

An Indonesian Translation of "COVIBOOK": A Critical Review

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DOI: <https://doi.org/10.37178/ca-c.23.1.063>

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Abstract

The purpose of this work is to critique an Indonesian translation of "COVIBOOK." The book is part of a series of children's literature that introduces what the coronavirus do and how children should approach the epidemic and how to protect themselves against it. By comparing the English and Indonesian text versions, the study used Berman's methodology to conduct a systematic evaluation and Molina and Albir and Newmark to check the method and techniques of translation. Text function consistency was shown to have a high level of adherence at a macro level, catering to educate young readers about the virus and its impacts. However, on a micro level, several expressions were transformed into adult-level and less-current language. To better depict the original text, it might be concluded that it should employ a more contemporary children's language level.

Keywords: *children's literature translation; COVID-19; critical review.*

INTRODUCTION

Since the outbreak of the pandemic, children's authors have published a slew of books about the virus and how it impacts individuals around the world. The majority of the books adhere to the basic requirements for children's books, which include, but are not limited to, educating and entertaining the audience. Several organizations, notably UNICEF and the World Health Organization, collaborate to create instructional texts to teach children about improved self-care against COVID-19 through children's literature and activity books. Due to the pandemic's global impact, collaborations between established institutions and volunteers are increasing to spread the works into multiple languages.

One of the challenges in translating children's literature is ensuring that the audience has the same reading experience in both languages. The works should not lose any information through the reading process and should maintain the same nuance that the

readers are used to. In order to a translated children's book to be successful, it appears that three essential difficulties must be addressed: intent, information, and nuance. A critical examination may shed light on the concerns, and the study assumes that [1-4] translation critique approach will be useful in analyzing the Indonesian version of "COVIBOOK."

LITERATURE REVIEW

Berman's Translation Criticism Methodology

Translation criticism methods, according to [3], may be as numerous as translation theories. He referred to his approach as "an analytical course" to distinguish it from the others, adding that it may be "modified according to the immediate aims of a research and suited to all organized text types."

He also suggested taking the procedures below to develop a practical translation critique. The critic should "read and re-read the translation" before passing judgment until the original text has been seen. The translation should be treated as an individual text in the critique, to determine its purpose, meaning, and style. The latter should next be critically read to identify problematic "textual portions" that should be discussed. The reading process should provide enough substance to cover the strengths and shortcomings of the translation in comparison to the original text.

The reading of the original text is the second stage. By keeping the translation in mind, the criticism should provide an alternative way to investigate the translator's activities with a clearer perspective. It should be able to assess the former's characteristics to compare the text's relationships within the culture in which it was created, as well as the formal components that may cause translation disputes, stylistic traits, and the contextual information it conveys. After this pre-analysis is completed, the critique will be able to do a full evaluation and assessment.

The final stage is to retrace the translator's steps. The criticism should have a clear understanding of the translator's education, cultural history, the languages he or she works with, his or her previous works, the system he or she uses, his or her ideological standpoint, and previous experiences, from whatever source they may find (translator's prefaces, posts, interviews, readers' or critics' views on the translator). This knowledge will aid the critic in better understanding the translator's choices and manner of translation (whether faithfully, literally, or openly, as well as his or her goals to be invisible or visible, and so on), as well as the translation project and process as a whole.

The following step is a comparison study, which emphasizes the importance of avoiding "mistake search." Instead, it should concentrate on improving the 'difficult' and 'successful' textual parts in translation. It's vital to remember that the critique's job is to provide the reader an idea by providing an objective and detailed study of the translation. The final step is to assess the translation's reception in the target culture and determine whether or not it accomplishes its goals. Finally, the success and acceptability or suitability of the translation are discussed, and if determined to be inadequate, a better translation may be offered. With the use of such criticism, readers, translators, and translation scholars can get a new perspective.

According to [5], translation procedures are classified into two types: those directed toward the source language and those directed toward the target language. Each category is comprised of four sorts of approaches, as depicted in Figure 1, Newmark's diagram V.

SL Emphasis*Word-for-Word Translation**Literal Translation**Faithful Translation**Semantic Translation*TL Emphasis*Adaptation**Free Translation**Idiomatic Translation**Communicative Translation*

The second factor influencing the translation results is a translation technique. According to [2], "they (translation procedures) alter the result of the translation." The second factor influencing the translation results is a translation technique. [2] emphasized, "They (Translation techniques) affect the result of the translation".

The first thing to mention is the translation technique. According to [2], "any solution the translator picks while translating a text reacts to the global option that impacts the entire text (the translation technique) and depends on the translation's goal."

The translator's approach to translation will have an impact on the overall text, both in terms of process and outcome. [5]classifies translation processes into eight categories: technical oriented source language (SL) and directed to the target language (TL).

[2]further state, "The translation method affects the way micro-units of the text are translated: the translation techniques". The translation method affects the text as a whole and automatically affects the process of translating the micro-units of the text. How the micro-units are translated is called the translation technique. The units are words, phrases, and clauses.

According to [2], translation techniques include five characteristics:

- 1) They have an impact on the translation's outcome.
- 2) They are classed based on their similarity to the original.
- 3) They have an impact on text micro-units
- 4) They are discursive and contextual by nature
- 5) They are useful.

[2] also employed translation technique to convert a translation strategy into an eighteen approach, namely:

Adaptation, Amplification, Borrowing, Calque, Compensation, Description, Discursive Creation, Established Equivalent, Generalization, Linguistic Amplification, Linguistic Compression, Literal Translation, Modulation, Particularization, Reduction, Substitution, Transposition, Variation.

According to [2], "the translation approach impacts the way micro-units of the text are translated: the translation procedures." In other words, unlike the translation method, the translation approach influences the text's micro-units. Words, phrases, and clauses are examples of micro-units.

Given the importance of translation methods and techniques in producing acceptable translation outcomes, translation methods and techniques have been a key focus of this study. This is accomplished by examining the translation procedures and procedures used in the COVIBOOK's translation.

Data samples from each chapter are obtained to examine the novel's methodologies and tactics. This is because this research looks for tactics and procedures that may be discovered in the novel, therefore there is a chance that all translation methods based on Newmark theory and translation techniques based on [2] ideas can be found in them.

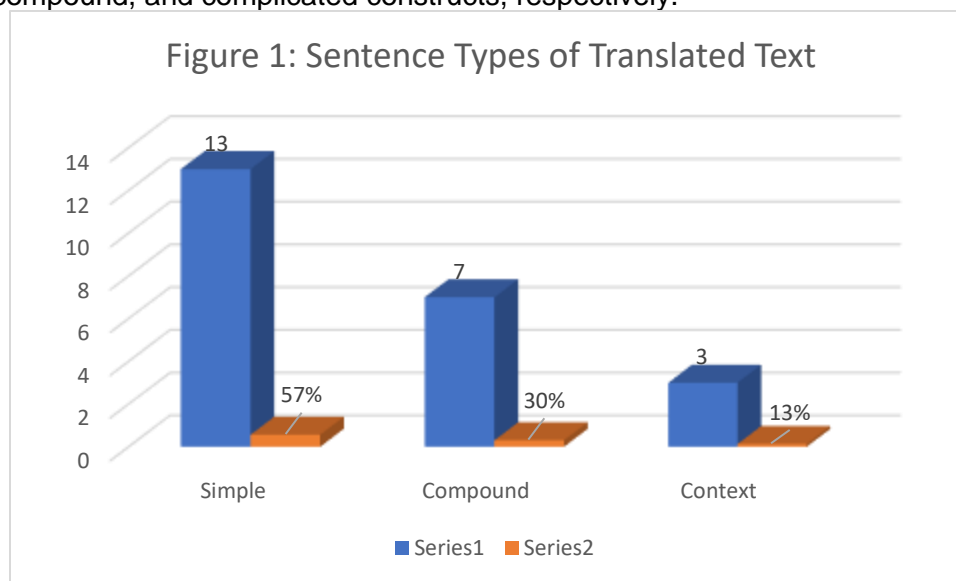
After analyzing translation methods and techniques, the next step is to determine the relationship between translation methods and techniques by linking Newmark translation method theory and [2] translation technique.

ANALYSES

The original and the translated books of "COVIBOOK" are made available for free by the Let's Read Digital Library, which comes from BookLabs, translation, and partnerships with local organizations, publishers, and governments.

1. TRANSLATION

The storybook is simple to read. The simple sentence type outnumbered the other sentence types discovered (23 sentences), with 13, 7, and 3 sentences belonging to simple, compound, and complicated constructs, respectively.



Because most of the terms are broad and have equivalents, most of the content can be translated literally. However, five common issues: adaptation, reduction, amplification, particularization, and transposition are used in the translation process.

The first issue to address is the choice of expression *to introduce details that are not formulated in the sentence: information, explicative paraphrasing*. In other words, this technique adds further information to the source language (SL) text even though the information is not written in the SL text. This is done to help target language (TL) readers to understand special words that are foreign to their culture. For example, the source "What do you feel about me, the coronavirus? I can understand. I would feel the same way. (If you have a piece of paper, draw a face that shows how you feel about me.)

The translated text, "Aku bisa mengerti perasaanmu tentang aku. Jika aku jadi kamu,

aku pun akan merasakan hal yang sama. (Gambarkan wajahmu yang menunjukkan perasaanmu tentang aku)"

There are four cases found on the data above. First, the translated text has "Jika aku jadi kamu" it is added as a detail to explain to children that it is acceptable to feel sad or bad about the virus. Second, the sentence structure changed to affirmative from an

interrogative sentence. Third, the reduction is applied in translated text too. “If you have a piece of paper,…” which is considered as a choice or an offer to draw the face or not, is not translated. And unfortunately, the important word “the coronavirus” is not translated which is important to remind the children of the name of the virus. The last case is that three simple sentences in SL are translated and changed to two sentences; one simple sentence and one compound sentence. We can see the translator uses the *amplification* technique here.

In another case, the reduction of an important phrase is omitted “high five!” that shows affection is not translated, which can be translated to familiar words for children “Tos!”

Further, the *transposition* technique is applied in translated text as well. The SL, “I bring: difficulty breathing, fever, and coughing”. The TL, “aku membawa demam, sesak nafas, dan batuk”. Instead of mentioning “sesak nafas” first just like in SL, the TL, mentions “demam” first.

The next case in *adaptation*, *amplification*, and *transposition* technique is found in sentence construction.

For example, the SL, “And you can help:

1) By washing your hands with soap and water while singing a song. 2) By using *hand sanitizer* and letting it dry on your hands.”

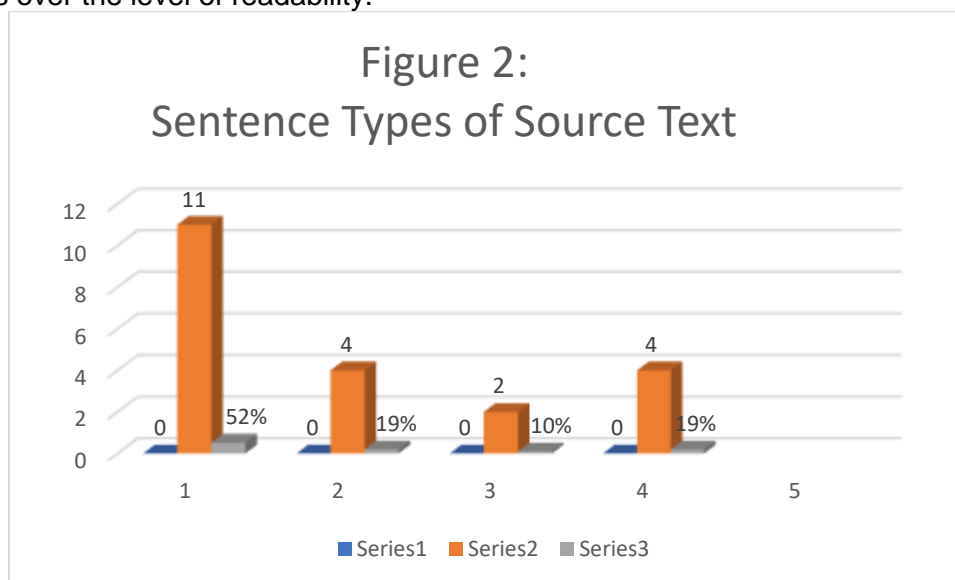
The TL, “Kamu dapat membantu mereka dengan cuci tangan menggunakan:

1) Sabun dan air. Sambil menggosok-gosok tangan, bernyanyilah. 2) Antiseptik. Sambil menunggu tangan kering”

The translator changes the structure of the sentences from instruction form (by washing...) to mentioning nouns (sabun dan air) first as part of the common culture consideration in TL.

2. THE ORIGINAL TEXT

The original text is dominated by simple sentences (70%), followed by compound (18%), complex (8%), and compound-complex sentences (4%). All words besides “COVID-19” are daily words suitable for the pre-school age and upwards, posing no real concerns over the level of readability.



It begins to engage the reader by being more conversational in its delivery. It, for example, referred to the virus using the casual terms 'I' and the children 'you' The rest of the book stressed its informational nature, with scientific words such as coronavirus' presented and defined at the start. The vocabulary is mostly restricted to terms that are recognizable to the early reader age range. Illustrations on each page also provide additional information to comprehend the text. For example, the virus is illustrated in people's faces, eyes, and mouths.

Almost all pages contain no more than three sentences, only one page contains four simple sentences which also contributes to the lower level of readability.

3. THE COMPARATIVE ANALYSIS

This section provides examples of successful and problematic text segments. The translation plays the informative function, as does the original text.

Table 1

Source	Target
High five!	-none- (not translated)

In the target text's term, the phrase is not translated. An alternative translation would be "Tos!" ("to be with our neighbors"), which is very familiar between children.

Table 2

Source	Target
By using <i>hand sanitizer</i> and letting it dry on your hands	Antiseptik. Sambil menunggu tangan kering

The above segments have two points for discussion. The first one is the use of 'antiseptik' to translate 'hand sanitizer' instead of 'cairan penyanitasi tangan" The technique used here is the specification of 'hand sanitizer' which the translator took the meaning a step deeper but to the consequence of using different (antiseptik) word and has different meaning and substance.

The segment above showed how the translator made the maneuver of using the term in the source language 'By using *hand sanitizer* ' and produced its equivalent 'Antiseptik' in the translated text. Therefore, it evoked a discussion of what substance in two different things.

CONCLUSION

"COVIBOOK" is a fun but useful book for youngsters and early readers. The language employed in the source text is understandable, and there are essentially no culturally unique phrases that could impede a seamless transition into the target language. Because the phrases and idioms employed are widespread, it may also lead to the direct use of equivalents in the target language.

However, extra care must be used in selecting phrasing and vocabulary appropriate for readers in the target language. The translator must think and communicate information in the same way as the targeted audience to keep the accuracy of the

material while adhering to the text's entertainment objective, which children's literary works include

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