

# CHAPTER I

## INTRODUCTION

### 1.1. Background

English has become a *lingua franca* (Harmer, 2001:1). It means that English is widely applied in many countries as means of communication. In Indonesia, the English language is the first foreign language that can be taught in Elementary School start from the first grade as a local content subject (Decree of the Ministry of Education and Culture No.0487/4/1992 and No. 060/U/1993). Moreover, nowadays English language teaching and learning is not only implemented in elementary school level but also in Kindergarten level. All the instrument of policy often changes to accomodate this situation.

The latest curriculum expects the students to learn the types of texts, such as narratives, descriptive, expository, etc. The media are for example storybooks, coursebooks, picture cards, tapes, games, songs, etc (David, 2003: 49-75). Parents also support their children to learn English, because they are happy to know that their children are learning English. They provide them with many kinds of facilities, such as games, children storybooks, movies, etc. All of the facilities mentioned here are published in the market. Since the needs of English books are abundant, publisher produce many books which are wtitten in English. Unfortunately, many people do not comprehend the English written books. This emerges the needs of translation products. Therefore, the publisher produce books which are written in two languages: the first language is in native language and the second one is in foreign language. It is also called as bilingual books. Nowadays, the availability of the bilingual books is abundant. But the research concerning this phenomenon is still limited.

Based on the explanation above, the writer has decided to conduct a research which focused on the strategies applied by the translator in translating Indonesian into English children storybooks written in both languages. A series of bilingual children storybooks (Indonesian-English) entitled: *Monyet dan Pangeran, Tikus dan Burung Hantu, Kancil Jadi Raja and Kura-kura dan Katak* published by Dinar Media, Jakarta have been chosen as the sample.

### **1.2. Purpose of the Study**

In accordance with the main problems above, the purpose of this study are to investigate:

1. To investigate the Translation strategies applied by the translator in translating bilingual children story books in the perspective of skopos theory.
2. To identify whether or not the meaning in the bilingual children storybooks are successfully transferred.

### **1.3. Research Questions**

In line with the purposes of the study above, this study is expected to answer the following research questions:

1. What strategies are applied by the translator in translating the bilingual children story books in the perspective of Skopos theory?
2. Is the meaning in the bilingual children story books successfully transferred?

### **1.4. Significance of the Study**

There are several significances of this study which can be beneficial for students, teachers, translators or readers. For students, the result of this study may increase their

knowledge in translation strategies and knowledge on how a translator transfer the meaning of a text which is comprehensible by the reader.

For teachers, this study provides some information on how to translate a text with the strategies which are provided by the experts and which strategy which is appropriate with the target text and target reader which finally produce a comprehensible translation product.

For translators, this study is expected to provide more information on how to appropriately translate bilingual children storybooks using several strategies of equivalent based theory and produce comprehensible translation products for the target readers.

### **1.5. Organization of Research**

The organization of the research is arranged as follows:

Chapter I: Introduction discusses the background of the research and then followed with the statement of research problem, purpose of the study, research question, significance of the study and the organization of research.

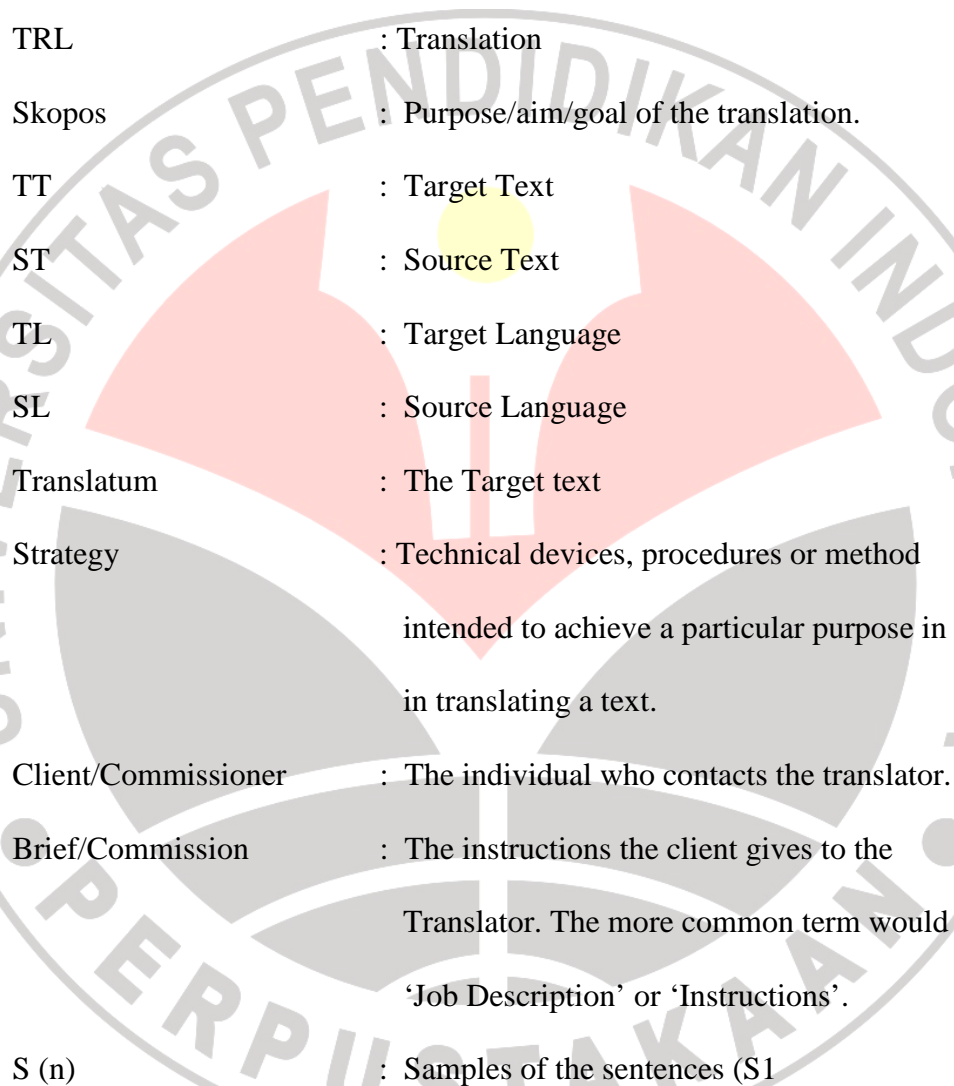
Chapter II: Literature Review introduces the definition of translation, followed with the explanation of Skopos Theory, principles of translation and the Skopos Rules, process of translation, the unit of translation, the types of translation, the strategies of translation, problems of translation, the translation evaluation and the explanation regarding children storybook.

Chapter III: Research Methodology discusses the research design, followed with the participants, data resources, data collection and data analysis.

Chapter IV: Findings and Discussion describes the analysis of the translation strategies that are applied by the translator in the Skopos theory perspective and to identify whether the meaning from Source Language to Target Language are successfully transferred.

Chapter V: Presents the conclusion and the recommendation of the study.

## 1.6. Clarification of the Terms



Translation	: Put something written or spoken into a different language.
TRL	: Translation
Skopos	: Purpose/aim/goal of the translation.
TT	: Target Text
ST	: Source Text
TL	: Target Language
SL	: Source Language
Translatum	: The Target text
Strategy	: Technical devices, procedures or method intended to achieve a particular purpose in translating a text.
Client/Commissioner	: The individual who contacts the translator.
Brief/Commission	: The instructions the client gives to the Translator. The more common term would 'Job Description' or 'Instructions'.
S (n)	: Samples of the sentences (S1