

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of the findings of the data, the analysis of the data, and the common problem faced by the students in translating the children stories. The first section of this chapter presents the methods used by the students in translating the stories. The second section presents the naturalness and accuracy of students' translation in translating children stories, the collected data were analyzed in terms of the aspect of naturalness based on the theory from Newmark (1988). The last section presents data from interviews, which are then analyzed to reveal the students' problems in translating, and the solutions they used in solving the problems.

#### **4.1 Method Used by the Students**

As pointed out in the last chapter, the translations analyzed in this research were the translations of ten students. Those students had taken all of the translation classes, so it can be said that the students are able to translate the stories by using the methods they had learnt. The source text was taken from three children storybooks; *Little Lily at Flower land*, *Little Lily at Candy land*, and *The sky is falling!* Those stories consist of 106 sentences.

Since the method of translation is an important part in the translating process, this section presents the method that the students used in translating those three



From the table above, it can be seen that there are several translation methods used by the students in translating the three stories. Those methods are word-for-word, literal, semantic, faithful, free, idiomatic, and communicative translations, which are proposed by Newmark (1988). The three of them; communicative, word-for-word, and free are the mostly used methods.

Communicative translation method, as one of the most frequently used method, can convey the message naturally and accurately, since the students relate it to the context of the idea of the stories. As the result, their translations are readable. As stated by Newmark (1988), communicative translation method is the method, which attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. This method is the only one that can make the students' translation sounds natural and accurate. Most of students who used this method are able to deliver the message smoothly.

The second method that frequently used by students was word-for-word translation method. This method is usually used in the first step of translating process. According to Newmark (1988, p. 46), "The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process." Therefore, some of their translations performed inaccuracies. Yet, since most of the students used it appropriately—in general—the message as well as the meaning was successfully conveyed.

Another most favorite method used by the students was free translation. Generally, the students used this method when they faced difficult words. They could not find the equivalent words in TL, so translated it freely in order to make the translation communicative. Unfortunately, some of the students used it without relating their translation with the whole idea of the stories. Consequently, their translations were not good enough. However, most of the students who used this kind of method had successfully rendered the message contained in the stories.

Inaccuracies occur in the translation of students who used literal method. They translated the grammatical construction of source language using the closest equivalent in the target language, but the lexical or its words translation was separated from the context. Thus, their translations were out-of-context and produced unusual or uncommon target texts.

Here are the examples of their translations:

a. Communicative translation

SL	TL
<p>She followed the sound and found a small jasmine flower sitting underneath the daisies, crying. (s.4)</p>	<ul style="list-style-type: none"> <li>• <i>Dia mengikuti suara itu dan menemukan bunga melati kecil duduk dibalik rimbunan bunga daisy, sedang menangis. (Student A, E, F, )</i></li> <li>• <i>Ia telusuri asal suara itu dan menemukan bunga melati kecil yang sedang menangis duduk diantara bunga –bunga aster. (Student B, G)</i></li> <li>• <i>Dia mendekati asal suara itu dan menemukan setangkai bunga melati yang sedang menangis duduk dibawah bunga aster. (Student C, I, J)</i></li> </ul>

<p>Suddenly, many roses came to stop Lily. (s.10)</p>	<ul style="list-style-type: none"> <li>• <i>Tiba-tiba kerumunan bunga mawar menghentikan lili. (Student A, C, I, )</i></li> <li>• <i>Tiba-tiba, bunga-bunga rose datang dan menghentikan lili. (Student G)</i></li> <li>• <i>Tiba-tiba, bunga-bunga mawar bermunculan menghadang Lily. (Student H)</i></li> </ul>
<p>She took it and was about to eat it when the lollipop jumped off from her hand. (s.35)</p>	<ul style="list-style-type: none"> <li>• <i>Dia memungut permen itu dan ketika hampir saja mau memakannya, si permen lollipop loncat dari tangannya. (Student A)</i></li> <li>• <i>Dia memungutnya dan ketika hampir saja mau memakannya, si permen lollipop loncat dari tangannya. (Student B)</i></li> <li>• <i>Dia memungutnya, ketika dia akan memakannya, permen itu melompat. (Student C)</i></li> </ul>
<p>“Whoa...hold it right there, little girl,” said the lollipop, “I bet you can’t catch me!” (s.36)</p>	<ul style="list-style-type: none"> <li>• <i>“woii...tunggu dulu gadis kecil” kata si lollipop” aku yakin kamu tidak akan bisa menangkapku”. (Student A, B, C)</i></li> <li>• <i>“Waaa... tunggu dulu, gadis kecil,” ucap gula-gula itu, “aku bertaruh kau tak bisa menangkapku!” (Student D)</i></li> <li>• <i>“Stop...tunggu dulu, gadis kecil,” kata permen loli tersebut, “aku bertaruh kau tidak akan dapat menangkapku!” (Student F)</i></li> </ul>
<p>His luck did change! (s.71)</p>	<ul style="list-style-type: none"> <li>• <i>Dan nasibnya pun memang berubah! (Student C)</i></li> <li>• <i>Peruntungannya betul-betul berubah! (Student G)</i></li> <li>• <i>Nasibnya benar-benar berubah! (Student H, J)</i></li> </ul>
<p>They had to tell someone! (s.90)</p>	<ul style="list-style-type: none"> <li>• <i>Mereka harus melaporkannya pada seseorang. (Student A, B)</i></li> <li>• <i>Mereka harus memberitahukannya pada seseorang. (Student C)</i></li> <li>• <i>Mereka harus mengatakannya pada seseorang! (Student G, H)</i></li> <li>• <i>Mereka harus mengatakan ini pada seseorang. (Student J)</i></li> </ul>

b. Word-for-word translation

SL	TL
Little Lily had a small garden. (s.1)	<ul style="list-style-type: none"> <li>• <i>Si kecil Lily memiliki sebuah taman kecil. (Student A, B, C, D, and J)</i></li> <li>• <i>Lili kecil mempunyai sebuah kebun kecil. (Student E, F, G, H)</i></li> <li>• <i>Lily kecil memiliki sebuah taman mungil. (Student I)</i></li> </ul>
Lily ran after the lollipop and she didn't realize they were already in the forest. (s.38)	<ul style="list-style-type: none"> <li>• <i>Lily berlari mengejar permen loli dan dia tidak menyadari, mereka telah berada di hutan. (Student E, F, G)</i></li> </ul>
"I guess you're right!" said Lily. (s.46)	<ul style="list-style-type: none"> <li>• <i>"Aku kira kau benar!" ucap Lily. (Student C, D)</i></li> <li>• <i>"Aku rasa kamu benar!" kata Lily. (Student E)</i></li> <li>• <i>"Aku pikir kau benar!" kata Lily. (Student F, G)</i></li> </ul>
Chicken Little made a big mistake. (s.60)	<ul style="list-style-type: none"> <li>• <i>Ayam kecil membuat sebuah kesalahan besar. (Student G, H)</i></li> <li>• <i>Ayam kecil membuat satu kesalahan besar. (Student I)</i></li> </ul>
The sky really did fall on Chicken Little! (s.78)	<ul style="list-style-type: none"> <li>• <i>Langit benar-benar runtuh, pada chicken little! (Student E)</i></li> <li>• <i>Langit benar-benar runtuh di atas Chicken Little! (Student C, F)</i></li> </ul>
They saw a spaceship in the sky. (s.86)	<ul style="list-style-type: none"> <li>• <i>Mereka melihat sebuah kapal luar angkasa di langit. (Student C, F)</i></li> <li>• <i>Mereka melihat sebuah kapal ruang angkasa di langit. (Student D)</i></li> <li>• <i>Mereka melihat sebuah pesawat ruang angkasa di langit. (Student I)</i></li> </ul>



c. Free translation

SL	TL
<p>“Isn’t it obvious? You’re at Candy Land!” said a lollipop, the one whom Lily followed in the first place. (s.43)</p>	<ul style="list-style-type: none"> <li>• “<i>Kau tak tahu? Kau di Negeri Permen!</i>” ucap lollipop yang diikuti Lily dari belakang rumahnya. (Student H)</li> <li>• “<i>Tentu saja kamu berada di Negeri Permen!</i>” kata sebuah lollipop yang Lily buntuti sejak pertama. (Student J)</li> <li>• “<i>Masa kamu gak tahu? Kamu berada di negeri permen!</i>” kata lollipop yang dikejar oleh Lily tadi. (Student G)</li> </ul>
<p>Lily even made some dresses for the lollipop maidens to wear. (s.57)</p>	<ul style="list-style-type: none"> <li>• <i>Lili bahkan membuat beberapa gaun untuk dipakai oleh para pembantu si permen lollipop.</i> (Student A, B)</li> <li>• <i>Lily bahkan membuatkan pakaian bagi para permen. Itu adalah pakaian pertama bagi mereka.</i> (Student F, H)</li> </ul>
<p>The sky was falling apart! (s.96)</p>	<ul style="list-style-type: none"> <li>• <i>Langit mulai runtuh berjatuhan!</i> (Student A, B)</li> <li>• <i>Langit pun merapat.</i> (Student C)</li> <li>• <i>Langit terbelah!</i> (Student F)</li> </ul>
<p>The Earth was not in danger after all. (s.101)</p>	<ul style="list-style-type: none"> <li>• <i>Bumi tidak dalam bahaya akhirnya.</i> (Student D)</li> <li>• <i>Akhirnya bumi tidak lagi dalam bahaya.</i> (Student E)</li> <li>• <i>Bumi tidak lagi dalam bahaya.</i> (Student G, H)</li> <li>• <i>Akhirnya, bumi pun tidak berada dalam masalah.</i> (Student I)</li> <li>• <i>Akhirnya, bumi kembali aman.</i> (Student J)</li> </ul>

d. Literal translation

SL	TL
<p>One day, she was watering her daisies when she heard a sobbing sound nearby. (s.3)</p>	<ul style="list-style-type: none"> <li>• <i>Suatu hari, ketika Lily sedang menyirami bunga daisy, Lily mendengar <u>suara yang sedang menangis.</u> (Student A)</i></li> </ul>
<p>“What on earth are you?” asked Lily. (s.5)</p>	<ul style="list-style-type: none"> <li>• <i>“<u>Dari dunia mana kamu?</u>” Tanya Lily. (Student I)</i></li> </ul>
<p>“Whoa...hold it right there, little girl,” said the lollipop, “I bet you can’t catch me!” (s.36)</p>	<ul style="list-style-type: none"> <li>• <i>“<u>Whoa...peganglah disana,</u> gadis kecil!” kata si lollipop “<u>Pasti kamu tidak bisa menangkapku!</u>” (Student E)</i></li> <li>• <i>“<u>Hwaa...pegang sebelah sini,</u> gadis kecil,” kata lollipop, “<u>Kau tak kan bisa menangkapku!</u>” (Student H)</i></li> </ul>
<p>“No no no! You can’t eat that many candies. You’ll get toothache. Besides, you don’t want to eat candies who can speak like us,” said a small gummy bear. (s. 45)</p>	<ul style="list-style-type: none"> <li>• <i>“<u>Tidak tidak tidak! Kau tak bisa memakan permen yang banyak itu. Kau akan sakit gigi. Selain itu, kau tak ingin memakan permen yang bisa berbicara seperti kami,</u>” ucap seekor <u>beruang kecil yang bergetah.</u> (Student D)</i></li> </ul>
<p>He rang the town bell to warn everyone that the sky was falling. (s.61)</p>	<ul style="list-style-type: none"> <li>• <i>Ia membunyikan <u>bel kota</u> untuk memperingatkan setiap orang bahwa <u>langit jatuh.</u> (Student D, F)</i></li> </ul>
<p>He won the big game! (s.73)</p>	<ul style="list-style-type: none"> <li>• <i>Ia memenangkan <u>sebuah permainan besar.</u> (Student D)</i></li> </ul>



e. Faithful translation

SL	TL
The rose apologized and she took Lily on a tour in the Flower Land. (s.17)	<ul style="list-style-type: none"> <li>• <i>Bunga mawar itu meminta maaf dan dia membawa Lily dalam <u>sebuah perjalanan</u> di negeri bunga. (Student D)</i></li> <li>• <i>Bunga rose meminta maaf dan <u>mengantar</u> Lily <u>menuju perjalanan</u> di negeri bunga. (Student E)</i></li> </ul>
But they basically just drank water. (s.20)	<ul style="list-style-type: none"> <li>• <i><u>Tetapi sebenarnya mereka hanyalah meminum air.</u> (Student J)</i></li> </ul>
Lily also had a few storybooks in her backpack, so she read them to the flower children. (s.22)	<ul style="list-style-type: none"> <li>• <i>Lili juga membawa <u>sedikit buku-buku cerita</u> di dalam ranselnya, jadi ia membacakannya untuk anak-anak bunga. (Student A, B, D, I)</i></li> </ul>
When it was time for the flowers to take their bath, Lily helped. (s.23)	<ul style="list-style-type: none"> <li>• <i>Ketika saat itu waktunya bunga-bunga mandi, Lily membantunya. (Student E)</i></li> <li>• <i>Pada saat tiba waktunya bagi para bunga untuk mandi, Lily pun membantu. (Student I)</i></li> </ul>
On the grass, she saw a lollipop. (s.34)	<ul style="list-style-type: none"> <li>• <i>Di atas rumput, ia melihat sebuah <u>permen bertangkai</u>. (Student D)</i></li> </ul>
Buck and Chicken Little faced the aliens. (s.100)	<ul style="list-style-type: none"> <li>• <i>Buck dan Si Ayam Kecil bertemu para makhluk asing. (Student I)</i></li> </ul>

f. Semantic translation

SL	TL
The first shot missed. (s.27)	<ul style="list-style-type: none"> <li>• <i>Lontaran pertama gagal. (Student I)</i></li> </ul>
Suddenly, there was a loud rumbling noise. (s.47)	<ul style="list-style-type: none"> <li>• <i>Tiba-tiba, ada bunyi gaduh gemuruh yang menggelegar. (Student E)</i></li> </ul>
And they learned that Earth was in danger. (s.89)	<ul style="list-style-type: none"> <li>• <i>Sertamerta mereka mengetahui bahwa bumi dalam bahaya. (Student C)</i></li> </ul>

g. Idiomatic translation

SL	TL
“What on earth are you?” asked Lily. (s.5)	<ul style="list-style-type: none"> <li>• <i>“Siapakah kamu?” Tanya Lili. (Student A, B)</i></li> <li>• <i>“Siapakah gerangan dirimu?” Tanya Lily. (Student J)</i></li> </ul>
The baby jasmine showed her the way towards a large clearing. (s.9)	<ul style="list-style-type: none"> <li>• <i>Bayi jasmine menunjukkan kepadanya arah menuju sebuah padang rumput yang luas. (Student D)</i></li> </ul>

#### 4.2 Method of Translation in Translating the Aspects of Naturalness

In gathering the data, the writer compared the original text and its translation and the students' translation. The students' translation was analyzed to see the

method used by students. Then, since this study was focused on the naturalness and accuracy of students' translation in translating children storybook, the collected data were analyzed in terms of the aspect of naturalness based on the theory from Newmark (1988).

The following is the analysis of each aspects of naturalness in students' translation and the examples found there.

#### 4.2.1 Word Order

The basic pattern of word order that is analyzed in these three children stories are S-V, S-V-O, and S-V-C. Those patterns in SL are translated with the same pattern in TL. After reading the three stories and calculating the data in the three stories, the writer found 83 sentences.

Students translated the 83 sentences with a variety of translation methods. Nevertheless, most of the word order in the sentences were translated with word-for-word and communicative translation method. It can be understood why they applied the methods, because they want to maintain the SL pattern in TL.

Below are the examples of word order, which are analyzed:

a. S-V

- SL: His luck did change! (s.71)  
TL: *Keberuntungannya memang berubah!* (Original Translation/OT)  
  
TL: *Keberuntungannya memang berubah!* (Student A, B, D, E)  
Word-for-word translation

*Nasibnya benar-benar berubah! (Student H, J)*  
Communicative translation

b. S-V-O

- SL: She loved her garden so much. (s.2)

TL: *Ia sangat menyayangi kebunnya.* (OT)

TL: *Ia sangat menyayangi kebunnya.* (Student A, B, C, E, F, G, H, and I)

*Ia sangat menyayangi tamannya.* (Student D and J)

Word-for-word translation

c. S-V-C

- SL: They became angry. (s.13)

TL: *Mereka menjadi marah.* (OT)

TL: *Mereka marah.* (Student H, I)

Communicative translation

*Mereka menjadi marah.* (Student F and J)

Word-for-word translation

From the examples above, it can be seen that the students seemed to want to maintain the word order of the sentence in order to preserve the same meaning. They kept the basic pattern of the SL into the same pattern in TL. No pattern changes in their translation. Moreover, the pattern in both languages is quite similar. Therefore, it is quite easy for the students to be faithful to the SL's word order with the purpose of the effectiveness of translation so that the naturalness could be achieved.

To sum up, generally, the translation methods that students used in translating word order are acceptable. In addition, even though, the word order in the students' translation is faithful to SL word order but still they are comprehensible to the

readers. It is logical because the word order of the three stories is quite similar in TL. Therefore, it makes the students easier to translate the stories, because they attempt to achieve the naturalness without changing the original construction of the SL.

#### 4.2.2 Common Structures

From the whole translations, the students were able to translate the three stories in a common structure. Most of the structures in SL that translated by the students were suitable in TL structures. Generally, they were using communicative and free translation method to achieve the common structures in TL. Below are the examples:

- SL: Everyone thought Chicken Little was crazy, even his dad. (s.94)  
TL: *Semua orang menganggap Chicken Little gila, bahkan ayahnya juga.* (OT)  
TL:
  - *Semua orang mengira Chicken Little sudah tidak waras, bahkan ayahnya juga.* (Student A, B)
  - *Semua orang berpikir Chicken Little menjadi gila, termasuk ayahnya.* (Student F)  
Free translation
  - *Semua orang berpikir bahwa ayam kecil gila, ayahnya juga berpikir begitu.* (Student G, I)
  - *Semua mengira Si Ayam Kecil sudah gila, ayahnya pun berpikir demikian.* (Student H, J)  
Communicative translation
- SL: Lily ran after the lollipop and she didn't realize they were already in the forest. (s.38)  
TL: *Lily mengejar si permen loli dan ia tidak menyadari mereka telah berada di dalam hutan.* (OT)  
TL: *Lily berusaha menangkap lollipop dan tanpa sadar mereka sudah di tengah hutan.* (Student H)  
Free translation

- *Lili mengejar si permen lolipop hingga ia tidak sadar mereka sudah berada di dalam hutan. (Student A, B)*
  - *Lily mengejar lolipop itu dan tanpa disadari mereka telah berada di hutan. (Student C)*
  - *Lily terus mengejar si permen loli dan ia nggak sadar, mereka telah berada di hutan. (Student I)*
- Communicative translation

Since the structures that existed in these stories were quite similar with the structures of the TL, the students did not seem difficult to translate the sentences in the same structures in SL, in order to be faithful with the SL. As the result, in general, they could achieve the naturalness in translating the SL's structures into the TL.

#### 4.2.3 Cognate Words

There were several cognate words, which were found in the stories. Most of the students translated the words communicatively. They were able to comprehend the message of the stories, so did not translate the words into TL, since the words are relate to the name of the characters. Therefore, it was better if they did not translate it. Meanwhile, several students translated it by using free and word-for-word translation method, and so produced unnatural and inaccurate translation.

Here are the examples:

- SL: Chicken Little made a big mistake. (s.60)  
TL: *Chicken Little* membuat kesalahan besar. (OT)  
TL: *Chicken Little* telah membuat sebuah kesalahan besar. (Student B)  
*Chicken Little* membuat kesalahan besar. (Student E, F)
- Communicative translation



Anak ayam telah membuat kesalahan besar. (Student D)  
Seekor ayam kecil membuat suatu kesalahan fatal. (Student J)  
Free translation

Ayam kecil membuat sebuah kesalahan besar. (Student G, H)  
Ayam kecil membuat satu kesalahan besar. (Student I)  
Word-for-word translation

- SL: Chicken Little joined the baseball team. (s.69)  
TL: *Chicken Little bergabung dengan tim baseball.* (OT)  
TL: *Chicken Little bergabung dengan Tim baseball.* (Student A, B, E, F)  
*Ayam kecil bergabung dengan Tim baseball.* (Student G, I, J)  
*Ia bergabung dengan tim baseball.* (Student H)  
Communicative translation
- SL: He hit a home run. (s.72)  
TL: *Dia mencetak home run.* (OT)  
TL: *Dia berhasil mencetak home run.* (Student A, B, )  
*Dia membuat home run.* (Student C)  
*Ia menciptakan home run.* (Student D)  
*Dia mencetak home-run.* (Student E)  
Communicative translation  
*Ia berlari ke rumahnya.* (Student F)  
*Ia bermain gemilang dalam baseball!* (Student G, J)  
*Ia berhasil lolos berlari.* (Student H)  
*Ia dapat melakukan pukulan yang dahsyat!* (Student I)  
Free translation
- SL: Chicken Little saw an alien kid running. (s.97)  
TL: *Chicken Little melihat anak alien berlari.*  
TL: *Chicken Little melihat seorang anak alien berlari.* (Student A, B, F)  
Communicative translation  
*Si Ayam Kecil melihat seorang anak makhluk luar angkasa sedang berlari.*  
(Student H, J)  
*Si Ayam Kecil melihat seorang anak makhluk asing berlari.* (Student I)  
Word-for-word translation

As we can see above, it was good for students to use communicative translation method in translating the cognate words. Even though they did not translate it, those words were still acceptable. Since those words were also already common in Indonesia. By doing this, the students could maintain the original sense of the story.

Meanwhile, from the example above, we can see there are several students, who translated the cognate words by using free translation, and so produced a wrong translation. On the other hand, some students were also using word-for-word method in translating the cognate words. This kind of method is frequently demonstrated as interlinear translation, with the TL immediately below the SL words. Fortunately, their translation still sounds natural and as the result, they could achieve the naturalness aspect.

#### **4.2.4 Colloquial Words**

A colloquial word means a word or expression that is characteristic or appropriate to ordinary or familiar conversation rather than formal speech or writing. Besides the uses of the written language, a story usually uses spoken language for the dialogs. The spoken language is usually the kinds used in daily life. After analyzing students' translation, the writer found that some of them were using colloquial words in their translation.

Below are the examples of colloquial words that are used by students:

- SL: Lily ran after the lollipop and she didn't realize they were already in the forest. (s.38)

TL: *Lily terus mengejar si permen loli dan ia nggak sadar, mereka telah berada di hutan. (Student I)*

Communicative translation

- SL: "Isn't it obvious? You're at Candy Land!" said a lollipop, the one whom Lily followed in the first place. (s.43)

TL: *"Masa kamu gak tahu? Kamu berada di negeri permen!" kata lollipop yang dikejar oleh Lily tadi. (Student G)*

Free translation

*"Sudah jelas, kan? Kamu berada di Negeri Permen!" jawab si permen Lolipop yang tadi dikejanya. (Student A, B)*

Communicative translation

- SL: "No no no! You can't eat that many candies. You'll get toothache. Besides, you don't want to eat candies who can speak like us," said a small gummy bear. (s.45)

TL: *"Tidak, kamu tidak bisa makan permen sebanyak itu, lagipula kamu akan sakit gigi, lagian kamu tidak akan mau memakan permen yang bisa berbicara seperti kita" kata si permen karet beruang. (Student C)*

Communicative translation

The underlined words are categorized as colloquial words since it is in informal style. The translation is acceptable because the reader could easily understand the meaning of the word. The purpose of using colloquial words is to make the reader could catch the meaning without difficulty. Thus, the translation will be readable.

The method mostly used here is communicative translation method. The students tried to deliver the accurate contextual meaning of the original in such way

that both content and language are readily acceptable and comprehensible to the readership, Newmark (1988). The outcome of the translation seems natural and accurate to express its content. As a result, students could have the sense of naturalness in the translation in order to make it easier for the reader to comprehend the meaning in the stories.

#### 4.2.5 Lexical Words

Since the text has to be translated into the children's language, translators should find out whether their translation's works are using old-fashioned or uncommon words that will not be understood by children or not. Most of the words in the original translation text were understandable and fulfilled this criterion of naturalness. Meanwhile, some of the students' translation still used the old-fashioned words, even the poetic one. For example:

- SL: She followed the sound and found a small jasmine flower sitting underneath the daisies, crying. (s.4)  
TL: *Ia mengikuti suara itu dan menemukan sebuah bunga jasmine yang kecil bertengger dibawah bunga-bunga aster, menangis. (Student D)*  
Faithful translation
- SL: "What on earth are you?" asked Lily. (s.5)  
TL: "*Siapakah gerangan dirimu?*" Tanya Lily. (Student J)  
Idiomatic translation
- SL: The second shot hit the bad bird. (s.29)  
TL: *Lontaran kedua mengenai burung jahat. (Student I)*  
Semantic translation

They used idiomatic, semantic, faithful, and literal translation method in translating the words. Therefore, sometimes they performed old-fashioned translation, and it was uncommon to use in children's words. Nevertheless, they could convey the message of the stories and did not ruin the whole idea. In the other word, generally they were able to fulfill the aspect of naturalness.

#### 4.2.6 Onomatopoeic Words

Onomatopoeic words are words that are related to the sound. Newmark (1988) describes it as sound effects. There were only two onomatopoeic words, which were found from the three stories; however, they were still important to analyze.

Here are the two words with the students' translations:

- SL: "Whoa...hold it right there, little girl," said the lollipop, "I bet you can't catch me!" (s.36)

TL:

*"woii...tunggu dulu gadis kecil" kata si lollipop" aku yakin kamu tidak akan bisa menangkapku". (Student A, B, C)*

*"Waaa... tunggu dulu, gadis kecil," ucap gula-gula itu, "aku bertaruh kau tak bisa menangkapku!" (Student D)*

*"Stop...tunggu dulu, gadis kecil," kata permen loli tersebut, "aku bertaruh kau tidak akan dapat menangkapku!" (Student F)*

Communicative translation

*"Wow! Tangkap aku disana, gadis kecil," kata lollipop," aku berani bertaruh kamu tidak akan bisa menangkapku!" (Student G, I)*

*"Stop...tunggu dulu, gadis kecil," kata permen loli tersebut, "aku bertaruh kau tidak akan dapat menangkapku!" (Student F)*

Free translation

- SL: Ding! Dong! “Aliens!” he cried. “Aliens are here!” (s.93)

TL:

TENG TONG! “Alien!!” Teriaknya. “Alien ada disini!” (Student A, B)

Ting! Tong! “Alien!” teriaknya. “Ada alien disini”. (Student C, F, G)

Ting! Tong!! “Makhluk luar angkasa! Teriaknya.” “Ada makhluk luar angkasa disini!” (Student H)

Communicative translation

Teng! Teng! “Alien!” ia menangis. “Ada alien disini!” (Student D)

Faithful translation

In describing the noise, the students had a different way of expressions. Here, the students translated the onomatopoeic words by using three kinds of method; communicative, free, and faithful translation method.

Generally, the students used the onomatopoeic words to describe the situation happening in the story. They translated it based on their cultural backgrounds, since the target readers had the same cultural backgrounds as they were. Therefore, there were differences between the original and students’ translation in describing sound. Yet, the translation was acceptable because they used the words that common used in TL and it did not change the meaning that was implied in the original text. By doing this, the students could achieve the naturalness.

Based on the analysis of the six aspects of naturalness above, the writer conclude that most of the students’ translation of the three children stories entitled *Little Lily at Flower Land*, *Little Lily at Candy Land*, and *The Sky is Falling!* had achieved the level of naturalness.



Mostly these aspects of naturalness were translated communicatively. This is the largest number compares to the other translation methods, which are used to translate the aspects of naturalness. This communicative translation method is a good choice to translate the aspects of naturalness.

### **4.3 Problems in the Translating Process**

As explained above, the last section of this chapter is data presentation from students' interview. Here, the writer tried to find out the problems they faced in the translating process and how they solve it.

From the interview, there were several problems faced by students in the process of translating. They are; the matter of diction, finding the appropriate grammatical structures, replacing the name by a TL name, deciding the best translation for the title of the text, and also dealing with some omission and addition, reminding that the target reader is children. In order to make the target reader understand, the use of proper words was so demanded. Besides, it seems necessary for an acceptable translation to produce the same (or at least similar) effects on the target readers as those created by the original work on its readers.

Each student had his or her own way to solve the problem. Some of them were using different kind of common methods (communicative, word-for-word) in order to make the translation natural, and produced an acceptable translation. Meanwhile, some of them used uncommon methods (faithful, literal, semantic) that

made them perform inaccurate translation, even though generally they succeed in delivering the message.

In summary, all of the students had succeeded in solving their problems in translating the three children stories. It is due since they all already know that in translating a text, a translator can use different kinds of methods in order to make the translation comprehensible and readable for the target readers.

