

INVESTIGATING THE STRATEGIES USED BY EFL STUDENTS AND THE ACCURACY IN TRANSLATING NARRATIVE PICTURE BOOKS FOR CHILDREN

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Abstract

This research aims to investigate the strategies employed by EFL students when translating a narrative from the English children's picture book "Last Stop on Market Street" by Matt de la Pena (2015). The accuracy of the translation was evaluated using a scoring scale developed by Nababan, Nuraeni, and Sumardiono (2012). This research offers valuable insights to students by identifying effective translation strategies to help them recognize and correct their errors. Data was collected from 10 students in a translation class at Sunan Gunung Djati State Islamic University in Bandung through a translation test. The findings reveal that the participants mostly use five of the seven translation strategies proposed by Vinay and Darbelnet (2000): calque, literal translation, transposition, modulation, and adaptation. Literal translation and modulation with calque are the most frequently used strategies. Although some participants can produce accurate translations, they also demonstrate the need to address inaccurate translations. This research also identifies the most common mistake students make as mistranslating words from the source language to the target language, which could confuse readers. The findings underline the importance of providing targeted instruction on translation strategies for EFL students, emphasizing the role of educators in helping students develop the skills and knowledge required to produce high-quality translations that effectively convey the meaning and nuances of the source text.

Keywords: Translation Strategies, Translation Accuracy, Children's Picture Books

INTRODUCTION

As a student specializing in translation, exercising caution while transferring meaning from the original texts (SL) to the target texts (TL) is crucial. In this context, Venuti (2016) highlights several challenges that must be addressed in this regard, including ensuring that the transformed meaning remains equivalent, the message is transmitted in its original text, and the change's product is appropriate for target audiences. When working with both languages, translators confront a variety of challenges, including cultural differences, vocabulary, and grammar used that adjusted to suit the target language. However, as House (2014) suggested, translation strategies can address these issues. These strategies can be used and adjusted to ensure that the meaning remains equivalent.

Various strategies exist for comprehending and translating source texts into target texts. Choosing the appropriate strategies may help translators overcome challenges throughout the translation process. Vinay and Darbelnet (2000) established seven strategies for translating SL to TL, which are classified into two broad categories. Both ways are direct translation, which

includes borrowing, calque, and literal translation. The second type is indirect or oblique translation, which comprises transposition, modulation, equivalence, and adaptation.

This research also focuses on assessing the translation products by examining the accuracy of the translation strategies employed by EFL students when translating narrative texts. The analysis is based on the indicators and scores presented by Nababan et al. (2012), which are then categorized as accurate, less accurate and inaccurate.

Several prior studies have examined children's picture books, particularly those with narratives. In a study conducted by Saptaningsih et al. (2020), the translation methods of EFL students were evaluated, revealing the significant influence of cultural and linguistic factors on the naturalness of translated language. Another study by Huang and Chen (2016) stressed the importance of quality in bilingual books, emphasizing high hiring criteria for writers, illustrators, and translators. Nila and Octavitri (2020) delved into translation strategies for Islamic terminology in bilingual children's books, highlighting the importance of cultural awareness. This current study stands out from previous ones as it focuses on evaluating the translation strategies of fifth-semester EFL students when translating children's picture books from English to Indonesian. The aim is to enhance their translation skills, particularly in translating narrative picture books for children.

METHOD

This research applied the descriptive qualitative method to describe translation strategies using data from words or phrases found in students' translation products. In qualitative research, the data is presented and analyzed using words, descriptions or visuals rather than data (Semi, 1993; Nababan et al., 2018).

This research uses documentation techniques to collect data from EFL students' translation products from English to Indonesian. The focus is on words, phrases, sentences, and translation strategies. Ten fifth-semester EFL students from UIN Sunan Gunung Djati Bandung participated in a translation test using sentences from the book "Last Stop on Market Street" (De la Peña, 2015) as the source of the data. The translation technique was analyzed using Vinay and Darbelnet's (2000) translation strategy theory, and the translation quality was assessed using Nababan et al.'s (2012) accuracy score scale. A validator or lecturer also validated the translation accuracy score results.

The data were analyzed using Miles and Huberman's data analysis model (Miles and Huberman, 1994). This involves three steps: data reduction, data display, and result verification. In the data reduction phase, researchers gather data on students' translation results and then identify the appropriate translation strategies through the process of segmentation. This step revealed the strategies frequently used by EFL students. The second step is data display. Data display assists in the analysis phase by displaying qualitative data in the form of diagrams, graphs, or other means of advancing the investigation. This study uses a table to display the text that is customized to the translation strategies by EFL students. This helps evaluate the accuracy of the translation. In the final step, researchers draw conclusions based on the reduced data and the displayed information. The findings are drawn from the documents or documentation data.

FINDING AND DISCUSSIONS

In this section, the study presents the results and analyzes the methods for translating employed by ten EFL students who are involved in a translation class of the English Education Department during the fifth semester. The examination explores the different translation approaches employed by the participants. Additionally, this section also examines how accurately the translation outcomes of each participant are achieved through the use of different strategies.

Translation Strategies Used by EFL Students in Translating Test

During the translation test, each EFL student employed a variety of translation methods to translate texts 1 to 3 from English to Indonesian. The findings revealed that all participants utilized five out of the seven strategies recommended by Vinay and Darbelnet (2000) for translating narrative texts. These strategies comprised calque, literal translation, transposition, modulation, and adaptation.

1. Calque

Calque refers to a type of borrowing where the expressions or structures of the original language are translated literally. Ivir (1987) defines calque as the process of translating texts word for word without any additions or modifications to fit the vocabulary of the target language. The translation results by the participants show the use of a calque strategy in translation tests 2 and 3. In translating the term "trick," participants chose the word "trik." Moreover, in translation test 3, all participants used the word "gitar" when translating the source text "guitar." This indicates that a calque can be described as a word translated literally from the source language to the target language, as shown in the table below.

Table 1. Strategies Used by Students: Calque

Translation 2	
Source Language:	"Boy, what do we need a car for? We got a bus that breathes fire, and old Mr Dennis, who always has a trick for you." The bus creaked to a stop in front of them. It sighed and sagged and the doors swung open.
Target Language: (P1, P2, P3, P5, P6, P7, P8, P9, and P10)	" <i>Nak, untuk apa kita membutuhkan mobil? Kan sudah ada bus yang lebih keren. Ada juga Pak Dennis yang selalu punya trik untukmu.</i> " Bus berderit berhenti di depan mereka. Tidak lama kemudian, pintunya pun terbuka.
Translation 3	
Source Language:	The man across the way was tuning a guitar . An old woman with curlers had butterflies in a jar.
Target Language: (All)	<i>Di depan mereka, ada pria yang sedang memainkan gitar. Di samping CJ, ada seorang wanita tua yang tengah duduk memakai pengeriting rambut sambil memegang toples berisi kupu-kupu.</i>

2. Literal Translation

Literal translation involves the word-for-word translation process. Vinay and Darbelnet (1995) suggest that literal translation is most effective for languages with cultural equivalence. It is a direct translation that focuses on maintaining the form and structure of the original text, while not adding or removing any content (Molina and Albir, 2002). In translation tests 1 to 3, the majority of participants consistently translated narrative texts literally. Although this method is commonly employed by the average student, it can result in less precise translations, especially when dealing with metaphors or words that lack direct equivalents in the target language. The table below presents data obtained from EFL students who rely on literal translation.

Table 2. Strategies Used by Students: Literal Translation

Translation 1	
Source Language:	The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.
Target Language: (P1, P3,	<i>Udara di luar tercium seperti kebebasan, tapi tercium juga seperti hujan, yang membuat baju CJ bintik bintik dan menetes ke hidungnya.</i>

P5, P7, P8 and P9)	
Translation 2	
Source Language:	“Boy, what do we need a car for? We got a bus that breathes fire, and old Mr Dennis, who always has a trick for you.” The bus creaked to a stop in front of them. It sighed and sagged and the doors swung open.
Target Language: (P1, P3, P5, P7 and P8)	<i>"Nak, untuk apa kita butuh mobil? Kita punya bus yang bisa mengeluarkan api, dan Pak Dennis yang selalu punya trik untukmu." Bus berderit dan berhenti di depan mereka. Bus itu menghela napas dan melorot dan pintunya berayun terbuka.</i>
Translation 3	
Source Language:	The man across the way was tuning a guitar. An old woman with curlers had butterflies in a jar.
Target Language: (P1, P3, P5, P7 and P8)	<i>Pria di seberang jalan itu sedang memainkan gitar. Seorang wanita tua dengan pengeriting rambut memiliki toples berisi kupu-kupu.</i>

3. Transposition

Vinay and Darbelnet (1995: 36) define transposition as the replacement of one word class with another while retaining the intended meaning. Translators opt for transposition when the resulting translation better corresponds with the text or conserves a particular stylistic nuance. The transposed forms are usually more literary than the original (Vinay and Darbelnet 1995: 36). The transposition strategy is utilized by numerous participants in the translation of narrative texts. It was observed that transposition was utilized in two out of the three translations. Students adjusted their grammatical structure from the source language to match the target language and achieved comparable effects. Transposition is one of the strategies recommended for participants to employ in order to diversify their translation results, while still adjusting them to fit the original text. This allows the translator to employ transposition if the resulting translation more closely aligns with the intent of the text or enables certain stylistic nuances to be preserved. The table below shows the transposition strategy employed by EFL students.

Table 3. Strategies Used by Students: Transposition

Translation 1	
Source Language:	The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.
Target Language: (P2)	<i>CJ melihat udara diluar seperti cerah namun ternyata hujan sehingga sedikit membasahi baju dan menetes di hidungnya.</i>
Translation 3	
Source Language:	The man across the way was tuning a guitar. An old woman with curlers had butterflies in a jar.
Target Language: (P2, P3, P6 and P10)	<i>Di depan mereka, ada pria yang sedang memainkan gitar. Di samping CJ, ada seorang wanita tua yang tengah duduk memakai pengeriting rambut sambil memegang toples berisi kupu-kupu.</i>

4. Modulation

Modulation is the process of expressing the same concept in the target language using different wording compared to the original language. By employing this technique, the translator can alter the perspective and meaning of the original language without affecting the content or causing confusion for the reader of the translated text. This approach is commonly utilized even within the same language. According to Molina and Albir (2002), modulation is frequently used to communicate changes in viewpoints, cognitive focus, or categories from the source language. This modulation may involve making adjustments to the choice of words or the structure of the sentences. In this research, multiple participants demonstrated their application of this technique, which enables them to convey the intended meaning without strictly sticking to a word-for-word translation. Instead, they expressed the same concept by using varying sentence structures. This method could be especially advantageous for translators as it simplified the translation of narrative texts, as shown in the following table.

Table 4. Strategies Used by Students: Modulation

Translation 1	
Source Language:	The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.
Target Language: (P4, P6 and P10)	<i>Udara diluar terasa menyegarkan. Akan tetapi, rintik hujan turun membasahi kemeja CJ dan menetes ke hidungnya.</i>
Translation 2	
Source Language:	"Boy, what do we need a car for? We got a bus that breathes fire, and old Mr Dennis, who always has a trick for you." The bus creaked to a stop in front of them. It sighed and sagged and the doors swung open.
Target Language: (P4, P6, P9 and P10)	<i>"Nak, untuk apa kita membutuhkan mobil? Kan sudah ada bus yang lebih keren. Ada juga Pak Dennis yang selalu punya trik sulap untuk kamu." Bus berderit berhenti di depan mereka. Tidak lama kemudian, pintunya pun terbuka.</i>

5. Adaptation

The concept of adaptation involves introducing an idea from one language and culture in a way that is suitable for a different language and culture, which may require adjustments to the cultural context. According to Pokasamrit (2013), this process includes translating familiar or unfamiliar concepts from the source language into the target language by making cultural substitutions rather than using other methods to convey the same meaning. In Indonesian, many translators use adaptation strategies to make the content more relatable. For instance, as shown in the table below, some students might tailor terms like "Om Dennis" to suit "Mr Dennis" in the target language. In one translation, there were situations where adaptation might not be entirely appropriate. In translation 3, a translator rendered "curlers" as "catokan," which did not accurately convey the meaning of "curlers" as mentioned in the story. The tool in the story can be directly used on hair, while "catokan" requires electricity to function. Even though there are hair straighteners that can curl hair, they are still different from the intended tool.

Table 5. Strategies Used by Students: Adaptation

Translation 1	
Source Language:	"Boy, what do we need a car for? We got a bus that breathes fire, and old Mr Dennis , who always has a trick for you." The bus creaked to a stop in front of them. It sighed and sagged and the doors swung open.

Target Language: (P2)	<i>"Mobil untuk apa, sayang? Kan kita sudah punya bus yang lebih keren dan Om Dennis yang selalu punya trik sulap buat kamu". Bus itu berhenti dengan pelan di depan CJ dan Neneknya. Tak lama pintunya pun terbuka.</i>
Translation 3	
Source Language:	The man across the way was tuning a guitar. An old woman with curlers had butterflies in a jar.
Target Language: (P9)	<i>Pria di seberang sedang memperbaiki gitar. Seorang nenek tua dengan catokan memiliki kupu-kupu di dalam sebuah toples.</i>

Translation Accuracy in Translation Products by EFL Students

Ensuring the accuracy of the translation texts is crucial for a translator, as emphasized by both Rahimi (2004) and Farahani (2005). A translator needs to refrain from adding or removing anything from the original text, as this can lead to inaccurate translations. Omitted information, added information not found in the source text, or misinterpreted meaning can all result in inaccuracies (Rahimi, 2004). The precision of the translation depends on how faithfully and precisely the translator can convey the text. There are two ways to assess the level of translation accuracy. The first approach involves identifying and annotating key terms from the original text with their corresponding terms in the target language text and then comparing them to determine the resemblance between the two groups of words. The second approach focuses on selecting the most appropriate equivalent for these key terms (Farahani, 2005).

Nababan et al. (2012) assert that comparability is the central concept in translation, highlighting the importance of ensuring that the translated text conveys the same meaning as the original text. The precision of the translation is reliant on the translator's comprehension of the source language text and its faithful rendition into the target language. This study categorizes translation accuracy into three groups: accurate, less accurate, and inaccurate, each with corresponding indicators and scores. The scale for translation accuracy is as follows:

Table 6. Scale of Accuracy Score
(Adopted from Nababan et al, 2012)

Translation Category	Score	Indicators
Accurate	3	The precise meanings of words, technical terms, phrases, clauses, sentences, or texts in the source language are translated into the target language accurately and without distortion.
Less Accurate	2	The majority of the meaning is effectively given; there are certain instances of ambiguity or lack of meaning that may compromise the overall message.
Inaccurate	1	The translation of word definitions, technical words, phrases, clauses, sentences, or source language texts into the target language is incorrect. Deliberate omitted.

Accurate

Larson (1997) underscores the critical importance of achieving a precise translation by faithfully conveying the original message in the target language without altering or adding any expressions. The translator bears the responsibility of ensuring the exact transmission of the message without omitting or including any extraneous information. This necessitates the development of a strategic approach to accurately convey the message without distorting its meaning. The accuracy of the following translations is obtained from the results of student translations in translation 1 by P4, P6, and P10, and translation 3 by P2, P3, P6, and P10, which are contained in tables 7 and 8.

Table 7. Translation Accuracy in Translation 1

Source Language: The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.	Translation Category	Score
Target Language (P4, P6 and P10): <i>Udara diluar terasa menyegarkan. Akan tetapi, rintik hujan turun membasahi kemeja CJ dan menetes ke hidungnya.</i>	Accurate	3

Table 8. Translation Accuracy in Translation 3

Source Language: The man across the way was tuning a guitar. An old woman with curlers had butterflies in a jar.	Translation Category	Score
Target Language (P2, P3, P6 and P10): <i>Di depan mereka, ada pria yang sedang memainkan gitar. Di samping CJ, ada seorang wanita tua yang tengah duduk memakai pengeriting rambut sambil memegang toples berisi kupu-kupu.</i>	Accurate	3

Less Accurate

Less accurate happens when a translation is mostly accurate and conveys the main idea, but it still contains some ambiguity or lacks certain nuances, and the overall message can be compromised. In the translation products by students presented in tables 9, 10, and 11, some ambiguities or inappropriate words were conveyed. The overall message was almost conveyed well, due to the ambiguity and inaccuracy of the meaning taken, resulting in a less accurate translation.

Table 9. Translation Accuracy in Translation 1

Source Language: The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.	Translation Category	Score
Target Language (P1, P3, P5, P7, P8 and P9) : <i>Udara di luar tercium seperti kebebasan, tapi tercium juga seperti hujan, yang membuat baju CJ bintik bintik dan menetes ke hidungnya.</i>	Less Accurate	2

Table 10. Translation Accuracy in Translation 2

Source Language: "Boy, what do we need a car for? We got a bus that breathes fire, and old Mr Dennis, who always has a trick for you." The bus creaked to a stop in front of them. It sighed and sagged and the doors swung open.	Translation Category	Score
Target Language (P4, P6, P9 and P10) : <i>"Nak, untuk apa kita membutuhkan mobil? Kan sudah ada bus yang lebih keren. Ada juga Pak Dennis yang selalu punya trik sulap untuk kamu."</i>	Less Accurate	2

<i>Bus berderit berhenti di depan mereka. Tidak lama kemudian, pintunya pun terbuka.</i>		
Target Language (P1, P3, P5, P7 and P8): <i>"Nak, untuk apa kita butuh mobil? Kita punya bus yang bisa mengeluarkan api, dan Pak Dennis yang selalu punya trik untukmu." Bus berderit dan berhenti di depan mereka. Bus itu menghela napas dan melorot dan pintunya berayun terbuka.</i>	Less Accurate	2
Target Language (P2): <i>"Mobil untuk apa, sayang? Kan kita sudah punya bus yang lebih keren dan Om Dennis yang selalu punya trik sulap buat kamu". Bus itu berhenti dengan pelan di depan CJ dan Neneknya. Tak lama pintunya pun terbuka.</i>	Less Accurate	2

Table 11. Translation Accuracy in Translation 3

Source Language:	Translation Category	Score
The man across the way was tuning a guitar. An old woman with curlers had butterflies in a jar.		
Target Language (P1, P4, P5, P7, P8 and P10) : <i>Pria di seberang jalan itu sedang memainkan gitar. Seorang wanita tua dengan pengeriting rambut memiliki toples berisi kupu-kupu.</i>	Less Accurate	2

Inaccurate

Inaccurate translations may result from the incorrect transmission of a message, the omission of important information, or incomplete delivery. Cultural and linguistic elements also contribute to this issue, with Indonesian cultural nuances posing a particular challenge to translators. Various methods were employed to identify inaccurate translations, including the addition of information not present in the original text, the discovery of semantic discrepancies between the source and target texts, information disappearing from the original text, and a lack of communication or loss of meaning. The results of inaccurate translations appear in tables 12 and 13 below, which are produced by P2 for translation 1 and by P9 for translation 3.

Table 12. Translation Accuracy in Translation 1

Source Language:	Translation Category	Score
The outside air smelled like freedom, but it also smelled like rain, which freckled CJ's shirt and dripped down his nose.		
Target Language (P2) : <i>CJ melihat udara diluar seperti cerah namun ternyata hujan sehingga sedikit membasahi baju dan menetes di hidungnya.</i>	Inaccurate	1

Table 13. Translation Accuracy in Translation 3

Source Language:	Translation Category	Score
The man across the way was tuning a guitar. An old woman with curlers had butterflies in a jar.		
Target Language (P9) : <i>Pria di seberang sedang memperbaiki gitar. Seorang nenek tua dengan catokan memiliki kupu-kupu di dalam sebuah toples.</i>	Inaccurate	1

CONCLUSION

The study examines the translation of children's narrative texts into picture books and the translation strategies used by EFL students. Specifically, it evaluates the accuracy of the translation products, focusing on the strategies outlined by Vinay and Darbelnet (2000). The study identifies six strategies used by participants: calque, literal translation, modulation, transposition, and adaptation. Literal translation and modulation are the most frequently utilized strategies, with calque also commonly used. Transposition is employed to rearrange word order, and adaptation is used to replace cultural elements. The study emphasizes that translation strategies are solutions to problems faced during translation, and translators determine the strategy according to their needs, especially in the context of translating children's picture books.

Ensuring the accuracy of each participant's translation is a central aspect of the study. The use of the assessment scale and indicators described by Nababan et al. (2012) serves as a method to ensure translation accuracy. The analysis shows that several participants are able to produce accurate translations, as evidenced in tables 7 and 8, where specific participants in different translations convey all information from the source text without any additional or missing information.

However, less accurate results indicate that the translation products by EFL students have ambiguity or a lack of appropriateness of the words transmitted from the source text to the target text. In each translation, some participants still produce less accurate translations. For instance, P2 in translation 1 and P9 in translation 3 do not convey the true meaning of the target text, resulting in inaccurate translations.

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