TRANSLATION PROCEDURES OF ENGLISH-INDONESIA IN BILINGUAL CHILDREN STORYBOOK “MOANA FINDS THE WAY” TRANSLATED BY RIMAYANTI

A Thesis
Submitted to Letters and Humanities Faculty in Partial Fulfillment of The Requirements for the Degree of Strata One

Written By:
HALIMATUSSAKDIYAH
1113026000013

ENGLISH LETTERS DEPARTMENT 
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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ABSTRACT


This research was aimed at finding out the type of translation procedures in English-Indonesian bilingual Storybook and the effect the translation most used procedures to target reader that focused on the sentences translation. The researcher took bilingual storybook sentences of the corpus of the research. The researcher uses qualitative method to explore the objectives of the research. The researcher uses herself in collecting data through several steps: to find the translation procedures contained in the translation Bilingual storybook, to classify and to analyze the types of translation procedures from Bilingual Storybook “Moana Finds the Way”, to determine the most dominant type of translation procedures and to describe the effect translation procedures in Bilingual Storybook “Moana Finds the Way” and to concluding the result.

In analyzing the data, the researcher use qualitative method to describe the type of translation procedures that were analyzed. The result of this research shows that 1) there are six type of translation procedures based on Newmark, they are: First, 1) Literal Translation procedure 24 data, Shift or Transposition procedure 5 data, Modulation procedure 4 data, Reduction 6 data, Addition 5 data, Couplet 6 data. Second, the most dominant type of translation procedures is Literal Translation procedure. It has higher frequency data 24 data.

Key Words: Translation, Bilingual Storybook, Translation Procedures.
APPROVEMENT

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Halimatussakdiyah
1113026000013

Approved by:

Dr. Muhammadi Farkhan, M.Pd
NIP. 19650919 200003 1 002

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
LEGALIZATION

Name : Halimatussakdiyah
NIM  : 1113026000013

The thesis has been defended before the faculty of Adab and Humanities’ Examination committee on February 14, 2018. It has already been accepted as a partial fulfillment of the requirement for the degree of strata I.

Jakarta, February 14, 2018

Examination Committee

1. Drs. Saefudin, M.Pd.
   NIP. 19640710 199303 1 006 (Chair Person)

2. Elve Oktafiyani, M.Hum.
   NIP. 19781003 200112 2 002 (Secretary)

3. Dr. Muhammad Farkhan, M.Pd.
   NIP. 19650919 200003 1 002 (Advisor)

   NIP. 19780801 200003 1 001 (Examiner I)

   NIP. 19760602 201411 1 003 (Examiner II)

Signature Date

24/02/2018

20/02/2018

24/02/2018

15/02/2018

14/02/2018
DECLARATION

I hereby declare that this submission is my own word and that, to the best of my knowledge and belief. It contains no material previously or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of university or other institute of higher learning, except where due acknowledgment has been made in text.

Jakarta, January 19, 2018

Halimatussakdiyah
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In the name of Allah, the most Gracious, the most Merciful,

The most Beneficent may peace and blessing of Allah be upon all of us

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The Researcher
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CHAPTER I

INTRODUCTION

A. Background of the Research

The process of translation is usually an interlingual translation that the source language message in the text is rendered as a target text in a different language. People have different languages and cultural restrictions are having difficulties to communicate with each other. So, the messages cannot send perfectly to each other. Therefore, translation can be a solution of this matter. According to Newmark (5) translation is shift meaning process of one language into another language according to what is intended by the author.

The process of translation needs some procedure in the sentences that make it easy understand to reader because the translation procedure is the way of translation. The procedure used to see the situation and targets in order to make the translation suitable for target reader. El Habib (2017) stated procedures are considered essential for translation. The translators need to use some procedures for the realization of a translation that might be objectively correlative to the original text both in form and content of the story. Some procedures are used by translators when they formulate equivalence for the purpose of transferring elements of meaning from the source texts to the target text. Translation procedure also describes the result and it can be used to
classify various solutions of translation. Moreover, translation defined procedure as a procedure which is used to analyze and to categorize the way of the equivalent work. However, translation happens on text, such as in bilingual book. Translation procedure becomes very important in the stage of adjustment in transferring messages from source language to target language. Therefore the translation procedure is very useful in the process of translation.

This study uses bilingual storybook for object of research. Then the researcher describes little about bilingual. The study of bilingual is a new thing in our country. This term begins to knowing and studying since the establishment of International School Stubs. Studies Semingson, Pole, and Tommerdahl (2015) Bilingual books, also known as dual language books, were available across genres and age groups, included classics and picture books in fiction and nonfiction. Since they involved translations from one language to another. The researcher point out that the quality of translation was an important consideration. Therefore, many children are beginning to understand two languages such as English and Indonesian language simultaneously. The researcher is interested to analyze this bilingual children storybook because bilingual children storybook is already known in the world wide from cartoon film. As we knew that children have a different vocabulary from adult people. That would be unique thing when this bilingual children storybook translated into Indonesian as a target language and can be analyzed by translation procedures.
Related to procedures translation, this study is not the first research that uses the theory of translation procedure as a reference research. Many studies have already done with different points of view. This study focuses on the effect of translation procedures that happened in whole of sentences of translation in bilingual story book Disney; Moana in order to know how the translation procedure uses for translation this bilingual book. This study uses the same theory but different analysis and object of research. Therefore, this study is still interesting.

This research uses qualitative descriptive analysis methods to analyze based on the theories, methods or approaches are relevant. Qualitative method is a research relied on verbal and non-numerical data as the basis of analysis and solving the problem appears (Farkhan, 21). The source of the data analyzed in this research is all sentences in Bilingual storybook “Moana Finds the Way”. This research aimed to know how the type of translation procedure and the effects translation procedures use in whole of sentence. Therefore, this research takes a position to find the answer that the translation procedure is one of important process in translation that translator uses to translate.

**Example of analysis data:**

**Transference Translation Procedure**

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headset connector</td>
<td>headset Konektor</td>
</tr>
</tbody>
</table>
The procedure that Newmark 1988 is *transference* it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey (2000:5) named "transcription. *Borrowing* of *transference* is a process of transferring the SL (Source Language) into the TL (Target Language) in which the words of the text become “loan words” because there is no change of form when transferring SL text into the TL (Vinay and Darbelnet, 2000).

B. Focus of the Research

In this study, the researcher focuses on the effect of category of translation procedure used in sentence of bilingual storybook to target reader.

C. Research Questions

Based on the description in the background of research, then the main subject in this study are:

1. How are translation procedures in translating English Indonesia Bilingual Children Storybook?

2. How are translation procedure results to the target reader?
D. The Objectives of Research

The purposes of this research are:

1. To find out the type of translation procedures in English-Indonesian Disney: Moana bilingual storybook.

2. To know translation procedures applied in translating Bilingual Children Storybook to target reader.

E. Significance of the Study

Theoretically the researcher carries more contribution development of translation theories (including translation procedures and translation studies) to complement each other's opinions from various sources of reference that already exist and practically. This research will be useful to the reader, to know the translation procedure occurs in the bilingual book of children's stories and to increase translator's knowledge about translation procedure.

F. Research Methodology

1. Method of Research

This research is designed by using qualitative descriptive design. A research is done by obtaining information and then explanation in order that get the conclusion to describe by words. The author tries to explain the Procedure of The Bilingual Storybook and explains the reasons that
reinforce the results of the analysis obtained. According to Farkhan (21) qualitative methods are studies that rely on other verbal and non-numerical data as the basis of analysis and problem solving under review, such as content analysis, discourse analysis, and naturalistic research.

2. **The Technique of Data Collection**

This research uses the writer herself as the main instrument to get the qualitative data about the book and its translation. The writer has some steps:

a. The researcher reads the translation of bilingual storybook both SL and TL.

b. The researcher takes notes the types of translation procedure in the translated bilingual story book by comparing sentence structure and meaning from its original.

c. The researcher collects and describes each translations procedure based on theory by Newmark (1988).

d. The researcher concludes the result of research.

3. **The Technique of Data Analysis**

The data that have been collected will be analyzed qualitatively by performing the following steps: first, identifying the bilingual story book in source text and target text by determining and selecting types of translation procedures existing in the sentence. Second, describing the results of
observations of the translation all sentence in Bilingual Storybook and source language. The third, concluding the result of translation procedures used in Bilingual Storybook, found the most translation procedure that is used in Bilingual Storybook and the effect of translation procedure to the translation result.

4. The Unit of Analysis

The object of this study is Bilingual Storybook Disney; Moana Finds the way (Moana menemukan arah) which are in the forms of sentence, words, phrases, clauses, as unit analysis.
CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Research

Based on some researches that have been done, there are some researches relating to our research. First research was conducted by Nurlaila (2017) entitled *Translation Procedures applied By Students In Translating Indonesian specific Term Into English*. The researcher finds from 89 sentences from the result of students translation on specific term or expression exactly on education and research in education terms, it was found that there were 8 translation procedures applied by students in translating specific terms from Indonesian as source language into English as target language. The eight types of translation procedures found in the data were established equivalent, borrowing, transposition, literal translation, calque, reduction, transposition+reduction, and calque+borrowing.

The differences of research conducted by Nurlaila and research conducted by the researcher are in term translation procedures applied by the students in translating Indonesian education and educational research terms into English which the researcher is term translation procedures applied in bilingual storybook in English to Indonesia while Nurlaila has researched translation procedures by Molina and Albir theory, while the researcher is used Newmark theory to analyze the sentence
The second research Satriadi (2014) entitled *An Analysis Of Translating Procedures On Sony Ericsson Live With Walkman Series Stratum Guide*. This study are to investigate and analyze the equivalence. His study explored how translation procedure and the translation quality of Sony Ericsson Live with Walkman Startup Guide. Firstly, for the translation procedures the researcher found several translation procedures applied by the translator. The findings, sorting from the highest to the lowest percentage were as follows: borrowing/transference (54 items or 27%), adaptation/naturalization (43 items or 21.5%), transposition (42 items or 21%), literal/word-for-word (31 items or 15.5%), reduction (18 items or 9%), and Calque/through-translation (12 items or 6%).

The differences between research conducted by Satriadi and conducted the researcher is in term of the element of analyzed. Satriadi has analyzed the equivalence. His study explored how translation procedure and the translation quality of Sony Ericsson Live with Walkman Startup Guide while the researcher analyzed kinds of translation procedure applied in bilingual storybook and the effect of translation procedure did in translation bilingual storybook.

The last the previous studies, Siregar (2016) entitled *Translation Procedures Analysis English Indonesian Motivational Book*. The study focused on the analysis of translation procedures. Vinay and Darbelnet’s theory (1950) used in the process of translation of “Chapter 5: Express Your Voice” of Stephen R. Covey’s Book into Indonesian. This result reveals us
the process of establishing equivalence between the source language texts (50.70%) and target language texts (49.30%) that aimed to passing on an understanding to people in their own language and create the same impact as the original text. The most frequently procedure used is literal that reflects the direct translation. On the other hand, the researcher focuses only on the type of translation procedure and the object is all sentence that translated by translator in bilingual storybook.

The differences of research conducted by Siregar and research conducted by the researcher are in term of the research anlayzed. Siregar research focused on the analysis of translation procedures by theory Vinay and Darbelnet used in the process of translation of “Chapter 5: Express Your Voice” of Stephen R. Covey’s Book into Indonesian which the researcher is term the study focused on translation procedures by theory Newmark used in bilingual storybook in English to Indonesia.

B. Translation Procedures

Newmark (81) defined translation procedures are used for sentences and smaller units of language. Related to Satriadi (2014), he described about translation procedure in Sony Ericson live with Walkman series using Newmark’s theory that is supported by several theories such as the theory of translation procedure from Nida and Albiir, Vinay and Darbelnet. Siregar (2016) analyzed translation procedure in text by the theory of Vinay and Darbelnet that proposed seven methods or procedures. The procedures are borrowing, calque, literal, transposition, modulation, equivalent, adaptation.
Their opinion about Literal Translation or direct translation is impossible, and then the translator has to place the term of oblique translation. Oblique translation is another term for free translation where the translator tries to attain the equivalence.

Due to structural and metalinguistic parallelisms that occur between languages. It is often possible to overcome the gaps between the SL and the TL by transposing the SL message piece by piece into the TL. In some cases, when the translator notices a gap in the target language, they can employ either parallel category or a parallel concept to convey the meaning of the source text. This can be accomplished with one of the following direct translation procedures.

1. **Borrowing** is usually used in terms of new technical or unknown concepts, to overcome a gap, usually a metalinguistic one. Borrowing is the simplest of all translation methods. Borrowing is mostly applied to introduce the flavor of the source language color is a matter of style, but at the same time it may have a significant effects on the message contained.

   Example: BSa (Inggris): *It is a state of force majeure.*

   BSa (Indonesia): *Ini adalah keadaan force majeure.*

2. **Calque** is a special kind of borrowing whereby a language borrows an expression from another, but the translator translates literally each of its elements. The result is either a lexical *calque* i.e. one which respects the
syntactic structure of the target language while introducing a new mode of expression,

Example: BSu (Inggris): Prime Minister

BSa (Indonesia): Perdana Menteri. [calque]

3. Literal / word-for-word translation is a direct transfer of the source text into grammatical and idiomatically appropriate target text.

Example: BSu (Inggris): I gave a speech at the university last month.

BSa (Indonesia): Saya memberi pidato di universitas itu bulan yang lalu.

In dealing with structural and metalinguistic differences between languages certain stylistic effects are unattainable without upsetting the lexis or the syntactic order in the target language. In such cases more complex methods must employ to convey the meaning of the source text. Although at a cursory glance they may look fairly sophisticated, or even unusual, the oblique translation procedures allow translators to exert a strict control over the reliability of their efforts. Vinay and Darbelnet (1989).

4. Transposition is a procedure which involves replacing one word class with another class without changing the message. There are two types of transposition, namely obligatory and optional transposition. Obligatory transposition occurs when the target language has no other choices because of the language system.
Example: BSu (Inggris): *I gave a speech at the university last month.*

BSa (Indonesia): *Saya berbicara di universitas itu bulan yang lalu.*

5. Modulation is the varying of the language, obtained by a change in the point of view, this change can be justified, although literal even transposed. There are two types of modulation, namely free or optional is generally adopted because of nonlinguistic reason. It is mostly used to stress the meaning, to affect coherence or to find out natural form in the TL.

Example: BSu (Inggris): *You’re quite a stranger.*

BSa (Indonesia): *Kami rasanya belum pernah ketemu Anda.*

6. Equivalent is often desirable for the translator to use an entirely different structure with different meaning from that of the source language text so long as it is considered appropriate in the communicative situational equivalent to that of the source language text.

Example: BSu (Inggrsi): *It rains cats and dogs.*

BSa (Indonesia): *Hujannya bagai ditumpahkan dari langit*

7. Adaptation is the extreme limit of translation which is used in cases the translator has to create a new situation that can be considered equivalent.

Example: Bsu (Inggris): people really need help but may attack you if you do help them. Help people anyway.
Bsa (Indonesia): Engkau lihat, akhirnya ini adalah urusan antara engkau dan tuhanmu; bagaimanapun ini bukan urusan engkau dengan mereka.

Some of the source language data do not have exact equivalents in the target language because of the different cultural backgrounds between the source language and target language. Therefore, not all of the source language terms can be translated into the target language if the source language terms are considered as not having the equivalents.

The research is not much different from the researcher took in her research is to analyze used the theory of Newmark.

Based on the descriptions above, translation played a crucial role for people to get information which is written in English. Regarding to Weber (1984), the translation is the process of transposition of a text written in a source language into a target language, which in this case is from English into Indonesian. In what follow is some procedures proposed by some translation theorist by Newmark:

The following are the different translation procedures that Newmark (1988) proposes:

1) **Literal Translation** is the basic translation procedure where word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words Newmark (69)
1. SL: I have to go.
   TL: saya harus pergi.

2. SL: War on Abnegation?”
   TL: perang terhadap abnegation?”

2) **Transference/borrowing** is the process of transferring an SL word to a TL text Newmark: (81). It includes transliteration and is the same as what Harvey (2000) named "transcription."

   Examples:
   1. Rap (musik) → Rap
   2. Program → Program

3) **Naturalization** adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. Newmark (82)

   Examples
   1. Television → Televisi
   2. Vision → Visi

4) Adaptation is a procedure which involves changing the cultural reference when a situation in the source culture does not exist in the target culture (Munday 58). In other words, Delisle, Lee-Jahnke & Cormier use this term
to replace a socio-cultural reality from the SL with a reality specific to the target culture in order to accommodate for the expectations of the target audience.

Example:

SL: Your Majesty.

TL: Yang Mulia.

5) **Cultural equivalent** means replacing a cultural word in the SL with a TL one. However, "they are not accurate" Newmark (82)

   Example

   1. Snow White → Putri Salju
   2. Sleeping Beauty → Putri Tidur

6) **Functional equivalent** requires the use of a culture-neutral word. Functional Equivalent procedure is applied to cultural words that require the use of a culture-free-word, but the function of TL is similar to the SL referent. Sometimes, it uses a specific term, so the SL word should be generalized. This procedure can be used when a SL technical word has no TL equivalent so there will be connotational or denotational differences between the SL and TL term (Newmark 83 and Harvey 2).

   Example:

   1. Boarding House → Kos - Kosan
2. Pajama → Baju Tidur

1) *Descriptive equivalent*, this procedure the meaning of the CBT is explained in several words. Newmark (83)

   a) Defining culture-bound terms (CBT) as the terms which "refer to concepts, institutions and personnel which are specific to the SL culture" (p.2), Harvey (2000)

   Example:

   1. **Sari (Indian)** → pakaian tradisional wanita India

2) *Componential analysis* means "comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components." Newmark (114)

   Example

   1. Man → Laki - Laki Dewasa

   2. Girl → Anak Gadis

3) *Synonymy* is a "near TL equivalent." Here economy trumps accuracy. Newmark (84)

   Example:

   1. Beautiful → Cantik, Indah, mempesona
2. Ugly → Jelek, Buruk

4) *Through-translation* is the Literal Translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation. Newmark (84)

   Example

1. Secretary General → Sekretaris Jenderal

5) *Shifts or transpositions* involves a change in the grammar from SL to TL, for instance, (I) change from plural to singular or adjective-noun to Noun-adjective, (II) the change required when a specific SL structure does not exist in the TL, (III) The shift where Literal Translation is grammatically possible but may not accord with natural usage in the TL. (IV) The replacement of a virtual lexical gap by a grammatical structure. Newmark (85-86)

   Example

1. You have to follow the regulation → Aturan ini harus kamu taati.

2. Exciting lesson → pelajaran meanarik

6) *Modulation* occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective. Newmark (88)
Example

1. You can't tell a lie → Kamu harus jujur.

2. You are going to have a wife → Anda akan jadi suami?

7) **Recognized translation** occurs when the translator "normally uses the official or the generally accepted translation of any institutional term."

Newmark (89)

Example

1. *Wetboek van Strafrecht* → *Kitab Undang - Undang Hukum Pidana*

2. *burgelijk wetboek* → *Hukum Perdata*

8) **Translation Label** is a provisional translation, which is used for a new institutional term and should be made in inverted commas, which can later be discreetly withdrawn. It could be done through Literal Translation.

Newmark (90).

Example

SL: Heritage Language.

TL: Langue d'heritage.

9) **Compensation** occurs when loss of meaning in one part of a sentence is compensated in another part. Newmark (90)
Example

1. What kind of faggot do you think about me? ➔ Kamu pikir aku ini manusia bodoh macam apa?

10) *Reduction and expansion* are rather imprecise translation procedures, which you practice naturally in some cases Newmark (90). Meanwhile, Gottlieb in Ghaemi and Benyamin (2010) also proposes the term “Expansion” and uses the term “Condensation” and “Decimation” for “Reduction”. Condensation is the shortening of the text in the least obtrusive way possible while decimation is an extreme form of condensation where perhaps for reasons of discourse speed, even potentially essential elements are omitted.

Example

SL: Your dad and I, we want to give a present to you.

TL: Kami ingin berikan hadiah untukmu.

11) *Paraphrase*, in this procedure the meaning of the CBT that explained. Here the explanation is much more detailed than that of *descriptive equivalent*.

Newmark (90)

Example

1. Acrophobia ➔ Takut akan ketinggian dalam ketinggian tertentu dengan keyakinan akan jatuh atau tergelincir.
2. Algophobia → Takut akan kesakitan yang biasanya terjadi pada orang - orang lansia

12) *Couplet* occur when the translator combines two different procedures. Newmark (91) Couplet, Triplets, and Quadruplets are the combination of two, three, or four procedures for dealing with a single problem. Newmark (1988).

Example

1. In her words, the Olympic Games were "different from all other competitions". → Ia berkata bahwa Olimpiade adalah kompetisi yang berbeda dari yang lain. (Adaptasi + Descriptive Equivalent)

2. You just have to concentrate on yourself, the apparatus and the carpet. You should not pay attention on anything else. → Anda harus fokus pada diri sendiri, aparatus, dan lapangan tempat anda bermain, bukan yang lain. (Compensation + Literal Translation)

13) *Notes, Additions, Glosses*; notes are additional information in a translation, the additional information a translator may have to add to his version is normally cultural (accounting for differences between SL and TL culture) Newmark (91)

Example

1. The world cup is annually held in Sofia → Piala Dunia ini dilakukan setiap tahun di Sofia1. Notes : Sofia, Ibukota Bulgaria
Every source has different idea of translation procedure. The writer concludes that translation procedure is a process translation that uses in small particle text such as sentence. Therefore, the translation procedure cannot be separated in the translation process as it is an important part of the translation process.

This study focuses on translation procedures that happened in whole of text of bilingual story book Disney; Moana in order to know how the translation procedure is using for translating this bilingual book. This study is using different theory and object of research. Looking at the theories used in previous research, researchers have the main reference theory that is the theory of Newmark and supported by several other theories.

C. Translation

Definitions of translation have been proposed by a number of previous studies. Regarding to El Habib (2017), translation is “the process of replacing an original texts, known as the source text within substitute one known as the target text. Cartford (1969) defined translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (TL). Newmark (1988) also gives the same definition about translation. He defines that translation is rendering the meaning of a text into another language in the way that the author intended the text. According to Larson (1977), translation in the transfer of meaning in the source language text into the target text, this is
done by replacing the form of the first language by the form of the second language. The meaning itself is maintained as the form may be adjusted by transferring the meaning of source language text by the use of very natural forms in the target language. The process is usually an interlingual translation in that the message in the source language text is rendered as a target text in a different language the text” Newmark (1998). In addition Bell (1991), states that translation is the replacement of a representation of a text in a second language (1991: 6). Additionally, the first word of the translation is noun [C, U] and translate in form V/verb [I, T] from Oxford Dictionary (2008). Translation is put something from written or spoken into a different language Oxford Dictionary (2008). A short explanation of the dictionary, it is seen that translation is a process used to know and understand other languages by transferring writing or speech sources to other languages understood by readers and listeners.

After the explanation of the whole of the source research, the researcher concluded the translation is a process that taken by translator to translate the source language to the target language. Although they have their perspective opinions about translation but if incorporated the translation. They have the same goal of translating the source language to the target language in order to convey the message contained in the source language text.
D. Process of Translation

In order to produce a good translation, translators should perform three stages in the process of translation that Nida and Taber (33) proposed as the following figure:

![Figure 2.1. Nida and Taber’s Process of Translation](image)

There are three stages in producing a good translation. It cannot be done in a single stage. The first stage is *Analysis*. Translators must read all the text in SL and understanding every aspect of it. Firstly, the contents of SL text must be fully comprehended such as the message, the meaning, and the purpose of the SL text. Secondly, the syntactic structure of SL text must be analyzed as well. Translators should pay attention to every kind of SL cultural terms such as idioms and metaphors. Sometimes, phrasal verbs are easily mistaken as regular verbs so translators must observe them carefully as well.
The second stage is *Transfer*. The materials that have been previously analyzed are transferred in the mind of translators into TL before they are put into TL text. All aspects of SL are replaced by TL aspects, namely, the cultural terms, idioms, and metaphors. In order to do so, every aspect in target language must be within translators' grasp. Consequently, translators must find every equivalent meaning in TL so that the translation will be comprehensible.

Finally, the final stage is *Restructuring*. The recently transferred materials in translators’ mind are restructured into target language with proper and acceptable grammatical structure and equivalent meaning.
CHAPTER III
RESEARCH FINDING AND DISCUSSION

A. Data Description

The researcher focuses on finding the cases of translation procedures from target language on translating bilingual Storybook “Moana Finds the Way”. In the literature review, the researcher has explicated the theory of translation procedure. In this chapter, the researcher describes the research findings.

The data are from bilingual children storybook “Moana Finds the Way”. After reading all sentences, the researcher explains type of translation procedure in each sentence.

The data description will be showed up in the table below:

<table>
<thead>
<tr>
<th>PAGE</th>
<th>DATA</th>
<th>Types of Translation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Te Fiti is an island.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td></td>
<td>Te Fiti adalah pulau.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It once gave life to all.</td>
<td>Transposition + Adaptation procedures (Couplets)</td>
</tr>
<tr>
<td></td>
<td>Dulu ia memberi kehidupan kepada semua.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The demigod Maui Stole Te Fiti’s heart.</td>
<td>Transposition procedure</td>
</tr>
<tr>
<td></td>
<td>Maui, manusia setengah dewa, mencuri hati Te Fiti.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Maui lost the heart.</td>
<td>Additions procedure</td>
</tr>
<tr>
<td></td>
<td>Maui kehilangan hati itu.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Darkness spread.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td></td>
<td>Kegelapan menyebar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>People stopped sailing On the open ocean.</td>
<td>Orang-orang berhenti berlayar di laut lepas.</td>
</tr>
<tr>
<td>7</td>
<td>Moana lives on island.</td>
<td>Moana tinggal di pulau.</td>
</tr>
<tr>
<td>8</td>
<td>She loves the ocean.</td>
<td>Ia sangat menyukai laut.</td>
</tr>
<tr>
<td>9</td>
<td>It gives her a shiny gift.</td>
<td>laut memberinya hadiah yang berkilauan.</td>
</tr>
<tr>
<td>10</td>
<td>It is heart of Te Fiti!</td>
<td>Itu hati Te Fiti.</td>
</tr>
<tr>
<td>11</td>
<td>Moana grows up.</td>
<td>Moana tumbuh besar.</td>
</tr>
<tr>
<td>12</td>
<td>Gramma Tala shows her a cave full of boats.</td>
<td>Nenek Tala menunjukkan padanya gua penuh perahu.</td>
</tr>
<tr>
<td>13</td>
<td>Moana’s people once loved to sail!</td>
<td>Leluhur Moana ternyata senang berlayar.</td>
</tr>
<tr>
<td>14</td>
<td>Moana thinks she would love to sail, too.</td>
<td>Moana pikir ia juga akan senang berlayar.</td>
</tr>
<tr>
<td>15</td>
<td>Gramma Tala tells Moana she must find Maui and return Te Fiti’s heart.</td>
<td>Nenek Tala memberitahu Moana ia harus menemukan Maui dan mengembalikan hati Te Fiti.</td>
</tr>
<tr>
<td>16</td>
<td>Moana agrees.</td>
<td>Moana setuju.</td>
</tr>
<tr>
<td>17</td>
<td>She will sail!</td>
<td>Ia akan berlayar!</td>
</tr>
<tr>
<td>18</td>
<td>She will way find!</td>
<td>Ia akan menemukan arah!</td>
</tr>
<tr>
<td>19</td>
<td>Moana does not know how to sail.</td>
<td>Moana tidak tahu cara berlayar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20. But she loves the ocean.</td>
<td>Tapi ia sangat menyukai laut.</td>
<td>Addition procedure</td>
</tr>
<tr>
<td>21. She tries to sail.</td>
<td>Ia mencoba berlayar.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>23. Moana is lost.</td>
<td>Moana tersesat.</td>
<td>Reduction</td>
</tr>
<tr>
<td>25. Maui does not think Moana can learn to wayfind.</td>
<td>Menurut Maui, Moana takkan bisa belajar menemukan arah.</td>
<td>Modulation procedure</td>
</tr>
<tr>
<td>26. He does not want to help.</td>
<td>Maui tak mau membantu.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>27. The ocean makes him teach her.</td>
<td>Laut memaksa Maui mengajari Moana.</td>
<td>Modulation procedure</td>
</tr>
<tr>
<td>28. Moana must learn to use the stars.</td>
<td>Moana harus belajar untuk menggunakan bintang-bintang.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>29. She must learn to feel the waves.</td>
<td>Ia harus belajar untuk merasakan ombak.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>30. Moana works hard.</td>
<td>Moana bekerja keras.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>31. She uses the stars.</td>
<td>Ia menggunakan bintang-bintang.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>32. She feels the waves.</td>
<td>Ia merasakan ombak.</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>33. She finds the way!</td>
<td>Ia menemukan arah!</td>
<td>Literal translation procedure</td>
</tr>
<tr>
<td>34. Monster Te Ka comes.</td>
<td>Monster Te Ka datang.</td>
<td>Transference + Literal translation procedures (Couplets)</td>
</tr>
<tr>
<td>35. Big waves rock the boat.</td>
<td>Ombak besar mengguncang perahu.</td>
<td>Transposition procedure</td>
</tr>
<tr>
<td>Line</td>
<td>Original Text</td>
<td>Translation</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>36.</td>
<td>Moana sails fast.</td>
<td>Moana berlayar dengan cepat.</td>
</tr>
<tr>
<td>37.</td>
<td>She holds on.</td>
<td>Ia bertahan.</td>
</tr>
<tr>
<td>38.</td>
<td>Moana is smart.</td>
<td>Moana pintar.</td>
</tr>
<tr>
<td>40.</td>
<td>Te Ka is strong.</td>
<td>Te Ka kuat.</td>
</tr>
<tr>
<td>41.</td>
<td>Moana returns the heart of Te Fiti.</td>
<td>Moana mengembalikan hati Te Fiti kepada pemiliknya.</td>
</tr>
<tr>
<td>42.</td>
<td>The darkness leaves.</td>
<td>Kegelapan sirna.</td>
</tr>
<tr>
<td>43.</td>
<td>Plants grow.</td>
<td>Tanaman tumbuh.</td>
</tr>
<tr>
<td>44.</td>
<td>Te Fiti blooms.</td>
<td>Te Fiti muncul.</td>
</tr>
<tr>
<td>45.</td>
<td>Life returns to the islands.</td>
<td>Pulau-pulau hidup kembali.</td>
</tr>
<tr>
<td>46.</td>
<td>Moana finds her way back home.</td>
<td>Moana menemukan arah untuk pulang.</td>
</tr>
<tr>
<td>47.</td>
<td>Her family is happy to see her.</td>
<td>Keluarganya bahagia bertemu dengannya.</td>
</tr>
<tr>
<td>48.</td>
<td>Moana leads her people to new islands.</td>
<td>Moana memimpin warganya ke pulau-pulau baru.</td>
</tr>
<tr>
<td>49.</td>
<td>She is a great wayfinder.</td>
<td>Ia penemu arah yang hebat.</td>
</tr>
<tr>
<td>50.</td>
<td>She is Moana.</td>
<td>Ia adalah moana.</td>
</tr>
</tbody>
</table>
B. Data Analysis

The researcher is going to analyze types of translation procedures that use in the sentences. So, classifying them and explaining how it happens by the theory. There are 50 sentences in this book. Data 1 until data 50 are taken from Children Storybook “Moana Finds the Way”.

<table>
<thead>
<tr>
<th>NO</th>
<th>PROCEDURE</th>
<th>AMOUNT IN NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literal</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Shift or Transposition</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Modulation</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Reduction</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Additions</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Couplet</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

1. Analysis of Page 4

1.1 Page 4 the first sentence

SL: Te Fiti is an Island

TL: Te Fiti adalah Pulau

The translation “Te Fiti is an Island” into “Te Fiti adalah Pulau” indicated that literal translation procedure is applied. It because “Te Fiti” literally to translate into “Te Fiti”, “is” into “adalah”, and “an island” into “pulau”.

From this using of procedure on the translation above can be said that the literal procedure affected to the original message of SL. This can be sawn from the information that still can be understood to the original one.

1.2 Page 4 the second sentence

SL: *It once* gave life to all

TL: *Dulu ia* memberi kehidupan kepada semua.

The subject ‘it’ is used as the pronoun of a thing beside human being, but in this translation. Translator translates into ‘ia’ that it is for human being to clarify what was describe before. It makes the translation more readable and explain what ‘it’ refers to. So, the translator changes the point of view. The researcher thinks it is appropriate to translate as it is. So, the researcher concludes that translator is using adaptation procedure because they translate the actual meaning of what the subject ‘it’ refers to.

The word “once” change position and translate after word “ia” in target language. The word “it” means *that one just mentioned etc.*, “once” means *at some time in the past etc.*, Merriam-Webster Dictionary (1828) and the word “it” means *pengganti subjek atau objek yang sudah disebutkan sebelumnya*, “once” means *suatu kejadian/waktu, sekali, pernah etc.*, (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975).
This sentence includes type of **transposition procedure** because there is position that change with grammatically structure from source language in target language. When the translator translated the sentence, the source language sentence is different position in target language. The translator choses transposition to translate this sentence in order to produce acceptable translation. Then, the source language “*It once gave life to all*” translated into “*Dulu ia memberi kehidupan kepada semua*”.

So, the sentence above includes **couplets** because it combines two procedures adaptation and transposition procedure for dealing single problem translation, (Newmark (91).

1.3 Page 4 the third sentence.

SL: **The demigod Maui** stole Te Feti’s.

TL: **Maui, manusia setengah dewa**, mencuri hati Te Fiti.

The word “demigod” means *a person in mythology who has some of the powers of god : a being in mythology who is part god and part human*, Merriam-Webster Dictionary (1828) and the word “demigod” means *setengah dewa*, (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975). In the source language translated “*The demigod Maui stole Te Feti’s heart*” into “*Maui, manusia setengah dewa, mencuri hati Te Fiti*”.
If it is translated literally into “manusia setengah dewa Maui mencuri hati Te Fiti” the children will not get the meaning of the the sentence in the bilingual children storybook. So, translator uses transposition as the appropriate one.

The translation procedures in this sentence affected in the translation because the literal translation is grammatically possible but may not accord with natural usage in the target language.

2. Analysis of Page 5

2.1 page 5 the first sentence.

SL: Maui lost the heart.

TL: Maui kehilangan hati itu.

In example above, the sentence uses addition to translate the sentence “Maui lost the heart” into “Maui kehilangan hati itu”. The translator translated target language by add word “itu” in order that gives information of source language more clear in target language to reader. Notes, additions, and glosses are the procedures where the translator gives additional information within the text, notes at bottom of page, notes at end of chapter, and notes or glossary at end of book Newmark (91-92). From this statement showed that this sentence is addition procedure.

2.2 Page 5 the second sentence.

SL: Darkness spread.
It was clear that the sentence uses **literal Translation procedure**. Source language translates “*Darkness spread.*” into “*Kegelapan menyebar*” in target language. The word ‘Darkness’ means *no light* and “*spread*” means *to open, arrange, or place (something) over a large area*, Merriam-Webster Dictionary (1828) and in the word “*Darkness*” means *kegelapan, kemuraman* and in English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975) the word “*spread*” means *menyebar etc.*, So, the researcher sees that translator translated it word by word because the literal translation procedure affected in this translation.

### 2.3 Page 5 the third sentence.

SL: People stopped sailing on **the open ocean**

TL: orang-orang berhenti berlayar di **laut lepas**.

According to Merriam-Webster Dictionary (1828),“Open” means *having no enclosing*. so, the synonyms is *clear, cleared, free, unclogged, unclosed, unobstructed, unstopped*, and in Merriam-Webster Dictionary (1828) dictionary “open” means *not closed*. In Mariam Webster described one of synonym for word “open” is *free* means lepas, English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975).

In the sentence above translated “*People stopped sailing on the open ocean*” into “*orang-orang berhenti berlayar di laut lepas*” because the close meaning and part of synonym of word “Open” is *free*. Then, this sentence uses **synonym procedure**. As Newmark (1988), synonymy is a
near TL equivalent to a SL word in a context, where a precise equivalent may or may not exist. This statement is strengthening the reason about synonym that contained in this sentence. Besides, in this sentence uses transposition procedure because “People stopped sailing on the open ocean” in source language is translated into “orang-orang berhenti berlayar di laut lepas” in target language.

The literal translation is possible which turn the target language text into “orang-orang berhenti berlayar di buka laut”, but it makes the target language unnatural. Shift is required when the source language grammatical structure does not exist in the target language, as appear in the sentence above, Newmark (85-86). Actually, this sentence includes to Couplets because the combination of procedures affected in one sentence for dealing with single problem.

3. Analysis of page 6

1.3 Page 6 the first sentence.

SL: Moana lives on island.

TL: Moana hidup di pulau.

In example above, the sentence uses literal translation to translate the sentence “Moana lives on island,” in source language which is translated into “Moana hidup di pulau,” in target language. The researcher thinks that translator transfers source language grammar and word order, as well as the primary meanings of all the source language words. However, the sentence
above is translated literally without any reduction or addition in order to keep the equivalences because the literal translation procedure affected in this translation for give the message from source language.

2.3 Page 6 the second sentence.

SL: She loves the ocean.

TL: Ia sangat menyukai laut.

The word “sangat” is more acceptable to explain the verb “menyukai” in grammatical structure in Target language. The source language “She loves the ocean” translated into “Ia sangat menyukai laut” in target language. The researcher sees, there is the word “sangat” that adds in target language. Then, the translator translates it into “ia sangat menyukai laut” for give sensation of the character in bilingual children storybook Moana in target language. So, this sentence includes addition procedure because the translator adds the other word in grammatical structure in target language. However, the addition procedure affected to translate this sentence to target language.


1.4 page 7 the first sentence.

SL: It gives her a shiny gift.

TL: Laut memberinya hadiah yang berkilauan.

The subject ‘it’ is used as the pronoun of a thing beside human being. Translator translates into ‘laut’ that refers to the ocean, because the sentence before tell about the ocean. The researcher thinks that translator translates
the actual meaning of the word ‘it’ refers to, to make the line have a clear meaning and it is appropriate to translate as it is. That is matter of cultural equivalent of target language. So, the researcher concludes that translator is using adaptation procedure and the source “It gives her a shiny gift” translated into “Laut memberinya hadiah yang berkilauan”. The adjective “a shiny” and noun “gift” in source language become change position into “hadiah yang berkilauan” in target language. If source language literally translates into Laut memberinya yang berkilauan hadiah in target language it cannot acceptable to target reader or children. Therefore, translator choose transposition procedure for translate the sentence.

In the sentence above, the researcher concludes to couplets, according to Newmark’s theory (91) because this sentence uses two procedures they are adaptation and transposition procedures. So, Couplets procedures affected in this translation for give the message to target language.

2.4 page 7 the second sentence.

SL: It is heart of Te fiti!

TL: Itu hati Te Fiti.

In data above “It is heart of Te fiti!” in the source language omitted the word “is”. So, the target language becomes “Itu hati Te Fiti” instead of “Itu adalah hati Te Fiti” with shortens the target language text by omitting the underlined words.

In addition, reduction procedure is the process of shortening the text but still maintains the meaning of the whole text. In order to make the
translation clear and natural, “is” should be omitted because reduction procedure affected in translation to target language more easily to get the message like original condition in story.

So, in order to make the target language more natural, translator reduces the target language text and decides the sentence “Itu hati Te Fiti” as a correct one also creates the effective translation by reducing the text.

5. Analysis of page 8

1.5 page 8 the first sentence.

SL: Moana grows up.

TL: Moana tumbuh besar.

The sentence above uses literal translation procedure. The source language translates “Moana grows up” into “Moana tumbuh besar” in target language by way one to one word without change the grammatical structure in target language, Newmark (69). According to Merriam-Webster Dictionary (1828) the word “grow up” means to grow toward or arrive at full stature etc., and tumbuh besar from (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975). So, the researcher decides that the translator translates the source language to target language with literal translation.

However, the literal translation procedures affected because the message of source language “Moana grows up” easy understood by children.
2.5 page 8 the second sentence.

SL: Gramma Tala shows her a cave full of boats.

TL: Nenek Tala menunjukan padanya gua penuh perahu.

The source language “Gramma Tala shows her a cave full of boats” is translating into “Nenek Tala menunjukan padanya gua penuh perahu” in target language with use literal translation in order to get the equivalences. So, the literal translation procedure effected to the reader that could easy understand like the original text by translating one to one word without change the grammatical structure.

3.5 page 8 the third sentence.

SL: Moana’s People once loved to sail!

TL: Leluhur Moana ternyata senang berlayar.

The source language “Moana’s People once loved to sail!” translated into “Leluhur Moana ternyata senang berlayar” by using transposition and addition procedures. In this sentence there is changing grammatical structure between source language to target language. The researcher thinks that the translator translated “leluhur Moana” in target language for described “Moana’s people once” by using transposition procedure because the translator tried to near of equivalent cultural target language in order that the reader can easy to imagine the story and the word “ternyata” adds in target language to complete the translation. Therefore, it concludes to addition procedure.
Then, the data above totally includes **Couplets** because the translator combines the procedure in the sentence of translation. The couplets procedure affected in translation because the reader can easy be understand about the story.

6. **Analysis of page 9**

1.6 **page 9 the first sentence.**

SL: Moana thinks *she would love to sail, too.*

TL: Moana pikir *ia juga akan senang berlayar.*

This sentence apply transposition procedure because the source language translated “*Moana thinks she would love to sail, too*” into “*Moana piker ia juga akan senang berlayar*”. The word “too” translated in Target language is “juga” but the position of grammatical changed. In the source language word “too” put in the last grammatical structure of sentence but in target language the grammatical structure “*Moana piker ia juga akan senang berlayar*” in the middle of sentence.

If it translates literally to “*Moana piker ia akan senang berlayar juga*” but it makes the target language unnatural. **Transposition** is required when the source language grammatical structure does not exist in the target language, as appear in the sentence above. So, transposition procedure affected in translation because the translation of source language can be understood to target reader easily.
7. Analysis of page 10

1.7 page 10 the first sentence.

SL: Gramma tala tells Moana she must find Maui and return Te fiti’s heart.

TL: Nenek tala memberitahu Moana ia harus menemukan Maui dan mengembalikan hati Te Fiti.

In the data above, it was clear that the sentence “Gramma tala tells Moana she must find Maui and return Te fiti’s heart” in source language which is translated into “Nenek tala memberitahu Moana ia harus menemukan Maui dan mengembalikan hati Te Fiti.” in target language is precisely translated without changing the form or word order. The literal translation procedure affected to keep the meaning and the idea of the translated text is well delivered to the children.

In brief, as the researcher can read above that the translator translated the sentence word per word without losing the idea. The text above also transfers the entire message and grammatical structure of source language text similarly, in order to make the reader of the film can get the message and idea as well. **Literal translation** is the basic translation procedure where word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words Newmark (69).

8. Analysis of page 11

1.8 page 11 the first sentence.
SL: Moana agrees.

TL: Moana setuju.

It was clearly when SL element information is translating word for word “Moana agrees” this sentence translated into “Moana setuju”. Literal translation is the basic translation procedure where word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words Newmark (69) So, the data are stuck and focused on the form and grammar of sentence. It is literal translation procedure affected because translator uses to deliver the meaning of source language to target language especially for children.

2.8 page 11 the second sentence.

SL: She will sail!

TL: Dia akan berlayar!

The Literal Translation in translation above occurs when the translator translated into target language into “Dia akan berlayar!”. This sentence structure from source language is not changing and the meaning of word has equivalent. The word “sail” means *a trip in a ship or boat* Merriam-Webster Dictionary (1828) and *layar, berlayar, melayarkan*, (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975). The researcher thinks that the translator translated “She will sail!” by word for word by observing word meaning which has very closely related
to target language. So, the data is literal translation affected for translation because the target reader can imagine the story like the source language.

3.8 page 11 the third sentence.

SL: She will way find!

TL: Ia akan menemukan arah!

The word “way” means how someone or something to does something: how someone or something behaves, appears, feels, etc., and “find” means to discover (something or someone) without planning or trying to: to discover (something or someone) by chance etc., Merriam-Webster Dictionary (1828). As the researcher sees, the translator changed the position of grammatical sentence. When translates “way find” become “menemukan arah”. The translator must do transposition to make the translation natural because grammatical structure of source language does not exist in grammatical structure of target language, Newmark (84).

9. Analysis of page 12

1.9 page 12 the first sentence.

SL: Moana does not know how to sail.

TL: Moana tidak tahu cara berlayar.

In the example above in the sentence “Moana does not know how to sail,” in the source language that translated into “Moana tidak tahu cara
berlayar” in the target language. The target language is stuck and focused on the form and structure and without changing anything from source language. So, the data above show that literal translation affected because the translator can express the meaning of the source language which completely render into the target language. According to Newmark (70), source language grammatical constructions are converted to their nearest target language equivalents to get equivalences.

2.9 page 12 the second sentence.

SL: But she loves the ocean.

TL: tapi ia sangat menyukai laut.

The sentence “But She loves the ocean” translated into “Ia sangat menyukai laut” in this target language. There is adding the word “sangat” for filling the blank lexical by used grammatical structure in Target language. In this sentence the word “sangat” was more acceptable for explained the verb “menyukai” in grammatical structure in Target language. The researcher sees that the translator uses addition procedure. So, addition procedure affected because adding word for translate the source language to target language make the translation easy to understand.

3.9 page 12 the third sentence.

SL: She tries to sail.

TL: Ia mencoba berlayar.
In the source language element information translates word for word “She tries to sail” into “Ia mencoba berlayar”. As the researcher sees, the translator translated it word by word as well as the primary meanings of all the source language words. Supported by Newmark’s theory (1988), the researcher concludes, the translation use literal translation procedure in this sentence. However, literal translation affected because the reader of bilingual storybook from children and the children more easily understand if the translator translate the sentence by simple procedure.

10. Analysis of page 13

1.10 page 13 the first sentence.

SL: A storm comes.

TL: Badai datang.

In this line, the sentence is including literal translation procedure because the sentences of source language above translates into target language by using Literal Translation. For instance, SL element information is translated word for word “A storm comes” into “Badai datang”. There are similar structure of sentence and word order between source language and target language. Although, the translator used Literal Translation procedure for translate the sentence that related to Newmark’s theory (69) about Literal Translation procedure.

2.10 page 13 the second sentence.

SL: Moana is lost.
TL: Moana tersesat.

If the target language instead of translate it literally into “Moana adalah tersesat”, that translation can use in translation but the translator omitted the word “is” because she want make it simple sentence that can sent the massage to children easily. So the target language becomes “Moana tersesat”. Therefore, the translator uses reduction procedure when she translates the text. So, reduction procedure affected in translation because the translator can send the message to children easily

In addition, reduction is the process of shortening the text but still maintains the meaning of the whole text. In order to make the translation clear and natural, “is” should be omitted.

11. Analysis of page 14

1.11 Page 14 the first sentence.

SL: Moana finds Maui.

TL: Moana menemukan Maui.

Semantically, the sentence of source language translates into target language by using literal translation procedure. For instance, SL element information is translating word for word “Moana finds Maui” into “Moana menemukan Maui”. The researcher thinks that the translator decided for using literal procedure affected because the translation has given clear meaning and message to the reader.

2.11 Page 14 the second sentence.
SL: Maui does not think Moana can learn to way find.

TL: Menurut Maui, Moana takkan bisa belajar menemukan arah.

In the sentence above can be seen clearly that there is different perspective between source language and target language. In the source language “Maui does not think Moana can learn to wayfind” if this sentence literally translated into “Maui tidak berpikir Moana bisa belajar menemukan arah” but this sentence translated into “menurut Maui, Moana takkan bisa belajar menemukan arah”. The modulation can identify from translating “Moana can learn to way find” which translate into “Moana takkan bisa belajar menemukan arah”. The reasercher identifies that the target language “Moana takkan bisa belajar menemukan arah” as negative simple present while the source language “Moana can learn to way find” as positive simple present. It happens modulation where the sentence change that occurs in target language pertaining to shift meaning occurred because there changes in the perspective, and change in the mindset but the readers still understood easily in the right meaning and message. It classified as modulation affected because she conveys the message by using other words.


1.12 Page 15 the first sentence.

SL: He does not want to help.

TL: Maui tak mau membantu.
The sentence above transfers the entire message and grammatical structure of target language text same with the source language. The researcher thinks it is still appropriate because in Bahasa Indonesia, the word ‘mau’ is more common to use. So, it considered as literal translation procedure because she creates a description that contains the meaning of the words. According to Newmark (1988) Literal Translation is word for word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words.

2.12 Page 15 the second sentence.

SL: The Ocean **makes him** teach her.

TL: Laut **memaksa Maui** mengajari Moana.

**Modulation procedure** occurs in the phrase above. The phrase “makes him” should be translated into “membuatnya” but the translator translates it become “memaksa Maui”. This case is not about the right or the wrong translation but it is about the differences of perspective. The modulation affected because the translator wants produce the translation become equivalent with the situation in the story that telling about Maui forces to teach Moana.

13. Analysis of page 16

1.13 Page 16 the first sentence.

SL: Moana must learn to use the stars.
The researcher finds that the translator of the bilingual children storybook translated the sentence above in “Moana must learn to use the stars” in the source language into “Moana harus belajar untuk menggunakan bintang-bintang” in the target language. In this case, the researcher thinks that the translator employs literal translation procedure according to Newmark (69) theory because the translator tries to make the result of her translation to be accepted by the readers by using the same grammatical structure and word order.

**2.13 Page 16 the second sentence.**

SL: She must learn to feel the waves.

TL: Ia harus belajar untuk merasakan ombak.

According to Newmark (69), in translating this sentence, translator applied literal translation procedure. The source language “She must learn to feel the waves” is directly translates word for word into the target language “Ia harus belajar untuk merasakan ombak” without any grammatical change. The researcher thinks that this procedure is a pure literal translation procedure since there is no transposition form found in the result of the target language translation. The literal translation affected because the translator uses this procedure to introduce the target language with the term or concept of the source language’s sentence to reader.
14. Analysis of page 17

1.14 Page 17 the first sentence.

SL: Moana works hard.

TL: Moana bekerja keras.

The word “work” means *the things that you do especially as part of your job etc.*, “hard” means *very firm or solid: not easy to bend, cut etc.*, Merriam-Webster Dictionary (1828) and the word “work” means *pekerjaan, tugas, kerja etc.*, “hard” means *keras, sukar, susah etc.*, (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975). The translator identifies that the source language translates “Moana works hard.” Into “Moana bekerja keras” in target language. The sentence is categorized as literal translation procedure because the translator translated completely all of the words so that the meaning was identical to the source language. This literal translation procedure affected because the translator transfers SL text to the nearest equivalence of the TL text, meaning that this is also referred to as word for word translation.

2.14 Page 17 the second sentence.

SL: She uses the stars.

TL: Ia menggunakan bintang-bintang.

The sentence above uses literal translation because the translator translated source language into target language by word for word “She uses
the stars” into “Ia menggunakan bintang-bintang”. The researcher thinks that the translators applied Literal Translation. The translators perfectly translate the word into the target language without any borrowed word. The translation of each word in the sentence is also commonly found by readers in English-Indonesian dictionaries. The literal translation affected because the target reader can get the message like grammatical of the source language.

3.14 Page 17 the third sentence.

SL: She feels the waves.

TL: Ia merasakan ombak.

The same case happens in this sentence that the translator translated the sentence into target language by using literal translation procedure. Source language element information is translated word by word “She feels the waves” into “Ia merasakan ombak”. The translator followed the regulation of Newmark’s theory (1988) about Literal Translation procedure that said that the target language was translated one-by-one and literally by their most common meaning, the target language’s sentence also has no changes in their form.

4.14 Page 17 the fourth sentence.

SL: She finds the way!

TL: Ia menemukan Arah!
According to Newmark’s theory (68), literal translation procedure is to translate the sentence with one-by-one and literally by their most common meaning. For instance, SL element information is translated word for word “She finds the way!” into “Ia menemukan Arah!” the researcher thinks that the translator translated it word for word with purpose gave the message easily to target language without changed form of sentence. The translation uses literal translation procedure because the sentence target language describes the source language word meaning in the target language without change the grammatical structure.

15. Analysis of page 18

1.15 Page 18 the first sentence.

SL: Monster Te Ka comes.

TL: Monster Te Ka datang.

The data above uses couplets because the word “Monster” directly adapts when transferring SL text into the TL. The researcher thinks, the translator use word “Monster” in target language because the word of “Monster” has no equivalent meaning in TL is easy to understand by reader especially child.

However, transference is a term proposed by Newmark (1988) where source language text is transferred into target language text. So, it was not necessary to translated it differently in order to maintain the equivalence Newmark (1988). Vinay and Darbelnet (1989), also explained
about *transference* with word *borrowing*, borrowing is usually used in terms of new technical or unknown concepts, to overcome a gap, usually a metalinguistic one. Borrowing is the simplest of all translation methods. Borrowing is mostly applied to introduce the flavor of the source language color is a matter of style, but at the same time it may have a significant effects on the message contained and the researcher also sees that translator use **literal translation procedure** for translate the source language “Monster Te Ka comes” into “Monster Te Ka dating” in target language because the translator translate word for word without change the grammatical structure. So, couplets affected in translation because the target reader still can understand the story like the source language.

2.15 Page 18 the second sentence.

SL: **Big waves** rock the boat.

TL: **Ombak besar** mengguncang perahu.

It can be seen clearly that there change position in the examples above. In the source language translated “**Big waves rock the boat**” into “**Ombak besar mengguncang perahu**”. “**Big**” as an adjective and a noun “waves” in source language is classified as the change of position source language grammatical structure in target language. The researcher sees in the target language, the noun “**Big waves**” translates into “**Ombak besar**”.

This sentence includes the type of **transposition** where sentence translated by change of position. She translates it by transposition because
the grammatical structure in source language does not exist in target language. Therefore, the translator uses transposition in order that the target reader can understand what the message from sentence without change the context of story.

3.15 Page 18 the third sentence.

SL: Moana sails fast.

TL: Moana berlayar dengan cepat.

In the sentence above includes addition procedure according to Newmark (91) because the sentence “Moana sails fast” translated into “Moana berlayar dengan cepat” in this by adding the word “dengan” for complete the blank lexical in target language. In this sentence the word “dengan” is more acceptable for explained the message. So, the researcher thinks that translator uses addition procedure for make the story more interesting to children. So, addition procedure affected because the children can feel the condition in the story.

4.15 Page 18 the fourth sentence.

SL: She holds on.

TL: Ia bertahan.

The sentence above is translating literally without any reduction or addition in order to keep the equivalences, Newmark (69). The source
language element information translates with Literal Translation “She holds on” into “Ia bertahan”. “hold on” become one word that have one meaning, here means to maintain a condition or position etc., (Merriam-Webster Dictionary (1828) dictionary: 211) and bertahan, memegang, etc., (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975). There is literal translation in here where the word no change meaning of word in source language. However, literal translation procedure affected because the translation still can understand although the grammatical structure target language same with source language.


1.16 Page 19 the first sentence.

SL: Te Ka is strong.

TL: Te Ka kuat.

The word “is” above in the sentence “Te Ka is strong” not translates in target language. If the target language instead of translate it literally into “Te Ka adalah kuat” the translator describes that uses reduction procedure in order that translation become natural story for reader.

So, in order to makes the target language more natural, translator reducing the target language text and decides the sentence “Te Ka kuat” as a correct one also creates the effective subtitle by reducing the text according to Newmark’s theory (90)
2.16 page 19 the second sentence.

SL: Moana is smart.

TL: Moana pintar.

The sentence above indicates reduction procedure, Newmark (90). In the word “is” above in the sentence “Moana is smart” is not translated in target language. If the target language instead of translate it literally into “Moana adalah pintar” the researcher sees, the sentence translated by omission way that will looked effective for reader. So, the target language becomes “Moana pintar”

But it depends on translator in translating text because that sentence could be reduced or translator could still keep the word “is” in translating to target language.

3.16 Page 19 the third sentence.

SL: She finds a way.

TL: Ia menemukan arah.

The sentence of source language translates into target language that uses literal translation procedure. For instance, source language element information is translating word for word “She finds a way.” into “Ia menemukan arah” in target language that is precisely translated without changing the form or word order. In order to keep the meaning and the idea,
the translator translated text with the same grammatical structure and word order as well as to the reader, Newmark (69)

17. Analysis of page 20

1.17 Page 20 the first sentence.

SL: Moana returns the heart of Te Fiti.

TL: Moana mengembalikan hati Te Fiti pada pemiliknya.

This sentence uses **addition procedure** according to Newmark (91) theory because the sentence “Moana returns the heart of Te Fiti.” translated into “Moana mengembalikan hati Te Fiti pada pemiliknya” in this target language there is transposition added the phrase “pada pemiliknya” for filling the blank the grammatical sentence in Target language. The phrase “pada pemiliknya” was more easy to understand for explained the phrase “hati Te Fiti” in grammatical structure in Target language. So, there was no ambiguity in the sentence. Moreover, the phrase “pada pemiliknya” can give ambiguity if the translator not added the phrase “pada pemiliknya” in the sentence.

Actually, if source language translates into “Moana mengembalikan hati Te Fiti” in target language, it can use literal procedure because the meaning of sentence have clear but translator want describes who has heart of Tefiti is her. Then, the addition procedure affected because the reader can get the point from the story.
But it depends on translator in translating text because that sentence could be added or translator could not keep the word “kepada pemiliknya” in those data above.

18. Analysis of page 21

1.18 page 21 the first sentence.

SL: The darkness leaves

TL: Kegelapan sirna.

“The darkness leaves” translates into target language as “Kegelapan sirna”. The translator applies literal translation procedures in translating this sentence. In applying the procedure, the translator translated all word of the source language’s sentence, which is “The darkness leaves”, into “Kegelapan sirna” in the target language. Then, the translators also didn’t change the word order and didn’t giving transposition such as “Sirnanya kegelapan” when translating it into the target language. The literal translation procedure affected because the reader more easy understand the word and meaning like original context.

2.18 page 21 the second sentence.

SL: Plants grow.

TL: Tanaman tumbuh.
The sentence above translates by word for word without losing the opinion in source language when transfers the instruction, the grammatical sentence of source language sentence similarly. In order to make the reader of the bilingual children storybook can get the message and idea from source language. Semantically, the word “plant” means to put (a seed, flower, or plant) in the ground to grow etc., “grow” means to become larger: to increase in size, amount etc., Merriam-Webster Dictionary (1828) and the word “plant” means tanam-tanaman, tumbuh-tumbuhan etc., “grow” means menanam, tumbuh etc., (English-Indonesian Dictionary by John M. Echols and Hassan Shadily 1975). So, the translator translated source language “Plants grow” into target language “Tanaman tumbuh” with using literal translation procedure. The literal translation procedure affected because target reader still understood the meaning from source language with same grammatical structure in target language.

3.18 Page 21 the third sentence.

SL: Te Fiti blooms.

TL: Te Fiti muncul.

The word “blooms” from Merriam-Webster Dictionary (1828) means “to produce flowers, to change, grow, or develop fully” here in the sentence are defined “muncul” in target language perspective. It is common use “berbunga/mekar” as the meaningful in dictionary.
Modulation happens in data above because translator has different perspective from source language. Modulation affected the translation because the translator would give the message with other word but the idea from source language no change. Therefore, this sentence included modulation procedure. According to Newmark (1988), “the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective”. As Vinay and Darbelnet also said about modulation, modulation is a variation of the form of the message, obtained by a change in the point of view.

4.18 page 21 the fourth sentence.

SL: Life returns to the islands.

TL: Pulau-pulau hidup kembali

In data above, sentence “Life returns to the islands” in source language is translated into “Pulau-pulau hidup kembali” in the target language instead of “Aku mengatakan padamu sekali” in the target language. There is transposition which is required when the source language grammatical structure does not exist in the target language Newmark (85). Also in order to maintain the equivalence among source language and target language.

Actually, the literal translation is possible which turn the target language text into “Hidup kembali ke pulau - pulau”, but it is more difficult to understand the story because become unnatural sentence. Therefore, the
translator uses **transposition procedure** to translate the sentence because it is more acceptable to reader.

19. Analysis of page 22

1.19 page 22 the first sentence.

SL: Moana find **her way back home**.

TL: Moana menemukan **arah untuk pulang**.

The phrase “*back home*” in source language is translated into “*pulang*” in target language. When, in Indonesian “*back home*” is “kembali ke rumah” or in literal “*kembali rumah*”. The researcher thinks that modulation affected because the translator translates the source language phrase unlike original meaning but still understand with the same idea. So the phrase “*back home*” included to **modulation procedure** according to Newmark’s theory (88).

2.19 page 22 the second sentence.

SL: Her family is happy to see her.

TL: Keluarganya bahagia bertemu dengannya.

In data above “*Her family is happy to see her*” in source language is translated into “*Keluarganya bahagia bertemu dengannya*” in target language with omitted “*is*” from the sentences.

In order to give an easier meaning and simpler idea to the reader, reduction is needed in those sentence which also creates the effective subtitle by omitted the word.
However, reduction is needed to give the readers a chance to read the story easily. Instead of “Keluarganya adalah bahagia bertemu dengannya”, the target language text “Keluarganya bahagia bertemu dengannya” is more appropriate.

20. Analysis of page 23

1.20 page 23 the first sentence.

SL: Moana leads her people to new island.

TL: Moana memimpin warganya ke pulau-pulau baru.

The source language translated “Moana leads her people to new island” into “Moana memimpin warganya ke pulau-pulau baru”. The phrase “new island”, if literally translated into “baru pulau”. It makes the target language unnatural. Therefore, here translator makes decision for apply transposition procedure is one of translation procedure which is the only concerned about grammar without changing the meaning of the message. So, translator translated in target language into “warganya ke pulau-pulau baru”.

According to Newmark (1988), the shift or transposition procedures apply in the data because the literal translation may not accord with natural usage in the target.

2.20 page 23 the second sentence.

SL: She is a great way finder.

TL: Ia penemu arah yang hebat.
The data above, "She is a great way" in source language is translated into "Ia penemu arah yang hebat" in target language. The combination of reduction with transposition procedures is used in that sentence.

In data above, the sentence "She is a great way" in source language is translated into "Ia penemu arah yang hebat" in target language with combine two procedures calls couplets as a combination of two procedures for dealing with a single problem, Newmark (91).

Moreover, it is clearly seen that translator combines reduction procedure used in translated "She is a great way finder" into "Ia penemu arah yang hebat" with omitted word "is" in target language, which also creates the effective subtitle by reducing the original translation naturally and the phrase "great way finder" is translated naturally by using transposition procedure into "penemu arah yang hebat", it cannot be translated literally.

21. Analysis of page 24

1.21 Page 24 the first sentence.

SL: She is Moana.

TL: She adalah Moana.

The word "is" is verb and present 3rd singular of "be" dialect present 1st and 2nd singular of "be" dialect present plural of "be" Merriam-Webster Dictionary (1828). In an English-Indonesian Dictionary by John M. Echols and Hassan Shadily (1975) word ‘is’ means ada, berada, adalah, etc. On KBBI (Kamus Besar Bahasa Indonesia) (2004), the word ‘adalah’ means identic dengan, termasuk dalam kelompok atau golongan as verb, and “She” as noun.
The source language “She is Moana” is translated naturally by using **literal procedure** into “She adalah Moana” So, the researcher thinks translator is still appropriate to translate as it is because the translator wants to give more sense of source language in target language. Therefore, the translator translated source language to target language by literal translation procedure.

The source language translates into target language that uses **literal translation**. This is relevant to the theory proposed by Newmark (68-69) about literal translation procedure. So, supported theory by Vinay and Darbelnet (1989), literal translation is a direct transfer of the source text into grammatical and idiomatically appropriate target text. Vinay and Darbelnet (1989) explained when sentence or text translated to target language with the same grammatical, it called **literal translation**. Related to the data, all the sentence have norm and rule that explained in the theory of Vinay and Darbelnet (1989) also.

In brief, as we can read the sentence that the translator translated the sentence word for word without losing the idea. The text above also transfers the entire message and grammatical structure of source language text similarly, in order to make the reader of the bilingual book story can get the message and idea as well.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that has been analyzed, the researcher gives the conclusion of the study about translation procedures in bilingual storybook “Moana Finds a Way”. The translation procedure uses to translate the storybook that has a simple structure because the translator sees that the target is children. This translation storybook is also meant of learning and developing in terms of foreign languages. Therefore, the translation storybook is made with simple grammatical sentences and has pictures that can attract the attention of children who see it. Moreover, the translator has to follow the rules of translation. This includes, removing, adding, or altering the structures of the text in the TL, in order to gain a good translation quality in bilingual storybook translation.

However, the bilingual storybook only uses seven translation procedures such as Literal Translation procedures, shift or transposition procedures, modulation procedures, synonym procedures, transference procedures, reduction procedures, and couplet. The most common procedures that found in bilingual storybook are Literal Translation procedure.

The translator explained the effect the most literal translation procedure to translation is more acceptable for children because many parents from children not accepts the translation, if the translation bilingual children storybook is much different with the original text that many complain comes
to translator about the translation and the reason why she most uses literal translation procedure in her translation. First, she cannot translate the sentences unreservedly because the target reader is child who learned the word for increase their vocabularies. Second, she cannot freely translate the text because this bilingual storybook showed the source language and the target language simultaneously.

B. Suggestions

After conducting the research in the translation procedures of bilingual Storybook “Moana Finds a Way”, the researcher would like to give some suggestions that might be useful, especially for the student of English Department and the reader.

For the translator who wants to translate the bilingual book story, the translator should give more intention in the meaning and pay attention to the procedures of the translation that compatible to target such as child. It is aimed to get the understandable meaning that contain some information and get the meaning equivalent that can be understood by the reader.

For other researchers, the researcher suggests to have more knowledge about the translation procedure and using a deeper analysis of bilingual text translation to finds out the equivalence of meaning.
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