

INTERDEPENDENT CONSTRUCTION: TRANSLATION TECHNIQUES AND TRANSLATION QUALITY ASSESSMENT ON LET'S READ DIGITAL LIBRARY CHILDREN'S BOOK

Winantu Kurnianingtyas Sri Agung

State Islamic Institute of Ponorogo, Indonesia

winantu@iainponorogo.ac.id

Aries Fitriani

State Islamic Institute of Ponorogo, Indonesia

ariesfitriani@iainponorogo.ac.id

ABSTRACT

This study investigates translation techniques and translation quality in the Let's Read Digital Children's Story Book. Molina and Albir's theory is used to identify translation techniques, and the modification theory of translation assessment is applied to measure the quality of the translated text. A qualitative method was conducted, and documentation was applied to gain the data within five distinctive title stories of 120 sentences. Then, those data were analysed through content analysis. Ten translation techniques of the eighteen were applied in translating the text: literal, addition, modulation, reduction, calque, transposition, description, reformulation, compensation, and borrowing. Meanwhile, these stories are transferred well within almost 74.4% messages of the text was translated accurately. Furthermore, the aspect of the grammatical construction of the text can be replaced into the target text's construction without any destruction. Then, the translated text was mainly understandable for the target readers, for instance, the students at the primary level or young English learners. Based on the findings, it is recommended that Let's Read Digital Library Children's Book be used as media for the primary level in learning English as a second language, especially in learning reading.

Keywords: *Interdependent construction, Digital Library, Translation Technique, TQA*

INTRODUCTION

Industry era 4.0 changed the human lifestyle, and the level of technology dependency multiplied. Mostly, human activities cannot be separated from technology such as reading. Reading becomes one of the human activities we can do every day. Before technology proliferated, people read books, magazines, novels, stories, news, and so forth in printed media. Recently, printed media has changed into electronic media or e-books. All kinds of books can be accessed through e-books. Nowadays, e-book applications are in simple forms because they can be downloaded via Android. Furthermore, people can access that application anytime and anywhere. Hence, time and

place do not become the main inhibitors of reading. Indeed, the reading application also has attractive and innovative features such as audiovisual. This feature attracts customers to enjoyable and fun reading (Kompasiana.com, 2019).

Let's Read Digital Library of Children's Books is one of the digital stories' applications. The stories in this application are readable enough since they are available in national and indigenous languages. It is also attractive because each story is modified with colorful pictures. It can become a favorite reading application for children. Let's Read Digital Library of Children's Books was created by The Asia Foundation's Book for Asia program that fosters young readers in Asia. Furthermore, in creating this digital book, The Asia Foundations has deep expertise and networks of communities such as local authors, illustrators, translators, educators, and publishers. (Anon n.d.)

Besides that, the research assumes that Let's Read Digital Library of Children's Books is appropriate for children and sources able as reading material at the primary level. Today's conditions mean that games are more prevalent among children than reading activities. Children aged 9-11 mostly use their Android for playing games, and Mobile Legend is one of their favorite games. Meanwhile, assessing literacy through their Android is never done since they argued that reading is not an exciting activity other than playing games (Santoso, 2022). This condition becomes the reason for choosing Let's Read Digital Library of Children's Books as the object of this research.

Moreover, this application is constructed in national and indigenous languages, and the translator's role is needed as the mediator in transferring one language text into another language to enrich readers' understanding and comprehension. In such a manner, the translator is not only replacing source text with target text but also skillful in defining the equivalent of the meaning and constructing the language naturally (T. Bell 1991).

To obtain the equivalent and the natural construction of the target language, a translator has to understand linguistic concepts and cultural boundaries. His ability will be used to determine the appropriate technique for translating source text. The usage of accurate techniques affects the production of qualified translation text. (Aresta and Nababan 2018) For instance, the example from Let's Read Digital Library of Children's Book entitled *What Could I Become?* was translated into *Jadi papaya*. In translating this sentence, the transposition technique was categorized into unit transposition. It involves a change in the grammar from the source language to the target language, for instance, changing sentence patterns from interrogative sentences into question tags. (Peter n.d.) In this case, the pronoun *I* in the source language was deleted, and the question word *what* in the source language was changed into the question tag *ya* in the target language.

The different pattern between source and target language affects the quality of translation. From an accuracy point of view, the translation text could have been more accurate for reasons such as rearranging sentence patterns in the target text and lexical items (McDonald, 2020). Meanwhile, the information or message in the source language was translated with omission, and the

meaning was transferred with some deformation. Language style in the target language is used correctly and well-organized.

Furthermore, from an acceptability point of view, the translated text was acceptable since the source text was translated naturally and flexibly (McDonald, 2020). Then, the target text was not the result of translation, and the translation reflected the communication language of the target user.

The last was seen from a readability point of view. The translated text "Jadi apa, ya?" was readable by the target reader for some reasons, such as the readers could understand the contents and context, while the meaning of the target text was straightforward (McDonald, 2020). Underlining the crucial translation techniques toward translation quality assessment (TQA), the researchers assume that exploring the interdependent construction of translation techniques and TQA in more depth is necessary. By previous research discussing the influence of translation techniques on the accuracy and acceptability of translated utterances that flout the maxim of quality, the researchers will analyze the interdependent construction of translation techniques and TQA on Let's Read Digital Library of Children's Book. Then, the researcher must conduct qualitative research to enrich the goal.

METHODS

In formulating the data findings, a descriptive qualitative model was appropriated to illustrate the problems accurately and systematically. In line, Lawrence argued that research has to be constructed with a well-defined and conducted study to provide an accurate and detailed description of the subjects. (Neuman 2014). The data sources in this current study consisted of transcripts of reading texts in English and Indonesian that occurred in Let's Read Digital Library Children's Book. Indeed, the researchers took offline versions of 5 different titles constructed with 120 sentences as the object of this study.

In this case, the researcher observes some applications that propose stories in bilingual languages for children, such as Let's Read Digital Library Children's Book Unuhi, VL2 Storybook, and Nabu. Then, the researchers decided on Let's Read Digital Library Children's Book as the object because its application was rated 4.8 compared to others and was designed by the Asia Foundation's Books for Asia Program (Anon, n.d.). Furthermore, the data were collected based on the number of sentences, and then the data were transcribed and classified according to the translation techniques and their quality assessment.

Content analysis was used to analyze the data by selecting five texts with different titles and constructing 120 sentences from the offline version of the Let's Read application. Then, data can be simplified into the types of translation techniques and the aspects of assessing translation, such as accuracy, acceptability, and readability. Later on, the researchers transcribe the text from the application to the paper desk. Meanwhile, the findings were displayed using a table to make the data understandable and easily read. The last step was the conclusion that verifies the analyst proceeds. Verification might be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the filed notes, or it might be thorough and elaborate.

As the matrix filled up, preliminary conclusions were drawn, but they led to the decision. (Neuman 2014)

FINDINGS AND DISCUSSION

Translation Techniques

Translation techniques that are applied affect the quality of translated text. The findings related to translation techniques in Let' Read Digital Library Children's Book were taken from 5 different titles of the children's stories containing 120 sentences. The titles of the stories are Putu and Gutu, Who Can Help Me, What Could I Become, Sister Toothless, and Everything Looks New.

In this study, the researchers classified ten translation techniques of 18 (Molina & Albir, 2002) that Molina and Albir proposed: literal, addition, modulation, reduction, calque, transposition, description, reformulation, compensation, and borrowing. The following table shows the techniques applied in translating the stories analyzed in this research.

Table 1. Translation Techniques

No	Stories	Datum of Translation Techniques									
		Literal	Addition	Modulation	Reduction	Calque	Transposition	Description	Reformulation	Compensation	Borrowing
1	Putu and Gutu	1,3, 5, 7, 8, 9, 11, 12, 14, 17, 18	2, 10, 13, 15	4		16					
2	Who can Help Me	1, 8, 9	3, 4, 5, 6		2		7				
3	What Could I Become?	4, 13, 16, 20, 24	5	14	6, 7, 9, 10, 18, 23	25	1, 2, 3, 8, 11, 12, 15, 17, 19, 21, 22				
4	Sister Toothless	7, 8, 10, 12, 13, 15, 17, 18, 22, 28, 29, 31		27	9, 26		1, 2, 3, 4, 5, 6, 11, 14, 16, 19, 20, 21, 23, 24, 25, 30				
5	Everything Looks New	2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 25, 26, 29, 31, 33, 38	4, 22	30	10, 27, 32, 36, 37		1, 17, 19	28	24	34	35
Frequency		53	15	4	15	2	31	1	1	1	1
Procentage (%)		42,7	12,1	3,2	12,1	1,6	25	0,8	0,8	0,8	0,8

The table above shows that ten translation techniques were found 124 times, and the percentage was 99.9%. The highest percentage of translation techniques was literal, 53 times (42.7%). Meanwhile, the translation techniques that got the lowest percentage were description, reformulation, compensation, and borrowing. Each of those techniques was applied once with a frequency of percentage 0.8%. The in-depth discussions were explained in the following section.

a. Literal

ST : Let's read the book!

TT : Ayo kita membaca buku!

The sentence above indicates an invitation signed by the phrase Let's, which means mari kita or ayo kita in the target text. This means this sentence will be translated into an interlinear matter in the target text. The sentence pattern of invitation in Indonesia is usually designed by the words ayo, Mari, yuk, etc. (Jupri & Hasanudin, n.d.). In addition, the word let's in the source text is usually followed by a bare infinitive. It indicates that the bare infinitive is a

verb (Huddleston & Pullum, 2005) and that in the target language, the verb is read, which means "embrace". Then, the last construction in the source text is the complement and is signed by the phrase the book, which means buku. It is worth noting that the above sentence construction in the source text is let's + bare infinitive + complement and transferred in the target text within the same construction. This technique occurs when the source language's grammatical construction is converted to the nearest target language equivalent. (Peter n.d.)

b. Addition

ST : I **like** the yellow roses the best and Grandpa likes the white jasmine.

TT : Aku **paling suka** mawar kuning dan kakek suka Melati putih.

An additional translation technique is used to translate I like yellow roses to *aku paling suka mawar kuning*. The additional word *paling* in the target language indicates the degree of comparison. (Anon 2008) The comparative degree in the above translation is used to show the preferred color of the rose items. Moreover, the degree of comparison is usually shown in three different forms of degrees. In this case, the superlative degree to which the writer prefers yellow roses to other colors of roses, the word *paling*, which appears in the target language, is used.

c. Modulation

ST : I wonder where that plane is going?

TT : Ke mana tujuanpesawatitu, ya?

The sentences above indicate that the source and the target languages may appear dissimilar in perspective. This can be seen in the different types of sentences that occur in the two texts. In the original text, the sentence is written in a statement form, but the translated text becomes a questioning sentence. The shift in the point of view in the two sentences leads to the appearance of the translation technique of modulation. In the source language, the point of view is stressed on the subject of the sentence, which is the writer himself or I. Meanwhile, in the target language, the viewpoint highlights the word *kemana-mana*.

d. Reduction

ST : **It's** getting late **and** Nina's big sister says it is time for bed.

TT : Sudah semakin malam. Kata Kakak, Nina harus tidur.

The sentence in the source language is built up from two independent clauses with the conjunction 'and'; therefore, the sentence is called a compound sentence. (Noortyani 2017) However, this sentence is translated into two sentences in the target language. The first sentence is adjectival, and the second sentence is direct. The changes in the form of the sentence, both the source and the target texts, affect the conjunction and are omitted, so the reduction technique occurs there. Furthermore, the same case is also found when translating the first sentence; it's getting late. The sentence consists of a subject, a predicate, and a complement. However, the subject It and the predicate

getting are not in the translated text. Hence, the translation becomes *sudah semakin malam*, adapted to the context of the following sentence.

e. Calque

ST : He **rushes** towards Gutu.

TT : Ia **berenang dengan cepat** kearah Gutu.

The sentence in the source text consists of a subject, a predicate, and a complement. The calque technique appears when the predicate is translated into the target language. In the source language, the predicate consists of the word *rushes* and means to move forward. But in the target language, this word is translated into a phrase according to the context of the sentence, which means *berenang dengan cepat*.

f. Transposition

ST : I write the story, and brother helps staple the **pages** together.

TT : Aku menulis cerita dan kakakku membantu menyatukan **lembar-lembar** cerita tersebut.

The two sentences above show that the entity of the grammatical category can be changed in both the source and the target languages. This is evident in the different types of pluralization in the two texts. In the source text, the plural form is marked by adding s/es in the subsequent noun (Huddleston & Pullum, 2005), such as the word *pages*. However, the plural form has a distinctive pattern in the translated text. Repeating the referent word more often or using a quantifier before a noun to indicate a plural pattern (n.d.) in the target text. In this case, the translation of the *pages* is *lembar-lembar*. The translation technique of transposition appears due to the changing grammatical category in the two sentences.

g. Description

ST : Tomorrow is Holi

TT : Besok adalah **perayaan musim semi** yang disebut Holi

In translating the sentence above, we can find the translation technique of description. This technique is used to concretely explain source language terms that do not exist in the target language. The term is usually closely related to the cultural bond in each language. The term occurs in the word *Holi*, a Hindu festival that marks the beginning of spring and is celebrated throughout India. This type of festival is not found in Indonesian culture. Therefore, to translate the word *Holi*, it is necessary to add information to clarify the meaning of the translated text. Then, in the translated text, it becomes *perayaan musim semi*.

h. Reformulation

ST : There is **a carpet of leaves** under some trees

TT : Terhampar dedaunan layaknya **permadani** di bawah pohon

A carpet of leaves meant a layer of leaves that covered the ground. It is categorized as an idiomatic expression because idioms become expressions that are a fusion of diction or words that reproduce new meanings and have no relationship to the essential meaning. Therefore, this term cannot be translated

in a literal way. In order to obtain the correct translation results, it is meaningful to determine the appropriate word for the term. Hence, translating the source text above, the reformation technique used in the idiom a carpet of leaves in the source text is identical to *permadani* in the target text.

i. Compensation

ST : Tomorrow we will play Holi with the orange water

TT : Besok kami akan main **siram-siraman** dengan air berwarna jingga itu

A word cannot be found in the source text, and it isn't easy to find a similar expression in the target text, *Holi*. Therefore, a compensation technique was used to convey the message. This involves moving a piece of information or a stylistic device to a different place in the text, as it does not have the same effect if it remains in the same place as in the source text. Thus, *siram-siraman* in the target text is applicable in transferring the meaning of *Holi*.

j. Borrowing

ST : We will get **gujia** and **puris** to eat

TT : Kami akan memperoleh **gujia dan puris** (kue-kue yang dihidangkan pada perayaan Holi) untuk dimakan

In translating the above sentence, we can find the borrowing translation technique. This technique takes the words directly from the source text into the target text. The term is usually closely related to the cultural bond in the source language. For instance, in the source language above, there is a cultural term related to traditional food that does not exist in the target language. The term appears in *gujia* and *puris* and represents cookies served during the Holi festival. This type of cookie is not found in Indonesian food. Therefore, to translate the words *gujia* and *puris*, it is necessary to adapt the word directly into the target text.

Translation Quality

This study's translation quality assessments cover accuracy, acceptability, and readability. (Brown 2019) Furthermore, the researchers distinguish three scales for accuracy and acceptability. Then, two scales were used to measure readability.

a. Accuracy

Table 2 The results of the Accuracy Level

No	Stories	Datum of Accuracy Assessing Rubric		
		1	2	3
1	Putu and Gutu		2, 13	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18
2	Who can Help Me			1, 2, 3, 4, 5, 6, 7, 8, 9
3	What Could I Become?	22, 23	1, 3, 4, 5, 6, 7, 11, 19, 20, 21, 25	2, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 24
4	Sister Toothless	1, 24	5, 19, 20, 23, 27	2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 25, 26, 28, 29, 30, 31
5	Everything Looks New	4	2, 5, 8, 9, 10, 11, 32, 34	1, 3, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38
Frequency		5	26	90
Percentage (%)		4.1	21.5	74.4

The table above shows that the source text could be transferred accurately into the target language. There are 90 (74.4%) out of 121 sentences that were as good as the target text in terms of translation. Meanwhile, 26 sentences of 21.5% are translated less accurately. Indeed, only 4.1% or five sentences are converted inaccurately.

1. Not Accurate

ST : Uh-oh. I fell asleep.

TT : Aduh, gawat! Aku ketiduran!

Sentences in the target language cannot be translated accurately because the message from the source language cannot be conveyed adequately in the target language. In addition, the use of inappropriate lexical items in translation is one kind of word distortion; for instance, the interjection pattern is used in the source language. Interjection can be defined as a word that is spontaneously uttered to express a suddenly arising feeling or thought. As well as being used to describe emotional anger or surprise, interjections are often used when someone is sad, happy, agrees with something, apologizes, or feels guilty. (Herring 2016) The interjection appears in Uh-Oh, which is used to emphasize the author's feelings of guilt. In the target language, however, the translation becomes *Aduh, gawat!* This form of free translation causes word distortion in the target language.

2. Less Accurate

ST : He eats seaweed.

TT : Ia sedang makan rumput laut.

A simple sentence occurred in the source text above the sentence is used to clarify general truth. Indeed, the usage of basic verbs becomes the characteristic of the simple present, and these verbs can be used to show the sequence of time when the activity is taking place without referring to a specific unit of time. (Huddleston and Pullum 2005) Meanwhile, time is usually shown in the target language by adding time information to the sentence.

In this case, the addition technique appears when translating the word eats. The additional word *sedang* at the beginning of *makan* shows where the subject in the sentence is currently doing the eating activity. Furthermore, another lexical item that changed into target text is the word eats. To describe the subject of a sentence in the source language, there is an additional lexeme *s* at the end of the base verb. This suffix is also used to indicate the singular subject. (Sargeant 2007) However, this change in the form of the verb does not appear in the target language. There is no verb change for singular or plural subjects. As a result, it becomes possible to transfer the meaning with a certain amount of distortion.

3. Accurate

ST : I could travel all around town.

TT : Aku bisa menjelajahi kota.

The translated text in the sentence above is rated as accurate for several reasons. The first reason occurred when the source text was translated into the target text without some rearrangement. The source and target texts have an identical construction. The omission occurs while translating the text. In the

source language, the complement is made up of two words. The first word, all around, functions as an explanatory word.

Meanwhile, the second word, town, acts as the word being described. The first phase is omitted in the target language, so the translation becomes kota. At least, this condition does not affect the translated meaning. Therefore, it can be said that there is no distortion of the meaning of the source text in the target text.

b. Acceptability

Table 3 The Result of Acceptability Level

No	Stories	Datum of Acceptability Assessing Rubric		
		1	2	3
1	Putu and Gutu			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
2	Who can Help Me			1, 2, 3, 4, 5, 6, 7, 8, 9
3	What Could I Become?	23	3, 4, 5, 6, 20, 22, 24	1, 2, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 25
4	Sister Toothless	1, 24	5, 19, 27	2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 25, 26, 28, 29, 30, 31
5	Everything Looks New		4, 5, 8, 9, 10, 11, 15, 23	1, 2, 3, 6, 7, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
Frequency		3	18	100
Percentage (%)		2.5	14.9	82.6

The table above shows the translated texts of the Let's Read Digital Library Children's Book to be relevant and accepted by young English learners. One hundred sentences (82.6%) of 121 sentences were acceptable.

1. Not Acceptable

ST : The water is rising! The water is rising!

TT : Air naik! Air naik!

The difference in the grammatical structure occurred in both sentences. The sentence pattern of the source text above is present progressive. It is characterized by the addition -ing term to the verb. The present progressive particularly expresses an activity or action that is still in progress and has yet to be completed at the time of the utterance. This grammatical structure is not present in the target language. In the translation of the above text, an intra-systemic transposition takes place. It is called intra-systemic because there are differences in the grammatical structure of the source language and the grammatical structure of the target language. The verb phrase is rising and classified as a progressive verb in the source language, and it is translated as naik in the sentence air naik. The word naik in the target language is a base word that describes the verb in the sentence air naik.

2. Less Acceptable

ST : I can walk around the neighborhood and eat ice cream all day.

TT : Aku bisa berkeliling-keliling. Tentu saja sambil makan es krim vanilla.

The difference in the grammatical structure occurred in both sentences. The sentence pattern of the source text above is a compound sentence that consists of two dependent clauses. It is characterized by the conjunction *and* as the sentence connector. Therefore, this sentence has the same subject, conjunction, and appropriate use. Compound sentences consist of two or more

independent clauses linked by a coordinating conjunction, such as and, but, or, and so on. (Hamawand 2011) Each clause in a compound sentence can stand alone as a simple sentence. This grammatical structure is not present in the target language. Here, the compound sentence was broken down into two sentences. Based on the explanation above, it can be underlined that the changing grammatical cohesion affects the translated text rated less acceptable.

3. Acceptable

ST : I love flying in the sky.

TT : Asyiknya terbang di udara!

The translated text of the above sentence is acceptable in some aspects for the target readers. Even though the source and the target language have different grammatical constructions, the message in the source text can be delivered comprehensibly. Furthermore, the source sentence expresses the child's surprise, joy, and happiness at being able to fly in the sky. For this reason, it is more appropriate to translate this expression into an exclamation term, mainly the word *asyik* and the result of the translated text is more familiar to the target readers. In addition, the source language sentence can be effectively transferred to the target user because the language style is commonly defined. Therefore, the meaning is preserved for young English learners.

c. Readability

Table 4 The Results of the Readability Assessment

No	Stories	Datum of Readability Assessing Rubric	
		1	2
1	Putu and Gutu	9, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
2	Who can Help Me		1, 2, 3, 4, 5, 6, 7, 8, 9
3	What Could I Become?	3, 4, 6, 20, 22, 25	1, 2, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 24, 25
4	Sister Toothless	19, 20, 24, 27	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 25, 26, 28, 29, 30, 31
5	Everything Looks New	4, 5, 11, 30, 32, 34, 35, 38	1, 2, 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 33, 36, 37
Frequency		20	101
Percentage (%)		16.5	83.5

The table above shows that the target text was readable for the children as young English learners. Out of 121 sentences in the target text, 101 (83.5%) were understandable and easy to read. Meanwhile, 20 translated texts were assessed illegible.

1. Unreadable

ST : Some of us went to the forest and brought *tesu* flowers.

TT : Beberapa dari kami pergi ke hutan dan mengumpulkan bunga-bunga *Tesu*.

The sentence in the story above is transferred as incomprehensible because the meaning can be conveyed quite well in the source text. For example, when translating the phrase *tesu* flowers, the word *tesu* is retained in the target text. As a result, the translated text becomes *bunga-bunga tesu*. The translation of the term makes the translation unintelligible to the target reader because this type of flower is only found in India and does not exist in the target language.

2. Readable

ST : The teacher said we have to write down. What we want to be

when we grow up.

TT : Kata Ibu Guru, kami harus menulis tentang cita-cita.

The sentence in this story is transferred as comprehensible to the target readers. Indeed, the meaning can be transferred to the target text adequately. In this case, both the source and the target texts have distinctive lexical items and grammatical constructions. For instance, the grammatical structure of the teacher in the source text is constructed from subject + V and then transferred into *kata ibu guru* built from V + O. Furthermore, the sentence What we want to be when we grow up represents desire. Paraphrasing is used to translate this sentence. Therefore, *cita-cita* becomes an appropriate word and has a closed meaning for changing the sentence of the source text. These terms are not liable for the content and message of the translated text. In conclusion, the translated text must be available in all linguistic aspects.

CONCLUSION

Translation techniques in the translated text are literal, addition, modulation, reduction, calque, transposition, description, reformulation, compensation, and borrowing. Moreover, the source text was translated well based on the assessment categories. The meaning of the source text was transferred accurately into the target text, followed by the grammatical construction, which transformed the equivalent. From the readability aspect, the translated text was understandable by the target text.

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