TRANSLATION ACCEPTABILITY
OF BILINGUAL CHILDREN STORYBOOK:
THE STORY OF BAWANG MERAH AND BAWANG PUTIH

A Thesis
Submitted to Adab and Humanities Faculty
In Partial Fulfillment of Requirements for the Degree of Strata One (S1)

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ABSTRACT


This research aims to investigate translation acceptibility of bilingual children story book: The Story of Bawang Merah and Bawang Putih through descriptive qualitative method that conducting the survey towards 9-10 years old students of LBPP LIA Cengkareng, the theories of children’s acceptability indicators and translation quality assessment of acceptability are applied and synthesized in 32 paragraphs as primary data which are obtained from bilingual children storybook entitled The Story of Bawang Merah and Bawang Putih based on cultural words context, adjustment of children’s language style, related illustration and repetition strategy concepts. Furthermore, the second data are obtained from the survey result that is using questionnaire towards students of LBPP LIA Cengkareng as the responses of target readers. The results from data show that the translation text in Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih is acceptable, but it still needs a simplification in the sentences since there were found more than one compound-complex sentences that doesn’t suitable for children due to provide natural and acceptable translation text for children.

Keywords: Acceptability, children’s literature, translation quality assessment, children’s language.
APPROVAL SHEET

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The thesis above has been defended before the Faculty of Adab and Humanities Examination Committee on September 25th, 2019. It has already been accepted as partial fulfillment of the requirements for the degree of strata one.

Jakarta, September 25th 2019

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DECLARATION

I hereby declare that this submission thesis entitled "Translation Acceptability of Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih" is my own work and that, to the best of my knowledge and belief, it contains no same material previously published or written by another person which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institutes of higher learning, except where due acknowledgement has been made in the text.

Jakarta, September 6th, 2019

Reza Anis Maulidya
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CHAPTER I
INTRODUCTION

A. Background of the Research

Translating literary texts, especially literature for children can be regarded as a way to spread cultures from two or more different countries through languages. The development of children's literature has become an attention center for educators, scholars and other academic circles in many countries in the past two decades (Huang & Kuo, 2018, p. 1) the values and information contained in those literary works have caused many children's literary texts to be republished in foreign languages. That matter motivates the educators and scholars have been given more attention to the literary works translation for children. In fact, translating texts for children is harder than other target reader, especially in translating literary genre, due to the acceptability of the target reader’s viewpoint is different from other type of readers and it becomes essential in translation works.

Problems regarding to acceptability of the translation texts that are reviewed based on the reader's perspectives cannot be separated from the aspects of readability and accuracy of the translated text to obtain qualified translation results (Nababan & Santosa, 2019, p.216). However, it is necessary to emphasize that the quality of the translation results can not be equated linguistically because this case relates to two distinctly different types of code between source language texts and target language texts (Sayogie & Supardi, 2019, p.5).

Reader’s acceptability of the translation results in the children's literary text will automatically deal with matters relating to any conditions that must be fulfilled as a required standard of reading texts for children. This must be specifically discussed and considered. According to Čermáková (2018, p.121) those details are; first, translators must be concerned with the linguistic abilities of children at certain ages, not only to translate how or what is meant by the source language text but also to provide clarity about the explanation
why the author of the text uses a language and arranges the sentences as written in source-language text. The second is the simplicity of both narrative form and content, the narrative form of the story with a plot that is not complex and easy to be understood. Besides, it also emphasized the readability and reasonableness of the words chosen to adjust the needs of the target reader.

Many researchers raised translation issues related to children's literature, which put forward the analysis of strategies and translation techniques used by translators or it can be said to be more focused on analyzing the process of translating a literary text itself, but research on the reader's acceptability of the product of translation in the field of children's literature which conducting survey to the target reader directly still has little amount of attention in the realm of translation, for this reason, the study is needed as an exploration of applied-linguistics in the academic scope.

Translation acceptability which focuses on reader’s understanding towards bilingual children’s storybook: The Story of Bawang Merah and Bawang Putih is the novelty in translation that need to be researched, because an acceptable or a good translation result quality for children is important to maximise children’s ability in their golden phase.

B. Focus of the Research

This study focuses on the analysis of the reader’s acceptability of bilingual children storybook entitled The Story of Bawang Merah and Bawang Putih based on the theories of children acceptability and translation assessment quality, then analysing the respond from the target reader towards the book.

C. Research Question

Based on the explanation above, the research problems that need to be answered in this study:
1. How is the assessment of the target text translation of *The Story of Bawang Merah and Bawang Putih* according to the theories of Cermakova and Thompson & Sealey’s about children’s acceptability indicators and Nababan’s translation quality assessment?

2. How do the target readers respond the English version of the bilingual storybook entitled *The Story of Bawang Merah and Bawang Putih*?

**D. Significance of The Research**

The implementation expected from this study is to expand the exploration of research in the field of translation and to be submitted as a suggestion and input to the translator to pay more attention to the linguistic aspects of the target reader, especially in the genre of children's literature.

**E. Research Methodology**

The research methodology in this study consists of five important points of detailed information; those are the objective, method, instrument, unit analysis, and the last is techniques of data analysis of the research that are explained in narative form.

1. **The Objectives of Research**

   The purposes of this qualitative study were to investigate the acceptability of translation results quality assessment of bilingual children's storybook: *The Story of Bawang Merah and Bawang Putih* and to know the target reader’s understanding by analysing their responses in the survey results.

2. **Method of Research**

   The descriptive-qualitative method is applied in this study for serving the reader with a comprehensive understanding of the translation acceptability of bilingual children’s storybook: *The Story of Bawang Merah and Bawang Putih*. A descriptive explanation of the analysis and discussion is needed in this research regarding translation as applied to linguistics study.
that investigates a deep understanding of language meaning. In the application, to determine children’s acceptability, the writer surveys the target readers and they are the students of LBPP LIA Cengkareng grade 4-5 with 9-10 years old. LBPP LIA stands for Lembaga Bahasa dan Pendidikan Profesional Lembaga Indonesia Amerika and it is chosen due to the method of its learning process is using English as a learning tool, so the students are familiar with English reading text.

3. The Instrument of the Research

The theory of the acceptability criteria towards children readers by Cermakova and Thompson & Sealey, Nababan’s theory about translation quality and the survey using questionnaire that is conducted to the target readers, and bilingual children storybook entitled *The Story of Bawang Merah and Bawang Putih* are the main instruments in this study due to its bilingual features used by the writer. Additionally, to support the main instruments the writer is also used books, dictionaries, data cards, local and international journals related to the topic discussion to validate that this analysis is considered as reputed descriptive-qualitative research.

4. The Unit of Data Analysis

The unit of data analysis this research is a bilingual children's storybook entitled *The Story of Bawang Merah and Bawang Putih* written by Fajriatun Nur and translated by Fitri Nurul Aulia. The book is selected because it is a book of bilingual English-Indonesian languages’ children storybook that also provides the illustration on each pages. Moreover, the content is adopted from Indonesian folklore from Riau and it is in line with the research concept that the writer built which links three aspects; translation, linguistics, and literature.
5. The Technique of Data Analysis

Data obtained in this study are analyzed inductively according to characteristic of qualitative methods which data are collected one by one to arrange complete theory. Content analysis is applied to the step of data analysis in this study. Content analysis is a stage of collecting, comparing, and analyzing the data that are based on the approaches used in this research.

The first stage of data analysis in this research is reading both English and Indonesian versions of bilingual children storybook: The Story of Bawang Merah and Bawang Putih while comparing the two languages. The second is analysing the illustration and its relation to the text. The third is making notes in the data cards about important information and unfamiliar words for children that is found in target language and put the unfamiliar words in the questionnaire. The fourth is conducting survey to students aged 9-10 years old in LBPP LIA to get second data from readers respond. The steps to get the second data are, firstly, introducing personal information of the researcher to the children, secondly, giving them information that The Story of Bawang Merah and Bawang Putih is going to be read together with the researcher two times, next, they are asked to retell by writing it in their own language or Indonesian language in the questionnaire paper, after that, they are also asked to underline the unfamiliar words in the certain sentences of the story and collect the paper to the researcher. Thirdly, the researcher and the students are reading the story together, after the shared-reading session finished, the researcher give the students the questionnaire paper contained two instructions mentioned before, and the students doing the following instructions. And the last is, after the student have finished, the questionnaire paper submitted to the researcher. And the last is analysing the data found and synthesizing with the theories.
CHAPTER II
THE THEORETICAL FRAMEWORK

A. Previous Research

There have been current studies conducted about the translation of children’s literature and translation assessment quality which have similar topic to this research. The first study related to the translation of children’s literature topic was Translating Children’s Literature: Some Insights from Corpus Stylistics by Anna Čermáková published in the University of Birmingham journal entitled Ilha Do Desterro A Journal of English Language, Literatures in English and Cultural Studies. It was a case-study research that examined repetition techniques in translating Czech children’s literature especially in different literary stylistic approach towards two translated English-Czech children’s books and for target readers within two different age groups: the first is Harry Potter aimed at older children and the second is Winnie the Pooh for smaller children. In that analysis, the results of the research have been obtained through identification with the keywords and clusters approach. The repetition technique in translating a translation text which was originally stated in the hypothesis as the most non-creative strategy used by the translator, which is not considered in the matter of acceptability in the target language. The repetition technique is also tightened by the difficulty of giving word equivalents to the verb. Used the keyword approach and cluster analysis, she succeeded in exploring the potential use of a stylistic approach in translation studies and providing reinforcement of repetition techniques as non-taboo ones used in translating translation texts (2018, pp. 118-130).

The second study related to translation of children literature originated from the Indonesian Journal, Center for Humanity Studies journal entitled Translation Techniques and Their Impact on the Readability of Translated Bible Stories for Children by Herianto, Mangatur Nababan and Riyadi Sentosa. The research was designed as a case study that aimed to
investigate the effects caused by the use of translation techniques on the readability of translation texts for children as target readers that concerned with stories in the Bible. Qualitative methods have been applied by the authors in analyzing and presenting the data to provide detailed, focused, and completed the study, and they used content analysis, focus group discussions and questionnaires as instruments to obtain the data. Then, in this study 1,296 data were found in the source text and 1463 data in the target text in 43 bible text stories for children entitled *Classical Children's Bible into Indonesian*. Moreover, the authors wrote, 19 translation techniques were found, 18 (complete with subcategories) translation techniques proposed by Molina and Albir and one new additional technique, namely correction technique. In each story, the repetition of the use of translation techniques has its variations, the total amount of translation techniques that communicatively used by translators based on their ideology in the book were 9,415 techniques which tends to focus on target text or domestication. In this study, the author emphasizes the use of techniques in translating bible text into an important matter and requires a high level of prudence from the translator, if not, it results in the failure to understand the content of the text taught in Christianity, researchers also wrote that the translator puts forward the level of readability is high for the target reader, because the assessment that has been made regarding the quality of legibility reaches an average score of 2.99 out of a total of 43 stories in the Bible (2018, pp.212-221).

The third related study was in 2007, Paul Thompson and Alison Sealey raised the issue of literature for children aged 8-10 years in their study, which was published by the John Benjamins Publishing Company in the *International Journal of Corpus Linguistics entitled Through Children's Eyes? Corpus Evidence of the Features of Children Literature*. The study uses the quantitative method to get the results, namely by calculating the number of lexical verbs, sentences, and part of speech found in the two research objects, namely CLLIP (Corpus-based learning about Language in the Primary School) as many as 40 texts and BNC (British National Corpus) as
many as 317 texts. By comparing and listing the frequency of items such as part of speech, lexical verb, adjective, noun, etc in fiction readings for children and fiction for adults, Thompson & Sealey wrote in their findings that there are found similar characteristics in child fiction and adult fiction in the realm of using words, part of speech and other items but words and items found to have used different in the application of the semantic context, namely fiction for children tends to use vocabulary related to animal, plant and food characters, also at high levels for direct speech or speech acts while fiction for adults emphasizes intimacy and sexuality, life predominate, the social and legal world (Thompson & Sealey, 2007).

The three previous researches mentioned above is different to this research. Research on the translation quality, especially regarding the translation acceptability that has more concern to the target readers which is using children’s acceptability and translation quality assessment as approaches and conducting the survey to the target reader are the novelty in translation field because there have not been any research conducted about this topic before and this idea is purposed as an exploration in translation quality assessment term.

B. Children’s Language and Literature

Simplicity is one word that describes much about children’s language and literature. Started from a simple sentence to simple storyline in their reading book which becomes its unique characteristics, but its simplicity leads to its complexity level when it viewed in the field of translation-literature. The fact in an earlier era shows that, children’s book is a late-developed literature genre in academical fields as Lundin (1998) stated that in Georgian era books were not available for children except old ballad like short tale. But it has developed in the past two decades, educators have awakened and realized the importance of childhood age for improving language skill and other aspects of children’s intelligence. Therefore,
children’s literature which is understood as essential reading material for children is created and its amount today reaches uncountable.

Children’s literature is specially designed for children, it contains the cultural context of its origin nation, historical stories, biographies, novel, short story, legends and myths (Hunt, 1994, p.3). Children as main readers of children’s literature have less experience in reading activity, the languages and ideas used in any kind of children’s literature are simpler and familiar with their world if not those are not literature for children (Oby, 2010, p.3). Moreover, Donoghue (1971, pp. 33-34) mentioned two important things considered in creating children’s literature, those are about the input knowledge for the target readers like; first, if a mother died then father married again with another woman, the woman is called stepmother and the second, the learning process they get something to be interpreted from the story like; what kindness we share around, it automatically will return to us.

Children reader is different from adolescent and adult according to their different ages category which refers to WHO (World Health Organization)’s standard stated in its website, then, WHO categorizes children is aged: 1-10 years, adolescents aged 11-20 years while adults 21-25 or more (2013). Children by aged mentioned before prefer like family, love, adventure stories that contain moral, social, cultural, and historical value within its simple plot. Besides the matter of ages, one thing that distinguishes children’s literature is language used (Oby, 2010, p.3), for instance, those themes are commonly found in the book for children, the concrete instance is include in the bilingual storybook that used in this research that contains the adventure and family themes to the story. According to Vygotsky, language plays an important role in shaping children's thinking (Shabani, 2016, p.2). Many or at least the language that children get is depending on how often children are exposed to new vocabulary from the surrounding environment, so a study shows children who go to school and course have more words than those who don't. The input is obtained through listening, reading, and interacting with the social environment (Mason & Krashen, n.d., 2018, p.6).
Moreover, those activities are applied in shared reading activity, when children and adults doing shared reading, adults as the educator reads the story first with louder sound, so the children can listen to them after that children will follow read what text the educator read, this activity let the educator ask children after shared reading activity to check children’s understanding about the text and at the end there is interaction between them.

The children think and assess everything, the ability to solve problems, understanding of causation, the formation of their mental resilience, remembering activities, and the use of language are part of the cognitive process. The cognitive process is one focus of discussion of the development of human language and psychology terms, which discusses the process of obtaining language information from outside an individual since they were a baby to old age. By understanding how each individual gets information and growth, helping them maximize their potential and abilities in learning language is not impossible. Blake and Pope (2008, p. 59) also state that providing a better understanding of children's cognitive development provides satisfaction for the needs that children have to bear, which has an impact on the acceptability of information. According to Piaget the cognitive process of children has its different level that based on age, and by the age 7-11 children can start memorizing, thinking logically, and understanding problem from others point of view (Blake & Pope, 2008)

According to Vygotsky’s viewpoint, children are born with relatively basic mental functions such as the ability to understand the outside world and focus attention. However, children have a lower level of mental functions such as memory, thinking and solving problems, and more mental functions. The height is considered as "cultural tool" where individuals live and the tools come from culture. The tools are passed on to children by older members of the culture during a guided learning experience. Experience with other people gradually becomes deeper and forms a child's inner picture of the world, Vygotsky also emphasized both the level of the social context that was institutional and the level of the interpersonal social context. At the
institutional level, cultural history provides organizations and tools that are useful for cognitive activity through institutions such as schools, inventions such as computers, and literacy. Institutional interaction gives children a broad set of behavioral and social norms to guide their lives. The interpersonal level has a more direct influence on children's mental functioning (Shabani, 2016, pp.2-8).

A maximum potential in language learning of children can be achieved with an effort to help the process they go through in acquiring vocabulary and skillfully applying its meaning in both the use of spoken and written language. Knowledge of vocabulary is important for every individual, especially children, as new learners of a language, as revealed by Čermáková (2018, p.119) childhood is a golden period in life for each individual, this is certainly in line with the opinion of Piaget that developmental psychology will experience a phase where, in childhood and mentality, they support them to think more logically and be able to store more and more attached memory than starting when they are adults (Blake & Pope, 2008, pp. 59-67).

The vocabulary acquisition is also closely discussed with lexical development which is one of the causes of the creation of readability and understanding in reading. The earlier vocabulary that children get in childhood will make future adults who are experts in speaking, using words with the right context in naming an image, defining a word, and also better processing a sentence they produce (Arnon, McCauley, & Christiansen, 2017, p.266).

The quality of the depth of lexical understanding of each individual is also supported by other units language such as phonological, semantic, syntactic, and written language knowledge. Therefore, an indicator of the acceptance of children in a language is more complex than an adult even though the language they use tends to be basic vocabulary but all aspects are mutually supportive and related to the continuity of their acceptance of a text. Based on valid researches, the acceptance of children to a language forms an indicator that helps translators, teachers, or parents understand children's
language, by understanding children's language and providing an appropriate reading text. Therefore, children can reach their maximum potential in learning activities such as reading, thinking, and understanding the meaning of the vocabulary exposure they received.

Furthermore, as mentioned above that the children’s ability is different from other readers, they have a lower level of complexity than adolescents and adults. According to popular research, adolescent readers can not deal with long sentences and too complicated grammar. The inability of adolescents to deal with complexity means they do not receive the information conveyed by the writer or translator. Because the more complex the text, the more memory needed, besides that it will result in a lack of interest towards adolescents when understanding the text (Mesmer & Hiebert, 2015, p. 477), and adult as readers used to read text with quite complicated content as they get in the social environment, then reading texts for adults more about the discussion of sexuality, social life, intimacy and many use implicit meanings (Thompson & Sealey, 2007, p.15).

Moreover, the complexity of sentences is various as defines by Andersen (Gaer, n.d., p.1) a group of words that contains meaning and form with single and more clauses that can convey information as a tool for communication.

Furthermore, there are four types of sentences: **simple sentences** (consist of one independent clause or/and dependent clause), **compound sentences** (consist of two independent clauses, a coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma.), **complex sentences** (consist of one independent clause and one or more dependent clauses, and it will include at least one subordinating conjunction), and **compound-complex sentences** (it combines complex sentence and compound sentence forms, then contains one or more independent clauses and one or more dependent clauses).
A complex sentence absolutely cannot equally define as a simple sentence, but two or three sentences with that-complementizer, two or three sentences with that-complementizer, it is a linguistic structure whose understanding among academics needs to be further improved. The information contained in complex sentences is very strict and it is clear from the use of the main verb about the truth of the complementary sentence, in Harris (1975, p.420). The more constituents that appear in the sentence, the more difficult it is for children to understand the sentence, and vice versa the simpler the constituents, the easier the children will understand a sentence, it can be better understood when understanding also the types of sentences in English (Gaer, n.d.).

C. Children’s Acceptability Assessments

a. Translation Quality Assessment

Acceptability is one of three main aspects of translation assessment quality, the two more aspects are accuracy and readability. Acceptability concerns norms in target language and culture, in the end, the translation with a high level of acceptability is in which contains naturalness in the text and succeed conveying its purpose and understood well by target readers. Meanwhile, the readability is about an easiness in comprehending the whole meaning of the text for its reader then readability is also close to sentence length, amount of new vocabularies, and grammatical complexities. And the aspect of accuracy is about information which being translated are clear and complete from source language (SL) to target language (TL) (Umam, 2018 p.48) (Blake & Pope, 2008). The assessment in acceptability by Nababan can be categorized into three level, namely, acceptable, less acceptable and unacceptable(Umam, 2018, p.48). Those categories indicates the quality in the translation results have their different characteristics and those are tabulated as follow:

Table 1 of Acceptability assessment according to Nababan’s theory
### Acceptability Assessment Level

<table>
<thead>
<tr>
<th>Acceptability Assessment Level</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>Acceptable category for translation result contains naturalness related to familiar terminologies in target readers language such as words, phrase, clause and grammatically proper sentences</td>
</tr>
<tr>
<td>Less Acceptable</td>
<td>Less acceptable category for translation result that is generally natural but there still found problem with the terminologies in language and non proper grammatical in target texts</td>
</tr>
<tr>
<td>Inacceptable</td>
<td>Inacceptable for translation result is texts that hard to found naturalness in the target language</td>
</tr>
</tbody>
</table>

#### b. Children Acceptability Indicators

Acceptability in translation is inseparable from the translator’s success in delivering meaning with its naturalness features from the author (SL) to the reader (TL) which is in this case is children. Therefore, the translators’ responsibility is to fulfill the needs of their readers. The needs of children as a reader can not be equated with the needs of adolescent or adults reader. Furthermore, acceptability criteria for children readers are different from other two readers, they have different cognitive ability, meta-cognitive and less of experience in reading activity (Hall, Owen Van Horne, & Farmer, 2018, p.2) and the criteria that must be considered in achieving children reader’s acceptability are:

The first is equivalence in a cultural word's context, which means giving novelty to the target text and children reader familiar with the words (Thompson & Sealey, 2007, p.2) character naming and it aims to equate the reference framework that is acceptable to the reader. For example, “Mickey”
that replaced by “Mikki” as a mouse that acts as a major character in the “Mickey Mouse” novel translation.

The second is adjustments in children's language style and censoring content, by giving simple ideologies in the storyline. Adjustment in children's language style aspect is automatically connected to the readability level of the translated text that is influenced by the style of language and structured used to give ease to be told again (Puurtinen, 1998). Meanwhile, censoring content is about features of dual readership. Children as immature readers have no preferences in choosing what they want to read, due for this reason they depend on adults to select what texts they will read. This causes the text for children should pass various stages, for instances; cultural and educational values, adults or parents have their preferences what material they have given to their children, what culture in the text is informed to the children, therefore dual readership is important in censoring content.

The third is affixed related pictures or illustrations, which helps to illustrate the content and convey what is in the narrative, while pictures and narratives are required to have a relationship as a coexistence of verbal and visual codes (Čermáková, 2018).

The last is simplicity within the narrative served for children readers which causes an effect with disambiguating meaning, it should fit with children’s familiar tradition. According to Cermakova, simplicity within the narrative is mostly used repetition strategy in translating children’s literature. Even though repetition labeled as a very uncreative way of translating a text but its result in the text is easier for children readers (Čermáková, 2018). For instance, Cermakova in her research finding shows that using Winnie The Pooh storybook, in that book there were found four times mentioning the word “brains” such as:

“I shall call this boat THE BRAIN OF POOH,” said Christopher Robin, and THEBRAIN OF POOH set sail forthwith in a south-westerly direction, revolving gracefully”

“Pooh couldn’t, because he hasn’t any brain. Did I catch it?”
“For he felt sure that a Very Clever Brain could catch a Hefalump if only he knew the right way to go about it.”

“I have been Foolish and Deluded,” said he, “and I am a Bear of No Brain at All.”

The repetition techniques mean to simplify the language for children reader, and the meaning remains the same that is “stupid”.

The translators should have the awareness that children are inexperienced readers, based on problems in different cases in various studies on translation and children’s language providing valid data and information, so a benchmark is set against the acceptance of children in a translated text.
CHAPTER III
RESEARCH FINDINGS

A. Data Description

In the previous chapters, brief information of the data and theories of translation quality and children’s acceptability have been written, while this chapter firstly, serves detailed data A which are obtained from children bilingual storybook entitled The Story of Bawang Merah and Bawang Putih published in 2018 by the Publisher Cikal Aksara, written by Fajriatun Nurhidayati and translated by Fitri Nurul Aulia. This Indonesian-English bilingual book genre children's literature that is folklore from Riau. This book is intentionally designed with illustrations of colored images on each page and there are 34 pages and its whole story told through 32 paragraphs that are going to be analysed. Then those data are analyzed and synthesized through two translation criteria as mentioned in the previous chapter; the criteria for children’s acceptability by Cermakova and Thompson & Sealey. Secondly, data B which are obtained from the survey results toward Students of LBPP LIA Cengkareng grade 4-5 in elementary grades compiled and tabulated in order to make it easier to be read. There are 10 secondary data found from the survey that have conducted, the responses of the children are various and after that they were asked to underline difficult words on the sentences they do not understand. Before the survey was conducted, firstly the writer categorized the unfamiliar words for children in the book so the sentences put on the questionnaire are selected based on the writer's hypotheses, and those words are arbitrarily, laze around, stutteredly, reprimanded, curtly and reluctantly.
B. Data Analysis

The data that explained above are analyzed in this part, there are two kind of analysis, the first is content analysis about children bilingual storybook using acceptability theories and the second is analysis about how do the children understand the story that can be seen from their respond to the questionnaire given by the researcher.

1. The Analysis of Acceptability of Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih

In this analysis, the data are viewed and analysed based on the theories of children’s acceptability involving; equivalency in cultural words context, adjustment of children language complexity, related illustration, repetition strategy, after that each data are analysed based on translation quality assessment to get the clear research findings.

1) Datum A1


TL: The Story of Bawang Merah and Bawang Putih (Nur, 2018, p.1)

In datum A1 which is on the first page contains a title written in Indonesian language "*Kisah Bawang Merah dan Bawang Putih" which is translated into English “The Story of Bawang Merah and Bawang Putih. In the beginning, the translator gave the equivalence in a cultural word's context to the target readers to maintain the culture of story originate that is from Indonesia, due to it did not being translated into The Story of Onion and Garlic, as it is known the words Bawang Merah and Bawang Putih are categorized into spices in English, but it translated for the names of the two main characters in the story. It is used to provide a cultural equivalent word context by maintaining the source language culture of the text and it is natural either proper to the reader. As have been mentioned before, cultural context must contain naturalness in target reader language, so the reader familiar with the cultural context in the text they read. Due to equivalence is a valid form of meaning in two categories sort of language and culture.
Moreover, The Story of Bawang Merah and Bawang Putih is a phrase and not a sentence, because it does not contain subject and verb. Generally, children understand shorter structured than other readers do if adolescents understand simple and not too complex sentences, then, children must understand this phrase because it has a lower level of difficulty than a simple sentence.

**Figure 1 Illustration of datum A1**

In the first page also given the illustrations to distinguish the two main characters are the clothes they wear, the Bawang Merah character wears a red shirt with an angry expression and the Bawang Putih character wears a white shirt with a sad expression because of being scolded, in general, the illustrations in the book have given understanding as a limitation of imagination to children as a target reader about the character of the two characters and the continuity of the storyline. So, it can be concluded to those analysis, datum A1 is acceptable.

2) Datum A2


TL: Since her father passed away, Bawang Putih lived together with her stepmother and her stepsister, Bawang Merah (Nur, 2018, p.2).

The sentence above is a simple sentence which consists of one dependent and one independent clause. **Since her father passed away** as a
dependent clause and **Bawang Putih lived together with her stepmother and her stepsister, Bawang Merah** as an independent clause. Moreover, the translator translated the word “**saudaranya**” into **stepsister** while those both words have different meaning and can not be equated even in the context. According to Oxford dictionary **stepsister** means the daughter from an earlier marriage of stepmother or stepfather, while the words **saudara** can be naturally translated into **sibling**. This misused of word can cause the disambiguity meaning in the storyline, it can be understood that Bawang Putih and Bawang Merah are sibling from the same mother and father, otherwise, based on the whole story they are stepsister for one another.

**Figure 2 Illustration of datum A2**

The figure above is illustration to datum A2, it can be seen that a girl is sitting in front of the house wearing a red shirt, it must be Bawang Merah, the stepsister of Bawang Putih. There is only the figure of Bawang Merah but the characters mentioned in datum A2 are also Bawang Putih, stepmother and passed-away father, so this figure is not illustrate the whole message of the narrative texts. And it can be concluded that the illustration is not related to the text. So, this datum is considered less acceptable because it is not found naturalness even though the sentence is kind of simple sentence that easily understood by the children and the illustration is not related.

3) **Datum 3**

TL: However, Bawang Putih was treated arbitrarily. All the house works had to be done by Bawang Putih. Meanwhile, Bawang Merah and her mother were just laze around (Nur, 2018, p.3)

One day, Bawang Putih was washing clothes on the edge of river is a simple sentence because it only contains one independent clause. However, Bawang Putih was treated arbitrarily is a simple sentence because contains an independent clause. All the house works had to be done by Bawang Putih is also a simple sentence because contains an independent clause. Meanwhile, Bawang Merah and her mother were just laze around is a simple sentence because contains an independent clause. So, there are three simple sentences in this datum.

The translator tried to provides three related actions in simple sentences form in a longer one to the target readers due to fit children’s language style that tends to understand only a simple sentence. The source language text has been translated properly into target language text based on the grammatical rules, but it is found unfamiliar word for children in this datum specifically in target language, namely arbitrarily. The word arbitrarily is assumed as unfamiliar word for children because rarely found in children’s reading texts based on researcher’s experience, and when children difficult to understand a new word they find in the text, the text becomes unreadable and unnatural, the researcher suggest to use word badly to give information that Bawang Putih got bad treatment from her stepmother and stepsister.

Figure 3 Illustration of datum A3
The figure above is the illustration of datum A3, it can be seen that the stepmother asked Bawang Putih to do the homework as one wishes and Bawang Putih seems sad. The figure above illustrates narrative text of datum A3. It can be concluded that datum A3 is considered less acceptable due to it is generally natural but there is found unfamiliar word in target language text translation.

4) Datum A4


TL: One day, Bawang Putih was washing clothes on the edge of the river (Nur, 2018, p.4).

One day, Bawang Putih was washing clothes on the edge of river is a simple sentence because it only contains one independent clause. The translation text given by the translator in target language is natural and simple, the translator added more information of where Bawang Putih washes the clothes in the river specifically, that is in the edge of river and it is also
illustrated by related figure above to this datum. This datum is the first datum that is being repeated in datum A24, the repetition strategy makes the children easily understand and guess the action in next storyline. So, datum A4 is considered acceptable.

5) Datum A5


TL: Suddenly, her laundry basket washed away with the clothes inside. Bawang Putih was really shocked and she tried to save those clothes. But, her effort met failure (Nur, 2018, p.5).

*Figure 5 Illustration of datum A5*

The figure for this datum that can be seen above is only showing about the stream of the river, the clearer one is found in figure for datum A4, for suggestion, it should be more images or clearer figure on each datum so the student do not have misunderstanding about the interpretation of the text.

Suddenly, her laundry basket washed away with the clothes inside is independent clause. Bawang Putih was really shocked is independent clause, and she tried to save those clothes is dependent clause. And but, her effort met failure is dependent clause. There are two independent clauses and two dependent clauses so this datum is considered as compound-complex sentences.
In this datum the translator provides compound-complex sentences that is confusing one for children, its grammatical complexities should be simpler than it were to fit children’s ability and acceptability. Meanwhile, So, this datum is considered less acceptable.

6) Datum A6


TL: Bawang Putih was crying in fear, if her stepmother and stepsister knew about it, they would be angry (Nur, 2018, p.6).

Figure 6 Illustration of datum A6

Bawang Putih was crying in fear is independent clause, if her stepmother and stepsister knew about it and they would be angry are dependent clauses so this datum is considered as complex sentences. Children can not deal with complex sentences because of that, this datum considered unnatural for them and less acceptable.

7) Datum A7


TL: Soon, Bawang Putih tried to find the laundry basket by walking along until the downstream of the river (Nur, 2018, p.7).

Figure 7 Illustration of datum A7
Bawang Putih tried to find the laundry basket is independent clause, and by walking along until the downstream of the river is dependent clause, so this datum is considered as simple sentence. The translation in target language is naturally understood as it is not a translation text, additionally the figure of this datum shows the downstream of the river that accurate and relate to the narrative text. So this datum is acceptable.

8) Datum A8

SL: Namun, hingga hari menjelang gelap, pakaian dan bakul cucian belum juga ditemukan (Nur, 2018, p.8).

TL: However, till the day was getting dark, Bawang Putih had not found the laundry basket yet (Nur, 2018, p.8).

Figure 8 Illustration of datum A8

However, till the day was getting dark is dependent clause, Bawang Putih had not found the laundry basket yet is independent clause. So this datum is considered as simple sentence because contain one independent and dependent clause. A simple sentence in this datum is very suitable for children language because of its simplicity, beside that, the translation to the target language text is appropriate and contains naturalness. Moreover, the figure
above illustrates a condition which is darker than the previous figure and it is in line the narrative text in datum A8. This datum is considered acceptable.

9) Datum A9


TL: Bawang Putih was so sad. She sat on the edge of the river while crying (Nur, 2018, p.9).

**Figure 9 Illustration of datum A9**

Bawang Putih was so sad is independent clause. She sat on the edge of the river is independent clause, and while crying is dependent clause. Due to there are two simple sentences in this datum, the first is a simple sentence that contains one independent clause only and the second consists of one dependent clause and one independent clause. The translation given is natural and easy to be understood, additionally the figure for datum A is related to the text because it can be seen that a girl is crying near the edge of river. So, this datum is acceptable.

10) Datum A10


TL: “What are you doing here, Girl?” Suddenly, a grandmother greeted her (Nur, 2018, p.10).

**Figure 10 Illustration of datum A10**
“What are you doing here, Girl?” is independent clause. Suddenly, a grandmother greeted her is dependent clause, so this datum is simple sentence and the translation text in the target language is natural, additionally children must understand the illustration given above that there is an old woman walking to the edge of river, so the illustration relatable to the text. This datum is considered acceptable.

11) Datum A11


TL: “I... I am looking for my laundry basket with the clothes inside of it that washed away in the river. If I can’t find them all, my stepmother and stepsister will be angry to me” answered Bawang Putih stutteredly (Nur, 2018, p.11).

Figure 11 Illustration of datum A11
“I... I am looking for my laundry basket is independent clause, with the clothes inside of it that washed away in the river is dependent clause. If I can’t find them all is dependent clause, my stepmother and stepsister will be angry to me” is independent clause, answered Bawang Putih stutteredly is dependent clause. There are two types of sentences in datum the first is a simple sentence that consists of one independent and one dependent clause, and the second is compound sentences due to it consists one independent and two dependent clauses. Those two sentences are too long for children because children only familiar with simple sentence and the translation text provided in the target language becomes unnatural, first is because the language style and the second is, there found the word stutteredly in this datum which is unfamiliar to children, it is better to use word nervously in this translation for target reader that is more familiar to the children. Additionally, the figure above illustrates a girl who is explaining the incidents that just happened with full of nervousness. Considering to those analysis that shows it is hard to find naturalness, so this datum is inacceptable.

12) Datum A12


TL: “Hmm... the day has already dark, Girl. What if you stay in my cottage? I will help you find those clothes that washed away. But, with one condition. You have to help me tidy up my cottage and cook for me,” said the grandmother (Nur, 2018, p.12).

Figure 12 Illustration of datum A12
Hmm... the day has already dark, Girl is independent clause. What if you stay in my cottage? Is independent clause. I will help you finding those clothes is independent clause, that washed away is dependent clause. But, with one condition is dependent clause. You have to help me tidy up my cottage and cook for me is independent clause. Said the grandmother is dependent clause. So this datum consists of compound-complex sentence. That kind of sentence has a longer arranged words than simple sentence that easy to be understood by the children, a natural translation has been given by translator becomes less natural due to style of its writing grammatically unfamiliar with the children, but the illustration in figure above is related to the narrative text of this datum, it can be seen that the grey sky represents the illustration of the day has already dark. So it considered that this datum is less acceptable.

13) Datum A13


TL: Bawang Putih agreed. Then she followed the grandmother to the cottage (Nur, 2018, p.13).
Bawang Putih agreed is independent clause, then she followed the grandmother to the cottage is dependent clause so this datum is simple sentence. And the translation given by the translator to the target text is natural and readable, additionally the figure for this datum above illustrates the grandmother cottage, but it did not illustrate the whole text because the illustration for Bawang Putih agreed and she followed the grandmother has illustrated in figure of 1.12. Due to the text is already natural without complimented by the illustration, this datum is acceptable.

14) Datum A14


TL: When she arrived at cottage, soon Bawang Putih tidied up the messy furniture. She cooked rice and side dish for dinner(Nur, 2018, p.14).
When she arrived at cottage is dependent clause, soon Bawang Putih tidied up the messy furniture is dependent. She cooked rice and side dish for dinner is independent clause, so this datum is a type of compound sentences because there are two dependent clauses and one independent clause. And the translation given by the translator is natural because the words is using such proper diction. Additionally, the illustration and the text are related, it can be seen that there is a girl in white shirt is cleaning the furniture. So it can be concluded that this datum is acceptable.

15) Datum A15


TL: The grandmother was really happy with the result of Bawang Putih’s work. Then, the grandmother asked Bawang Putih to have dinner together. After that, they went for rest (Nur, 2018, p.15).
The grandmother was really happy with the result of Bawang Putih’s work is independent clause. Then, the grandmother asked Bawang Putih to have dinner together is independent clauses. After that, they went for rest is. This datum consists of three simple sentences to explain causality actions in a simple way. Then, the translation text given by translator is natural, because the words are simply familiar with the children. Moreover, the illustration is related to the text and represents the messages that can be seen from the happy smile in the grandmother face expression when seeing into the room. So, this datum is acceptable.

16) Datum A16


TL: The next day, the grandmother came to Bawang Putih who was cleaning up the cottage. The grandmother gave the laundry basket with the clothes inside to Bawang Putih. Bawang Putih was delighted because her clothes had been found (Nur, 2018, p.16).

Figure 16 Illustration of datum A16
The next day, the grandmother came to Bawang Putih who was cleaning up the cottage is independent clause. The grandmother gave the laundry basket with the clothes inside to Bawang Putih is independent clause. Bawang Putih was delighted because her clothes had been found is independent clause, there are three independent clauses in this datum which means that there are three simple sentences to explain about the story to the children. Moreover, translation text given by the translator is using cleaning up to translate word membereskan, according to Oxford online dictionary cleaning up means deal with the dirty stuff, and it less proper if it translated for membereskan, it is better use tidying up due to tidying up means put things in a right place that has same purpose and meaning with membereskan. So the target text translation is being less natural for inappropriate word usage although it still can be understood. Additionally, the illustration above is only shows the image of grandmother’s cottage not literally illustrates the activities that Bawang Putih doing in grandmother’s cottage. It can be concluded that this datum is less acceptable.

17) Datum A17
TL: “Now take this pumkin as a gift from me,” said the grandmother when Bawang Putih was about to go home (Nur, 2018, p.17).

Now take this pumkin as a gift from me is independent clause and said the grandmother when Bawang Putih was about to go home is dependent clause, this datum is a simple sentence that fit to children’s ability.
The translation text in the target language is natural because the translator translate it well, the word akan translated into about to which means hampir so this datum is acceptable. Additionally, the illustration below illustrates the narrative of this datum, so the illustration is relatable and this datum is acceptable.

**Figure 17 Illustration of datum A17 & A18**

![Illustration of datum A17 & A18](image)

18) Datum A18


**Thank you, Grandma**is independent clause, **I choose the little one** is independent clause, and**said Bawang Putih** is dependent clause. **Afterward, she immediately said goodbye home** is independent clause. There are two simple sentences in this datum that fit in children language style. Moreover the translation text given by translator is natural, the phrase berpamitan pulang is translated into said goodbye home, those both phrase have same and equivalent meaning. And for the illustration this datum is same to illustration for A17 above that is relatable. So this datum is acceptable.

19) Datum A19

Arrived at home, the stepmother and Bawang Merah had been waiting for her angrily. Bawang Putih tried hard to explain what had happened actually (Nur, 2018, p.19).

**Figure 18 Illustration of datum A19**

Arrived at home is dependent clause, the stepmother and Bawang Merah had been waiting for her angrily is independent clause. Bawang Putih tried hard to explain is independent clause, and what had happened actually is dependent clause. This datum consists of two simple sentences with the same formulas. In the translation text, there are difference that can be seen from both texts, in SL it is written *Bawang Putih berusaha menjelaskan* while in TL *Bawang Putih tried hard to explain*, there is found the word *hard*in TL to give the impression of the Bawang Putih’s worries for her accidentally mistake, because in TL it is need to put that kind of word to give the same tone as in SL to get naturalness in target text language. Moreover, this datum is supported by the related illustration figure, so this datum is acceptable.

20) **Datum A20**

The stepmother and Bawang Merah took the pumpkin to the kitchen and split it. They were really surprised knowing there were gold and diamonds inside of the pumpkin (Nur, 2018, p.20).

Figure 19 Illustration of datum A20& 21

The stepmother and Bawang Merah took the pumpkin to the kitchen and split it is independent clause. They were really surprised knowing there were gold and diamonds inside of the pumpkin is independent clause. The translation text in TL is natural because the diction chosen is appropriate to the SL. But the illustration given is not really describe about the narrative, the clause they were really surprised is expected to be given the surprised expressions in both characters, Bawang Merah and stepmother. Meanwhile, due to the translation text is already natural and it is considered that this datum is acceptable.

21) Datum A21


TL: “You should have taken the big pumpkin!” said the stepmother angrily. “That’s true! We can get rich quickly. Right, Mom?” Bawang Merah continued curtly (Nur, 2018, p.21).

You should have taken the big pumpkin! is independent clause said the stepmother angrily is dependent clause. That’s true! We can get rich quickly is independent clause, Right, Mom?” Bawang Merah continued
curtly is dependent clause. There are two simple sentences in this datum that consist of one independent and dependent clause in each sentence. The translation text given in the TL is already natural in target language, the use of exclamation mark indicates the intonation that probably happens in the SL. Additionally, the illustration above for this datum is relatable and simply support to explain this datum, so this datum is acceptable.

22) Datum A22


TL: Then, they asked Bawang Putih to do all the house works that had pilled up (Nur, 2018, p.22).

Figure 20 Illustration of datum A22

Then, they asked Bawang Putih to do all the house works is independent clause, and that had pilled up is dependent clause. So, this datum is consists of a simple sentence that easy to be understood by the target reader, the diction use is natural in TL text, but the illustration is less relatable to the text, there isn’t the house work that pilled up, it should be added the illustration of it to help the children understand deeper, and this datum is considered acceptable due to its naturalness in the TL text.

23) Datum A23

mendapat labu yang besar tentu isi emas dan berliannya lebih banyak,” gumam ibu tiri tamak.

TL: When Bawang Putih went to do the house works, the stepmother and Bawang Merah planned something. The stepmother asked Bawang Merah to wash away the clothes so that she could meet the grandmother. Then, she could ask for the big pumpkin to the grandmother. “If we get the big pumpkin, of course there are going to be more gold and diamonds! The greedy stepmother murmered.

**Figure 21 Illustration of datum A23**

When Bawang Putih went to do the house works is dependent clause, the stepmother and Bawang Merah planned something is independent clause. The stepmother asked Bawang Merah to wash away the clothes is independent clause, so that she could meet the grandmother is dependent clause. Then, she could ask for the big pumpkin to the grandmother is independent clause.“If we get the big pumpkin, of course there are going to be more gold and diamonds! is independent clause, the greedy stepmother murmered is dependent clause. There are four sentences in this datum that consist of four simple sentences, this translation text is generally natural but the compilation of the fourth sentences make the narative text less readable, it should be simpler and shorter texts for children. This datum is the first reason of causality repetition strategies used by the writer and translator.
in the whole storyline, meanwhile, this datum is also supported by the illustration above. So it is considered that this datum is acceptable.

24) Datum A24
SL: Bawang Merah setuju dengan rencana ibunya. Dia pun segera pergi ke sungai dan menghanyutkan bakul cucian.
TL: Bawang Merah agreed with her mother’s plan. She immediately went to the river and washed the laundry basket away.

Bawang Merah agreed with her mother’s plan is independent clause and she immediately went to the river and washed the laundry basket away is independent clause. This datum consists of a simple sentence with natural translation text in the TL, this datum also use repetition strategy in translating the TL, the repetition strategy is make the sentences is easier to be read by the children as a target reader. Additionally, this datum is suported by the related illustration. And this datum is considered acceptable.

Figure 22 Illustration of datum A24

25) Datum A25
SL: Lalu, Bawang Merah menyusuri sungai dan pura-pura mencari pakaian-pakaiannya.
TL: Then, Bawang Merah walked along the river and pretended to look for her clothes.

Then, Bawang Merah walked along the river and pretended to look for her clothes is a simple sentence that consists of independent clause only.
The translation given by the translator is identified uses the repetition strategy in diction and its following narrative text to give an easiness and naturalness in target reader’s understanding, this datum is also supported by related illustration in the figure above, and it is considered acceptable.

26) Datum A26

SL: *Sampai di hilir, Bawang Merah bertemu nenek tua. Dia menyuruh nenek tua untuk mencari bakul cucian dan pakaianya.*

TL: When she arrived at the downstream, Bawang Merah met the grandmother. She asked the grandmother to look for the laundry basket along with the clothes.

*When she arrived at the downstream* is dependent clause, while *Bawang Merah met the grandmother* is independent clause. *She asked the grandmother to look for the laundry basket* is independent clause, *along with the clothes* is dependent clause. There are two simple sentences in this datum that is considered acceptable due to the naturalness and supported by the repetition strategies and illustration bellow.

27) Datum A27


TL: “All right, I will help you to find the clothes. But with one condition. You should help me tidy up the cottage and cook for me,” said the grandmother. “Yes... yes, all right. I obey your request,” answered Bawang Merah reluctantly.

Figure 23 Illustration of datum A26&A27
All right, I will help you to find the clothes is independent clause, But with one condition is dependent clause. You should help me tidy up the cottage and cook for me is independent clause, said the grandmother is dependent clause. Yes... yes, all right. I obey your request, answered Bawang Merah reluctantly is independent clause. There are three simple sentences in this datum, meanwhile, the translation text given by the translator is natural to the SL, and in this datum used repetition strategy to give the ease to the target readers, additionally this datum is supported by the relatable illustration, and considered this datum is acceptable.

28) Datum A28


TL: Yet, when she arrived at the cottage, Bawang Merah was just laze around. When she was reprimanded, Bawang Merah was angry to the grandmother instead. Reluctantly she tidied up the cottage.

Figure 24 Illustration of datum A28
Yet, when she arrived at the cottage is dependent clause, Bawang Merah was just laze around is independent clause. When she was reprimanded is dependent clause, Bawang Merah was angry to the grandmother instead is independent clause and reluctantly she tidied up the cottage is independent clause. This datum consists of three simple sentences to explain a single action, moreover, the translation text is seems natural in the TL, the diction used properly to translate the SL, additionally it is supported by repetition strategy and the relatable illustration that can be seen in the figure above. So this datum is considered acceptable.

29) Datum A29
TL: Unfortunately, the result was really disappointing. The cottage was still messy and the food tasted bad. The grandmother was really disappointed with Bawang Merah’s work.

Unfortunately, the result was really disappointing is a complete sentence that consists of one independent clause. The cottage was still messy and the food tasted bad is a complete sentence. The grandmother was really disappointed with Bawang Merah’s work is a complete simple sentence, so there are three simple sentence in this datum, it seems simple but also too long for children reader, it is better to separate the sentences into three different paragraphs meanwhile, the translation text in TL is natural and simple since the translator uses the repetition strategy in half last of the
data, and it also can be seen that the illustration above describes much about
this datum, so this datum is acceptable.

30) Datum A30
SL: Esoknya, sang nenek membangunkan Bawang Merah dan
menyerahkan bakul cucian yang hanyut. Nenek juga memberikan
hadiah labu pada Bawang Merah. Tentu saja Bawang Merah
mengambil labu yang paling besar. Setelah itu dia bergegas pulang
tanpa mengucapkan terima kasih.

TL: The next day, the grandmother woke Bawang Merah up, and gave
the laundry basket. The grandmother gave a pumkin as a gift as well.
Of course, Bawang Merah took the biggest one. Afterward, she went
home immediately without saying thank you.

The ne xt day, the grandmother woke Bawang Merah up is
independent clause, and gave the laundry basket dependent clause. The
grandmother gave a pumkin as a gift as well is independent sentence, Of
course, Bawang Merah took the biggest one is dependent clause. This
data consist of two simple sentences with natural style of writing in the
TL, this datum has repetition aspect in both narrative and diction, so the reader
automatically get what the writer means through this datum, additionaly this
data also supported by the related illustration, it can be seen in figure 1.31
below that the girl wears red shirt is bringing the big pumkin, so this datum
is acceptable.

31) Datum A31
SL: Sesampainya di rumah, ibu tiri sangat girang melihat Bawang
Merah membawa labu yang sangat besar. Mereka langsung
membelahnya.

TL: At home, the stepmother was so contented seeing Bawang
Merah brought the biggest pumkin. Soon they split it.

At home, the stepmother was so contented is independent clause, seeing Bawang Merah brought the biggest pumkin is independent clause. Soon they split it is independent clause, the translation text in the TL is
natural and simply understood, additionally, the picture for this datum is not supported the narrative, there aren’t the illustration when Bawang Merah and step mother are splitting the pumpkin, but this datum already clear enough with its repetition strategy and the diction used by the translator. This datum is considered acceptable.

Figure 25 Illustration of datum A30 & A31

32) Datum A32


TL: But they were really shocked. There were scorpion, snake, centipede, and other venomous animals inside the pumpkin. The stepmother and Bawang Merah were so scared. Finally, they realized that they were so greedy.

Figure 26 Illustration of datum A32
But they were really shocked is dependent clause, and there were scorpion, snake, centipede, and other venomous animals inside the pumpkin is independent clause so this datum is considered as simple sentence. The stepmother and Bawang Merah were so scared is a simple sentence that consists of an independent clause. Finally, they realized that they were so greedy is also a simple sentence that consist of an independent clause. This datum has three sentences in a simple form in delivering the value to the children, additionally this sentences supported by the relatable illustration above, it can be seen that the two women are shock while seeing the filling inside pumpkin. Beside that, the storyline in this datum is the repetition of datum A20, both have same characteristics of the story, in datum A20 the filling inside the pumpkin is jewelry, to give impression to the readers and how this story convey the moral value.

Meanwhile, the translation given by the translator in target language text is natural, it translated properly and easy to be understood. The phrase sudah bersikap tamak translated into they were so greedy in target language text, it is not translated word by word but it translated more concerns to the context, due to the word greedy is already known as a behavior or sikap. This datum is considered acceptable.

After the 32 of the bilingual children storybook: The story of Bawang Merah and Bawang Putih data have been analysed through the theories of Nababan’s that concerns in the quality assessment of acceptability and, Cermakova and Thompson & Sealey’s about children reading text indicators
and it can be conclude that, there is found only one datum that contains cultural words context in datum A1, then for the adjustments in children language style there are found 28 data that contain simple sentences, 2 compound sentences, 1 complex sentence, and 1 compound-complex sentence. For repetition strategy that used by the translator found 10 data that contain repetition to other 10 data, and the last there are found 23 related illustration to the data. Meanwhile, according to translation quality assessment there are found 25 acceptable data, 6 less acceptable and 1 inacceptable datum.

Basically, it can be known that the translator realized that children are immature readers, so that she mostly arrange the translation text in TL used simple sentences, but it might be hard for the translator to avoid a compound or complex sentence style due to provide a natural translation texts. It can also be concluded that the bilingual storybook: The Story of Bawang Merah and Bawang Putih is considered acceptable, for it naturalness in most of whole data and supported by the indicators of children reading text, even though it still needs more attention in translating that book.

2. The Analysis of Target Readers Responses

There are obtained 10 data from the survey towards ten students aged 9 & 10 years old in LBPP LIA Cengkareng, after reading the storybook entitled The Story of Bawang Merah and Bawang Putih together they were asked to retell their understanding story by writing it in the paper given and using Indonesian language, after that they were also asked to underline the difficult words on certain sentences in which has already hypothesized contain uncommon words and not a simple sentence. The data that are rewritten by the students attached in appendices, in this part the researcher would analyze each of the responses and synthesized with Nababan theory about acceptability assessment, the data analysed as follow:

Student 1: The story that was rewritten by the student one shows that there was difficulty that faced her in understanding the story in the middle to
the end of the plot, so that she missed the actual storyline and write the story in her own version. But, the story based on her own version is not distinctively too different from the original one, means that she only miss and changed some parts from the original to her version. This student understands Bawang Merah and Bawang Putih are sibling because the book at the first page used “stepsister” equivalent for “saudaranya”. She also wrote nine unfamiliar words in the story, and most of the words are in the form of adverbial word class. This book is less acceptable for student one.

**Student 2:** The story that was rewritten by the student two shows that she understood the story but she made it more dramatic than the original one. She stated that Bawang Putih’s father is passed away because of drank the poison from the stepmother whereas the reason about the factor Bawang Putih’s father died is not contained in the original story. Moreover, she didn’t write the whole story in the questionnaire paper, she shorten her understanding with some words and ended up the story in the middle of the storyline, this might because The Story of Bawang Putih and Bawang Merah has been very popular and adapted in various storyline and she thought this book is same with the story that had been told to her. She also write nine unfamiliar words, and this book less acceptable for student two.

**Student 3:** The story that was rewritten by the student three shows that this student understood the story very well, she wrote every detail of the story from the first to the end of the story in the paper given, even though she underlined thirteen unfamiliar words but she could handle her ignorance by guessing what do the story about from the illustration pictures behind the text. This story is acceptable for student three.

**Student 4:** The story that was rewritten by the student four shows that she paid good attention to the story and understood the whole story, she was also able to arrange a good structured in Indonesian language, through that she wrote the story simply and systematically. She underlined eight unfamiliar words but she could understand the story very well. This book is acceptable for student four.
Student 5: The story that was rewritten by the student five shows that the student actually understands the story but she could not make it in a good Indonesian language structure, she wrote that *Ibu tiri disuruh sama Bawang Putih* in the first storyline while she wrote *Ibu tiri sangat marah sama Bawang Putih* both of the stated examples are have different characteristics of the characters of Bawang Putih and stepmother, she wrote reverses of many things, it should be Bawang Putih and she wrote Bawang Merah, but overall the plot she told is same to the original story but the ability to rewriting and retelling that this student has remains low. The book is acceptable to student five.

Student 6: The story that was rewritten by the student six shows that this student not interested to the story so he only wrote the opposite story in a single sentence. The student was not pay attention so much to the story because he thought he already knew and familiar with the story without even want to explore the difference between the story he knew and the story that was read together. So the book not acceptable for student six.

Student 7: The story that was rewritten by the student seven shows that the student understood about the story and wrote the story in a very simple way, although he was not detail in delivering the story he got. This book is acceptable for student seven.

Student 8: The story that was rewritten by the student eight shows that this student enjoyed and understood the story, he told the story only in part he like to read, so it causes one sentence to another sentence are not coherent and not arranged well, but this student tell every single piece of the action right based on the original story. So the book is acceptable for children eight.

Student 9: The story that was rewritten by the student nine shows that the student did not understand about the story that was being read together, he create and wrote his own version so differently to the original one. But the story that rewritten by this student did not coherent either as the previous student so this book is less acceptable for student nine.
Student 10: The story that was rewritten by the student ten shows that he understood the story well, he told in his own language but still use english terminology and it remains even when he do not know the meaning of the word but the word in Indonesian language has same characteristic such as furniture and he wrote furnitur, and the arrangement of the storyline is flowing as the original one in the storybook, because of it the book is considered acceptable.

From the survey conducted which results 10 data and those data were synthesized with translation quality assessment especially for acceptability by Nababan. It refers to the naturalness of a text that is understood by readers according to norms known in the target language to 10 readers of children aged 9 and 10 years. The result shows that 7 of them understand The Story of Bawang Merah and Bawang Putih told in English, 2 of 10 children readers have difficulty in understanding and 1 of 10 reader is not interested in understanding the story, it can be said that the bilingual children storybook: The Story of The Story of Bawang Merah and Bawang Putih is acceptable for 7 of 10 children readers in LBPP LIA Cengkareng.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusions

Acceptability is about naturalness in reading and understanding the translation text without getting difficulty when reading the text. This research focuses on translation acceptability of the storybook entitled: *The Story of Bawang Merah and Bawang Putih* and uses descriptive qualitative method and applied content analysis in the analysis chapter.

After the 32 of the bilingual children storybook: *The story of Bawang Merah and Bawang Putih* data have been analysed through the theories of Nababan’s that concerns in the quality assessment of acceptability and, Cermakova and Thompson & Sealey’s about children reading text indicators and it can be conclude that, there is only one datum of 32 data that contains cultural words context, and it means that there is cultural value that the writer want to deliver to the readers about Indonesian culture, then, for the adjustments in children language style there are found 28 of 32 data that use simple sentences, it means that most of the sentences used a simple type of sentences that feels natural and easy to the children but there were still found others type, such as 2 of 32 compound sentences, 1 of 32 complex sentence and 1 of 32 compound-complex sentence, means that maybe it is challenging for translator to provide a simple sentences only to deliver the messages of the story. For repetition strategy that used by the translator found 10 data that contain repetition to other 10 data, and the last there are found 23 related illustration to the data. Meanwhile, according to translation quality assessment there are 25 of 32 acceptable data, 6 of 32 less acceptable and 1 of 32 is unacceptable datum.

It can be concluded that the assessment quality of bilingual children storybook: *The Story of Bawang Merah and Bawang Putih* is acceptable, it is considered from the results of the analysis using the theories that show there are 25 of 32 data or 78,12% of the whole data are acceptable, 6 of 32 data or
18.75% are less acceptable, and 1 of 32 datum or 3.12% is inacceptable, the results are also supported by the simple sentences that most used in the data as much as 28 simple sentences, mostly supported by 23 related illustrations, and repetition strategy that make the story easier to be understood by the children.

Furthermore, this research also taken the data from the target readers and they are students in LBPP LIA Cengkareng aged 9 & 10 years old. The survey results that the ability in each students is different it might because the background of the family and other factors. But the results shows that 7 of 10 students understand the the bilingual children storybook: The story of Bawang Merah and Bawang Putih, and the rest remain less understand.

To calculate all the findings, it is considered that bilingual children storybook: The Story of Bawang Merah and Bawang Putih is acceptable.

B. Suggestions

Throughout the development of the literacy world is still ongoing. Hence, as long as the translation of a text is still needed especially in texts intended for children. Thus, refinement and awareness to pay more attention to aspects of the language of child readers that are very different from teenage and adult readers need to be defined as a parameter of the quality of the translated text produced by the translator.

After the research in the field of applied linguistics that uses a survey to the reader was completed, the writer was able to answer research questions and understand the importance of the aspect of acceptability in translation, especially for children. So the writer highly recommends the next researcher to further explore research in translation, not only focusing on the strategies or procedures used by translators in the process of translating a text but rather doing other field research that interacts directly with the target reader.
WORK CITED


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APPENDICES

Questionnaire for target reader of bilingual children storybook:

*The Story of Bawang Merah and Bawang Putih*

in LBPP LIA Cengkareng (age 9 & 10 years old)

1. After reading the story, would you like to tell me about the story in your own language by write it down, please?
2. Could you please tell me which one you don’t know the meaning of words below? Give underline the words because they make you confused.
   a. However, Bawang Putih was treated arbitrarily. All the house works had to be done by Bawang Putih. Meanwhile, Bawang Merah and her mother were just laze around.
   b. “I... I am looking for my laundry basket with the clothes inside of it that washed away in the river. If I can’t find them all, my stepmother and stepsister will be angry to me” answered Bawang Putih stutteredly.
   c. Yet, when she arrived at the cottage, Bawang Merah was just laze around. When she was reprimanded, Bawang Merah was angry to the grandmother instead. Reluctantly she tidied up the cottage.
   d. “You should have taken the big pumpkin!” said the stepmother angrily. “That’s true! We can get rich quickly. Right, Mom?” Bawang Merah continued curtly.
<table>
<thead>
<tr>
<th>No.</th>
<th>Reader’s Personal Information</th>
<th>Response 1</th>
<th>Response 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>terdapat ular dan Bawang Merah dan Ibunya pun mati.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pada suatu hari tinggal seorang Bawang Putih dan ibu tiri dan kakak tirinya. Semenjak ayahnya telah menikah dengan ibu tiri tersebut ayahnya pun meninggal karena diberi racun oleh ibu tiri tersebut, karena ayah Bawang Putih telah meninggal, Bawang Putih selalu disuruh-suruh tetapi ibu tiri dan kakak tirinya selalu bermalasan, suatu hari Bawang Putih disuruh untuk mencuci baju di sungai, saat Bawang Putih ingin mencuci baju tiba-tiba baju yang ingin dicucinya mengambang di sungai, Bawang Putih pun menangis, tiba-tiba datanglah seorang nenek dan nenek itu pun berkata “mengapa kau menangis anak gadis?”, lalu Bawang Putih pun berkata “aku kehilangan bajuku dan ibuku akan memarahiku” nenek itu pun berkata “aku akan mencarikannya untukmu tetapi kau harus masak untukku” setelah Bawang Putih memasakkan makanan untuk nenek, nenek itu memberi ia bajuku, dan memberi labu, labu yang dipilih oleh Bawang Putih adalah labu yang kecil, dan saat Bawang Merah membuka labu tersebut bukanlah buah melainkan emas, setelah itu Bawang Merah terkejut apa yang dibawa oleh Bawang Putih, lalu Bawang Putih menceritakan semuanya.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

putih sangat sedih karena kalau misalnya bajunya tidak ada akan dimarahi sama ibu tirinya dan kaka tiri lalu ada nenek dan nenek itu bilang kamu kenapa nangis kata neneknya, tadi aku cuci baju di danau lalu bajunya telah pergi kata Bawang Putih bolehkan nenek mencari bajunya kata Bawang Putih tapi ada syarat kamu harus membantuku di rumah nenek lalu bawang putih mencuci piring memasak dan nenek sangat senang kerjaan, keesokan harinya nenek itu memberikan labu dan Bawang Putih memilih labu yang kecil dan bajunya sudah ketemu dan pergi berterima kasih sesudah sampai ibu tirinya sangat marah sama Bawang lalu Bawang Merah menemukan labu lalu Bawang Merah ada berlian kata ibu tirinya kita harus ambil labu yang besar supaya cepet kaya lalu Bawang Merah mengambil cucian baju dan mendorong cucian baju itu ke danau habis itu Bawang Merah menemukan nenek itu dan Bawang Merah kamu melihat cucian baju nggak kata Bawang Merah membentak tapi kata neneknya ada syarat kamu harus mencuci piring dan memasak pas sampai di rumah nenek itu Bawang Merah tidak juga mencuci piringnya dan memeriksa hasil kerjaan Bawang Merah nenek itu sangat sedih dan keesokan harinya nenek itu memberikan labu Bawang Merah ambil labu yang gede dan jalan tanpa bilang terima kasih lalu pas sampai rumah Bawang Merah membelah dan isinya serang-serang dan ibu tirinya tau karena
<table>
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<th>Name: Caleb</th>
<th>Date of Birth: October, 10 2009 (10 years old)</th>
<th>Grade: 4</th>
<th>One day there was an abused girl named Bawang Putih.</th>
<th>1. Arbitrarily 2. Stutteredly 3. Yet 4. Reluctantly</th>
</tr>
</thead>
</table>
membersihkan gubuk nenek dan membikinkan makanan
Nenek suka banget makanan yang Bawang Putih dan neneknya mengasih labu
Bawang Putih membawa labu ke rumahnya
Bawang Merah marah banget
Ibu Bawang Merah membuka labuny, ibu Bawang Merah melihat diamon
Dan suruh Bawang Merah menjatuhkan bajunya
Nenek suruh Bawang Merah membuat dan membersihkan gubuk nenek tidak suka makan Bawang Merah
Nenek memberikan labu
Ibu Bawang Merah membuka labu nya dalamnya adalah ular dan ibu Bawang Merah dan Bawang Merah merasa bersalah.


1. Arbitrarily
2. Washed
3. Stepsister
4. Stepsister
5. Stutteredly
6. Arrived
7. Cottage
8. Lazy
9. Reprimanded
10. Instead
11. Reluctantly
12. Pumpkin
13. Curtly
| Date of Birth: August 17 2010 | Grade: 4 | membersihkan furnitur yang ada di rumah saat Bawang Putih sedang mencuci baju di sungai baju yang ada di keranjang terhanyut di sungai, Bawang Putih menangis dan ada nenek datang ingin membantu mencari baju tapi dengan syarat Bawang Putih harus membantu bersihkan rumah nenek itu, nenek itu senang dengan dengan kerja Bawang Putih dan keesokan harinya nenek itu membawakan keranjangnya dan memberi labu sebagai ucapan terima kasih Bawang Putih membawa pulang labu itu lalu Bawang Merah menjatuhkan labu itu dan melihat ada berlian di dalamnya. | 4. Reluctantly 5. Curtly |