

BAB I

INTRODUCTION

A. Background of Research

Said (2019: 2) states that translation is a process of transferring messages from the source text (ST) into the target text (TT). According to him, a good translation is translation does not following all the words form of the ST. This is because following all the words in the ST can eliminate the natural impression of the translation work and make the language feel stiff. In fact, a translation will be considered good if the reader of the translation does not realize that the work being read is a translation. The reader is made comfortable in enjoying the meanings presented in TT. So from this description, it can be concluded that a successful translation is a translating work that the reader does not recognize that the work or text the reader reading is a translation.

Translations have a very broad field. One of them is translating children's literature. According to Trimansyah (2020: 14), children's literature is written works that are specifically for children readers. He also state that all written works purpose to children, it can be it poetry, prose, or non-fiction works are classified as children's literature. According to Purnomo (2022: 548), translating children's literature needs to consider visual and textual aspects. Because it is a one unite. When children read a picture storybook, besides paying attention to the text, they also pay attention to the pictures in the story. This is in line with research conducted by Faizah (2021: 13). In his research he revealed that humans are visual creatures. With visual information a person will be easier and faster to process and understand the information delivered. Therefore, visuals have considerable power in providing understanding to children in

understanding the meaning of the story. While the textual aspect has a role to tell the story that occurs in the story.

According to Trimansyah (2020: 21-22) in children's literature there is the concept of book leveling. This leveling is arranged based on age, cognitive development, emotional development, and paying attention to children's interest in reading. The groupings include; toddler groups, early readers, advanced readers, children aged 9-11 years, and children over 12 years. The book level is a reference for children's literature writers to pay attention to the book level as a reference.

From the grouping of books according to Trimansyah (2020: 21-22) the type of book aimed at target readers of early childhood is picture story books. One form of many story books that is widely sale on the market is a fable book. According to Masie (2023: 13) fables are stories about the life of the animal world that have moral and ethical values. Animal characters are used as a substitute for human characters. However, animal characters in fables have human-like behavior. Such as still being able to think, have feelings, have attitudes, and can speak. According to him, fables are one of the popular types of children's literature because they feature animals as characters. The ethical lessons contained in fable stories aim to teach children good attitudes and teach them to apply the moral values contained in fable stories in children's lives.

Research on translation and translation in children's literature was also conducted by Rajeg (2022: 177-197), he revealed that in translating texts from English into Indonesian, it still maintains high equivalence of meaning although with a little variation of modification. This shows that the translator tries to maintain the meaning of the ST. The aspect of maintaining meaning from ST into TT is called message accuracy. According Sutopo and Setyabudi (2016) Message accuracy means the meaning of message between ST and TT is equivalence. A study on the translation of pictures in children's story texts was also conducted by Mahasneh

(2022). In their research, they found that illustrations in children's storybooks can be translated widely, the translation is intersemiotic, and through resemiotisation. Purnomo (2022, 545-555) also conducted a similar research on the translation of children's literature, in his research he found that in translating children's literature the translator does not only translate the text. They also translate the text to appropriate the children's language. So the translated work has the accuracy to be read by the target readers, it is early childhood. In the study, modifications were also made in the selection of the meaning of the translation. It aims to include cultural and religious values, so that children can also learn about religion and culture.

Of the three studies, this research has differences with the above research. This research focuses on the translation quality of three stories taken from the *storyweaver* website. The stories are taken from the original English story with the title "Who Is Our Friend?". While in the Indonesian version the story has title as "*Siapa Teman Kita?*". And the comparison the story in Indonesian language is "*Siapakah Sahabat Kami?*". From the results of the analysis of the quality of the translation, the level of message accuracy and the relevancy between illustration and text will be found.

B. Problems of the Research

1. How much the level of message accuracy in fable story TT1 and TT2?
2. Is each page in the story in TT1 and TT2 have relevance between the illustrations and the text?

C. Objectives of the Research

1. To find out how many the level of message accuracy in the fable story in TT1 and TT2
2. To find out is each page in TT1 and TT2 have relevance between the illustrations and the text.

D. Research Benefits

1. To provide information on how translator maintain the level of message accuracy in translating fable stories from English into Indonesian.
2. To provide information on how translator maintain the relevance between the illustrations and the text in translating fables from English into Indonesian.
3. To serve as a reference for further research on translation in children's literature.

