translation with 12 numbers. In this case, the translator attempts to preserve and translated the words singly by their most common meanings out of context. The use of literal translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

Then it is followed by word for for translation with 11 numbers. Meanwhile, the other method of translation found in the bilingual children book is semantic translation with 5. Then it is followed by faithful translation with 4 and the last is communicative translation withh 3.

4.1 Discussion of the Method Found in the Children Bilingual Book
In this sub chapter, the researcher explains and deacribes the findings of the method used in translating the sentences on *"Method of Translating The Children Story of "Wooly Looked For A Friend" Into "Wooly Mencari Teman" In Bilingual Book By Arleen A"*. For the brief explanations for each finding, it can be seen in the following examples.
Excerpt 1

SL	TL	Method
Wooly the worm is Thomas' pet worm	Wooly adalah seekor cacing peliharaan milik seorang anak laki-laki bernama Thomas	Semantic Translation

It can be seen in the table of the excerpt 1 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence in the source language (SL) **Wooly the worm is Thomas' pet worm** into **Wooly adalah seekor cacing peliharaan milik seorang anak laki-laki bernama Thomas.** Here, the translator tries to translate the sentence in order to the readers can understand the Target Language easily. If the translator transalted the TL into "Wooly si cacing adalah hewan cacing peliharaan Thomas" then it will be very akward.

The following excerpt 2 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 2

SL	TL	Method
It is a very comfortable box.	Kotak itu sangat nyaman.	Semantic Translation

It can be seen in the table of the excerpt 2 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **It is a very comfortable box** in the source language (SL) into **Kotak itu sangat nyaman.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into "ini adalah sebuah kotak yang sangat nyaman" then it sounds weird and it may not well accepted by the children.

The following excerpt 3 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 3

SL	TL	Method
The engine started	Mesin pesawat menyala.	Semantic Translation

It can be seen in the table of the excerpt 3 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **the engine started** in the source language (SL) into **mesin pesawat menyala.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into "mesin menyala" then it sounds weird and it may not well accepted by the children because it will be confusing to the target readers. They might think what engine is it. That is why the translator translate the sentence by looking at the picture to make the target language more readable.

The following excerpt 4 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 4

SL	TL	Method
Suddenly the engine coughed!	Tiba – tiba mesin berbunyi aneh!	Semantic Translation

It can be seen in the table of the excerpt 4 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **suddenly the engine coughed!** in the source language (SL) into **tiba – tiba mesin berbunyi aneh!** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into "tiba – tiba mesinnya batuk!" then it sounds weird and it may not well accepted by the children because it will be confusing to the target readers. They might think why an engine coughed. That is why the translator translate the sentence by looking at the picture to make the target language more readable.

The excerpt 5 below is the other example of semantic translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 5

SL	TL	Method
"Thank God it was just a dream," said Wooly.	"Untung hanya mimpi," kata Wooly.	Semantic Translation

It can be seen in the table of the excerpt 5 above that the translator of the bilingual book translated the sentence in the Source Language by using semantic translation. In this case, the translator translates the sentence **"Thank God it was just a dream," said Wooly** in the source language (SL) into **"Untung hanya mimpi," kata Wooly**. Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily. If the translator translated the TL into "terimakasih Tuhan ini hanya mimpi" then it sounds weird and it may not well accepted by the children because it will be confusing to the target readers. That is why the translator translate the sentence by looking at the picture to make the target language more readable.

Meanwhile, the following excerpt 6 is the example of word for word translation method used by the translator in translating the bilingual children book.

Excerpt 6

SL	TL	Method
Wooly loves Thomas	Wooly menyanyangi Thomas.	Word for Word Translation

It can be seen in the table of the excerpt 6 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Wooly loves Thomas** in the source language (SL) into**Wooly menyanyangi Thomas.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

Meanwhile, the following excerpt 7 is the other example of word for word translation method used by the translator in translating the bilingual children book.

Excerpt 7

SL	TL	Method
Thomas also love him very much.	Thomas juga sangat menyanyangi Wooly	Word for Word Translation

It can be seen in the table of the excerpt 7 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Thomas also loves him very much** in the source language (SL) into **Thomas juga sangat menyanyangi Wooly.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 8 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 8

SL	TL	Method
But sometimes Wooly feels lonely when Thomas goes to school.	Tetapi kadang-kadang Wooly merasa kesepian jika Thomas pergi ke sekolah.	Word for Word Translation

It can be seen in the table of the excerpt 8 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **But sometimes Wooly feels lonely when Thomas goes to school** in the source language (SL) into **Tetapi kadang-kadang Wooly merasa kesepian jika Thomas pergi ke sekolah.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 9 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 9

SL	TL	Method
But **the yelow thing** was quiet.	Tetapi **benda kuning itu** diam saja.	Literal Translation

It can be seen in the table of the excerpt 14 above that the translator of the bilingual book translated the sentence in the Source Language by using literal translation. In this case, the translator translates the sentence **But the yelow thing was quiet** in the source language (SL) into **Tetapi benda kuning itu diam saja.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 10 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 10

SL	TL	Method
Hi friend I'm Woo	Hai, Teman, Saya Woo	Word for Word Translation

It can be seen in the table of the excerpt 10 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Hi friend I'm Woo** in the source language (SL) into **Hai teman, saya Woo.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 11 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 11

SL	TL	Method
He hadn't finished saying his name.	Dia belum selesai menyebutkan namanya.	Word for Word Translation

It can be seen in the table of the excerpt 11 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **He hadn't finished saying his name** in the source language (SL) into **Dia belum selesai menyebutkan namanya.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted.

The following excerpt 12 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 12

SL	TL	Method
And the airplane flew high into the sky	Dan pesawat itu terbang tinggi ke angkasa	Word for Word Translation

It can be seen in the table of the excerpt 12 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **and the airplane flew high into the sky** in the source language (SL) into **dan pesawat itu terbang tinggi ke angkasa.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

The excerpt 13 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 13

SL	TL	Method
"Aaaahh", shouted Wooly.	"Aaahhh.., Teriak Wooly.	Word for Word Translation

It can be seen in the table of the excerpt 13 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **Aaahhh, shouted Wooly** in the source language (SL) into **Aahhh, teriak Wooly.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

Another excerpt 14 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 14

SL	TL	Method
"Wooly, wake up," said Woosy.	"Wooly, bangun", kata Woosy	Word for Word Translation

It can be seen in the table of the excerpt 14 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In

this case, the translator translates the sentence **"Wooly, wake up," said Woosy** in the source language (SL) into **"Wooly, bangun", kata Woosy.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate.

Another excerpt 15 below is the other example of word for word translation method used by the translator in translating the sentence of the SL into TL found in the children bilingual book.

Excerpt 15

SL	TL	Method
"Wooly, butterflies fly, we, worms, don't fly" said Woosy.	"Wooly, kupu-kupu terbang, kita, cacing, tidak terbang", kata Woosy.	Word for Word Translation

It can be seen in the table of the excerpt 15 above that the translator of the bilingual book translated the sentence in the Source Language by using word for word translation. In this case, the translator translates the sentence **"Wooly, butterflies fly, we, worms, don't fly" said Woosy** in the source language (SL) into **"Wooly, kupu-kupu terbang, kita, cacing, tidak terbang", kata Woosy.** Here, the translator tries to translate the sentence in order to the readers, especially the children, can understand the Target Language easily and well accepted. In translating the sentence, the translator refers to the picture as the cotext to make easier to translate the sentences.

Conslusion

Observing from the comprehensive analysis of the news text taken from a bilingual children book, it can be concluded that the translators used various methods in rendering the English texts as the source language text into Indonesian as the target language text. The method is divided into some methods such as word for translation, semantic, literal, and faithful.

The most method used by the translator in translating the bilingual children book is literal translation. The translator applies literal translation method due to the purpose to maintain the naturalness of TL text. It can be seen that literal translation with 12 numbers. In this case, the use of literal translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process. Then it is followed by word for word translation with 11 numbers. Meanwhile, the other method of translation found in the bilingual children book is semantic with 5 and faithful translation with 4 and the least is communicative translation with 3 numbers found.

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