

AN ANALYSIS OF TRANSLATION TECHNIQUES IN BILINGUAL FOLKTALE BOOKS FOR CHILDREN'S EDUCATION

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ABSTRACT

This study analyzed translation techniques used in 15 Indonesian-English bilingual folktale books for children based on Molina and Albir's (2002) framework, supported by Nugrahani et al. (2019). A total of 198 data items were identified and categorized. The study employed a qualitative descriptive method with data collected through document analysis and analyzed using the Miles and Huberman interactive model. The findings revealed 13 out of 18 translation techniques, indicating diverse and context-sensitive translation strategies. Established Equivalent was the most dominant technique (30.3%), followed by Borrowing (18.7%), showing a balance between readability and cultural preservation. Other techniques such as Literal Translation, Calque, Amplification, Explicitation, Description, Discursive Creation, and Modulation were also applied with varying frequencies, while Reduction was the least used. The results indicate that translation techniques in bilingual folktales function not only as linguistic strategies but also as pedagogical tools that support children's English language acquisition and cultural understanding. Linguistically, they facilitate vocabulary learning and structural recognition, while culturally they preserve Indonesian identity and introduce intercultural awareness. However, techniques such as Generalization, Adaptation, and Deletion may reduce cultural specificity and affect learning quality. Overall, the study confirms that translation techniques play a crucial role in bilingual children's storybooks as both language-learning media and cultural education tools.

Keywords: *translation techniques, bilingual folktale, children's education, cultural translation*

ABSTRAK

Penelitian ini menganalisis teknik penerjemahan yang digunakan dalam 15 buku cerita rakyat dwibahasa Indonesia–Inggris untuk anak berdasarkan teori Molina dan Albir (2002) yang didukung oleh Nugrahani et al. (2019). Terdapat 198 data yang dianalisis menggunakan metode deskriptif kualitatif melalui analisis dokumen dan model Miles dan Huberman. Hasil penelitian menunjukkan 13 dari 18 teknik penerjemahan digunakan, yang menggambarkan strategi penerjemahan yang

beragam dan kontekstual. Teknik yang paling dominan adalah Established Equivalent (30,3%), diikuti Borrowing (18,7%), menunjukkan keseimbangan antara keterbacaan dan pelestarian budaya. Teknik lain seperti Literal Translation, Calque, Amplification, Explicitation, Description, Discursive Creation, dan Modulation juga digunakan, sedangkan Reduction merupakan teknik yang paling sedikit digunakan. Hasil penelitian menunjukkan bahwa teknik penerjemahan tidak hanya berfungsi sebagai strategi linguistik, tetapi juga sebagai media pedagogis yang mendukung pembelajaran bahasa Inggris dan pemahaman budaya anak. Secara linguistik, teknik ini membantu penguasaan kosakata dan pemahaman struktur bahasa, sedangkan secara budaya membantu mempertahankan identitas lokal dan meningkatkan kesadaran antarbudaya. Namun, teknik Generalization, Adaptation, dan Deletion dapat mengurangi kekhususan budaya dan berdampak pada kualitas pembelajaran. Secara keseluruhan, teknik penerjemahan berperan penting dalam buku cerita dwibahasa sebagai media pembelajaran bahasa dan pendidikan budaya anak.

Kata Kunci: teknik penerjemahan, cerita rakyat dwibahasa, pendidikan anak, penerjemahan budaya

A.Introduction

Folktales are an important part of cultural heritage that function as a medium for transmitting moral values, social norms, beliefs, and local identity across generations. In contemporary contexts, folktales are not only preserved through oral tradition but also documented in written forms, including Indonesian-English bilingual children's storybooks. These bilingual storybooks play a significant role in supporting children's literacy development in both Indonesian and English while also contributing to cultural preservation and language learning.

Several previous studies have explored translation techniques in literary and bilingual texts. Molina and Albir (2002) proposed a comprehensive framework consisting of 18 translation techniques that are widely used in translation studies. In addition, Nugrahani et al. (2019) identified various translation strategies applied in cultural expressions within literary works, showing that translators employ different techniques to deal with cultural elements. Furthermore, studies have indicated that bilingual children's storybooks are effective media for English language learning. However, research specifically focusing on Indonesian-English

bilingual folktale books remains limited, particularly in relation to how translation techniques are applied and how they contribute to children's educational development in terms of language acquisition and cultural understanding. This gap is important to address because the choice of translation techniques can significantly influence the readability, cultural accuracy, and educational value of bilingual folktale texts. Therefore, this study aims to analyze the translation techniques used in Indonesian-English bilingual children's folktale storybooks and examine their role in supporting language learning and cultural education for children.

B. Research methods

This study employs a qualitative approach with a descriptive method. According to Sugiyono (2019), qualitative research aims to understand phenomena in depth under natural conditions, and this approach is used because the study focuses on analyzing translation techniques rather than testing hypotheses or using statistical procedures. This research is categorized as library research since

the data are obtained from written documents in the form of Indonesian-English bilingual folktale books. The analysis is guided by Molina and Albir's (2002) theory of 18 translation techniques and supported by Nugrahani et al. (2019), who identified translation techniques in cultural expressions.

The object of this research is Indonesian-English bilingual children's folktale books containing cultural expressions translated from Indonesian into English. The data sources consist of 15 folktale books from various regions in Indonesia, intended for children aged 6–12 years, including stories such as *Roro Jonggrang*, *Timun Mas*, *Malin Kundang*, *Bawang Merah Bawang Putih*, *Sangkuriang*, and others. These books are selected as the primary data because they represent cultural narratives presented in bilingual form.

Data collection is conducted through document analysis by selecting bilingual folktale books, reading Indonesian texts to identify cultural terms, recording their English translations, and comparing both versions to identify the translation techniques used. Meanwhile, data analysis follows the Miles and

Huberman interactive model, which includes data reduction, data display, and conclusion drawing and verification. The data are categorized based on translation techniques, presented in tables and descriptions, and then analyzed to identify dominant translation techniques and interpreted by comparing them with relevant theories.

C. Research Results and Discussion

The Role of Translation Techniques in Educating Children

The role of translation techniques in educating children can be seen from two main aspects, namely language and culture. Indonesian-English bilingual storybooks serve as a bridge between children's existing knowledge of Indonesian and their acquisition of English, while also introducing cultural values embedded in folktales.

1. Language Aspect (Supporting English Learning)

From the language aspect, translation techniques support English learning by facilitating vocabulary acquisition and comprehension. Established Equivalent and Literal Translation help children understand

new vocabulary through familiar meanings (e.g., *raksasa* → *giant*), while Calque supports structural recognition between Indonesian and English expressions (e.g., *Keong Emas* → *golden snail*). In addition, Amplification and Explicitation provide clearer and more detailed input that enhances understanding, while Discursive Creation introduces more expressive and imaginative language forms that enrich children's English exposure.

2. Cultural Aspect (Maintaining Cultural Identity and Intercultural Awareness)

From the cultural aspect, translation techniques help maintain cultural identity and develop intercultural awareness. Borrowing preserves original cultural terms such as *Sangkuriang* and *Malin Kundang*, thereby maintaining cultural authenticity and identity. Description and Explicitation assist in explaining Indonesian cultural concepts in English, making them easier to understand for readers from different backgrounds. However, Adaptation and Generalization may lead to shifts in meaning (e.g., *bidadari* → *fairy*), while Deletion may reduce cultural

content, potentially weakening cultural representation and educational value.

Discussion

This study analyzes translation techniques in Indonesian-English bilingual folktale books using Molina and Albir's (2002) framework, supported by Nugrahani et al. (2019). The findings show that 13 out of 18 translation techniques are identified, indicating that translators employ varied strategies depending on the type of cultural term. This reflects the complex nature of Indonesian folktales, which include proper names, cultural practices, and symbolic expressions.

The most dominant technique is Established Equivalent (30.3%), followed by Borrowing (18.7%). Established Equivalent is widely used because many cultural terms already have natural English equivalents (e.g., *raksasa* → *giant*), ensuring clarity for children. Borrowing is mainly applied to proper names such as *Sangkuriang* and *Malin Kundang*, preserving cultural identity. Together, both techniques account for nearly half of all data, showing a balance between readability and cultural preservation.

Other techniques such as Literal Translation (8.1%) and Calque (7.1%) are used when structural equivalence between languages is clear. Meanwhile, Amplification (7.1%), Explication (4.0%), and Description (3.0%) function to clarify cultural meanings for young readers by providing additional information. Discursive Creation (4.0%) and Modulation (5.1%) are used to make expressions more natural and meaningful in English.

However, techniques like Generalization (5.1%), Adaptation (1.5%), and especially Deletion (5.1%) may reduce cultural specificity, potentially weakening cultural understanding in children's learning.

Overall, translation techniques play a dual role in education. Linguistically, they support vocabulary acquisition through familiar equivalents and structural patterns. Culturally, they preserve identity through borrowing and help explain local concepts through description and explication. Thus, bilingual folktale translation functions not only as language transfer but also as a medium for cultural and educational development.

In conclusion, translation techniques in bilingual folktale books are context-dependent and serve both linguistic and cultural pedagogical functions, confirming their importance in children's language learning and cultural identity formation.

D. Conclusion

This study analyzed translation techniques used in 15 Indonesian-English bilingual folktale books for children based on Molina and Albir's (2002) framework, supported by Nugrahani et al. (2019). The findings identified 13 out of 18 translation techniques from a total of 198 data items, showing that translators apply diverse, context-sensitive strategies rather than a single approach. Established Equivalent was the most dominant technique (30.3%), followed by Borrowing (18.7%), indicating a balance between readability and cultural preservation. Other techniques such as Literal Translation, Calque, Amplification, Explication, Description, Discursive Creation, and Modulation were also applied with varying frequencies, while Reduction was the least used. Overall, these results show that translation in bilingual folktales operates through a

combination of source-oriented and target-oriented strategies to ensure both clarity and cultural representation.

In conclusion, translation techniques in bilingual folktale books serve both linguistic and cultural educational functions. Linguistically, they facilitate vocabulary acquisition and comprehension of English through familiar equivalents and structural patterns. Culturally, they help preserve Indonesian identity through Borrowing while also explaining local concepts through Description and Explication. However, techniques such as Generalization, Adaptation, and Deletion may reduce cultural specificity and weaken learning outcomes. Therefore, translation techniques function not only as linguistic procedures but also as pedagogical tools that support children's language learning and cultural identity development, while translators and publishers must carefully balance accuracy, readability, and cultural integrity.

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