

BAB II

LITERATURE REVIEW

A. Terms in Translation

According to Said (2019: 1), there are three important terms that are often used in the world of translation. The first is translation. Translation is a process of transferring messages from ST into TT. The second is translating. Translating is an activity of transferring messages from the ST into the TT. The third is translation works. Translation works is the result of the process of transferring the message from ST into TT. Translation is often referred to as another version of a translated work.

B. Good Translation

According to Said (2019: 5-7), a good translation needs to pay attention to the following aspects: lexical aspects, grammatical structure, context, and cultural aspects. The first is to pay attention to lexical aspects. Lexical is the words or idioms found in the text. The translator must understand all the meanings of the words or idioms used by the writer to express his/her ideas. Thus, the translator needs to find their equivalents in the TT language. The second, is pay attention to the grammatical aspect. When translating, the translator needs to pay attention to the grammatical structure. The translator needs to arrange the words to express the message from ST into TT. Because each language has its own way of arranging its words to become an expression or sentence that has meaning. The third is pay attention to the context of the sentence. The context of the sentence includes the place, time, to whom the text is addressed. By paying attention to the context of the sentence, the translator will be able to maintain the meaning of the ST into the TT. The fourth is paying attention to cultural aspects. The meaning of words is also determined by culture. Like an

example of the use of pronominal “you” in English. The word “you” cannot be interpreted as we like in Indonesian, but we need to look at who the pronominal you is addressed to.

C. Children's Literature

According to Trimansyah (2020: 14), children's literature is written works that are embedded for children. According to him also by looking at various opinions of experts he can state that all children's books can be classified as works of children's literature. Nonfiction books such as books that contain general knowledge and history books fall into the category of children's literature. Thus, there is a difference in the concept of what constitutes literature between adult and children's literature. Adult literature includes works of literature such as poetry and prose. Nonfiction works are not included. However, in children's literature, all written works aimed at children, both fiction and non-fiction are included in the category of children's literature.

D. Children's Book Levelling

According to Trimansyah (2020: 21-22) in children's literature there is the concept of book levelling. This levelling is arranged based on age, cognitive development, emotional development, and paying attention to children's interest in reading. Children in the Toddler stage (1-3 years) are more introduced to alphabet and number recognition books. There are no sentences in the presentation of the book. If there is only one word. Children in the toddler stage (3-5 years) are introduced to picture books. The presentation of the book has several words or one sentence to be read. Children in the early reader stage (6-7 years old) are introduced to picture books with short paragraphs for one story. At the advanced reader stage (8-9 years old) is more introduced to books consisting of several chapters with one whole story. Furthermore, for ages (9-11 years old), it is introduced to early novels

where the information is presented alphabetically, thematically, and chronologically. Finally, children aged (12 years and above) are introduced to advanced novels in which the information is presented more alphabetically, thematically, and chronologically than in early novels.

E. Children's Storybook

According to Trimansyah (2020: 17), children's literature develops along with the creation of literary works for children in various genres. One of them is children's storybooks. Children's storybooks can be classified into collections (anthologies) of children's stories, novels, and children's drama books.

F. Linguistic Characteristics of Early Childhood Storybooks

According to the Centre for Curriculum and Bookkeeping, Ministry of Education and Culture (2018) the linguistic characteristics of storybooks for early childhood include vocabulary development supported by illustrations, repetitive patterned word recognition in sentences, one sentence per line, there are one to three lines of text per page, and word writing has not used spelling rules.

G. One Type of Children's Storybook (Fables)

According to Masie (2023: 13) states that fables are types of children's stories. According to him, fables are stories about the life of the animal world that have moral and ethical values. The use of animal characters is intended to make it easier for the author to influence children to be interested in the story and characters. The characteristic of fables is the use of characters in the story that use various animal characters. Animals in fable stories have depictions of morals, characters, and behavior like humans. Fable stories are generally presented in a simple and short way.

The characters in the story are described in detail. The words in the story are easy to understand. Messages and themes are sometimes written in the story.

H. Relevance between Illustration and Text

According to Oittinen (2003: 130), picture storybooks have in common is their versatility and the various relationships between the visual and the verbal. Sometimes the visual takes over in telling the story. Sometimes the verbal takes over. And always readers of picture storybooks can make new story creations based on the visual and verbal contained in picture storybooks. So from this explanation, it can be concluded that picture storybooks are texts where visuals and verbal's are related to each other.

I. The Function of Illustrations in Picture Storybooks

Oittinen (2003: 130) states that visual and verbal have their own functions. Through congruence, illustrations show the activities described, duplicate, or align what is told in the story.

J. Assessment Instrument for Message Accuracy Translation

This assessment instrument is a parameter that will be used in this study in measuring the quality of the translation of fable stories for children. This instrument was developed by Sutopo & Setya Budi (2016). The instrument contains:

Score	Description
4	The message from the ST has been all correctly transferred into the TT. The translated sentence in TT is easily understood by the assessor.
3	The message from the ST has been transferred into the TT.

	But the sentences in TT are not easily understood by the assessor but the translated sentences need to be rearranged.
2	The message from the ST is inaccurately transferred into the TT. The translated sentence contains errors.
1	The message from ST is not delivered in TT. The ST is not translated into the TT at all. In other words, the TT is not have same meaning with ST.

