

# NON-EQUIVALENCE GRAMMATICAL VARIATION IN CHILDREN BILINGUAL STORYBOOKS TRANSLATION

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## Abstract

The objectives of this study were to find out the non-equivalence grammatical variation and the probable effects of the occurrence of non equivalence between the English version and Bahasa Indonesia in children storybook. The descriptive quantitative research was implemented in this study. There were twenty books as the data source. The researcher collected the data by reading the original and translation children bilingual storybooks, underlining grammatical non-equivalent expression, and classifying those non-equivalences into table. After being collected, the data were analyzed by these procedures: selecting the expression in text 1 and text 2, analyzing the data by using the theory of equivalence, drawing the conclusion. The result showed that there were five types of grammatical non-equivalence. They are person (5.33%), tense (32.52%), voice (4.73%), number (45.56%), and gender (11.83%).

**Keywords:** grammatical non-equivalence, children storybook, bilingual, translation

## BACKGROUND

In communication, people share their experiences through language to their relatives. It is easy when the listeners can understand the speakers' language. However, when the listeners cannot understand the speakers' words, there will be one or more difficulties among them in communication. Therefore, this condition needs one solution that is called "translation", either in written or spoken translation (interpretation). By a process of translation, books; journal; news; film, etc from one language can be translated into many languages.

Bell (1996:6) states that translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. In addition, according to Bell, translation includes two terms, they are the process of translation and the product of translation (1996: 13). Generally, the process of translation is the act of giving the meaning (written or spoken) into another language. The most important aspect in the process of translation is transferring the meaning. It is because the process of translation is not creating a new meaning, but recreating the original meaning into another form of language. The wide differences in meaning or in grammatical between Source Language (SL) and Target Language (TL) should be avoided because it can create the different perspectives among the readers.

In the translation process, the translator should focus first in terms of meaning and second

in terms of style because they have to create the qualified translation product. Sometimes, the translator cannot fulfill all the criteria for the acceptable translation because of many factors. Those factors may include, (1) the ability of the translator in transferring the meaning from SL to TL, (2) the complex language system of each language, such as there is no direct synonym between the words in SL to TL, (3) the target readers of the text, etc. Those obstacles can cause the non-equivalence both in meaning and in grammatical aspect of translation. Therefore, later in can cause the quality of translation product.

One of the new products of translation is the bilingual storybook for children. It is spread widely years by years. The bilingual storybook is important to widen the coverage of the readers. Besides, it also becomes the textbook for pre-school students. However, it cannot be denied that there are many non-equivalences both in meaning and in grammatical elements. Those non-equivalence can causes problems. It can give the children the wrong example when the children read those storybooks and learn English from those books.

Focusing on grammatical equivalence, Baker (1992:87) states that there are five types of grammatical equivalence. They are number, gender, voice, tense and person. Number means not all languages have a grammatical category of number, and those that do not necessarily view countability in the same terms. For example, English recognizes a distinction between one and

more than one by adding a suffix to a noun or by changing its form in some other way to indicate whether it refers to one or more than one, such as: student/students, fox/foxes. Gender means a grammatical distinction according to which a noun or pronoun is classified either masculine or feminine in some languages. For example, English does not have a grammatical category of gender as such: English nouns are not regularly inflected to distinguish between feminine and masculine. The gender distinction exists in some semantic areas and in the person system, such as steward/stewardess, host/hostess, hero/heroine, etc.

The category of person relates the notion of participant roles. The most common distinction is that between first person, second person, and third person. In addition, tense and aspect are grammatical categories in a large number of languages. The form of the verb in languages that have these categories usually indicates two main types of information: time relation and aspectual differences. Time relations have to do with locating the events in time between past, present, and future. While aspectual differences have to do with the temporal distribution of an event, for instance its completion or non-completion, continuation, or momentariness. Then, voice means a passive is translated with a passive and active with an active even when this is unnatural in the receptor language or results in wrong sense.

## METHOD

This research is about the identification of non-equivalence grammatical variation in children bilingual storybook. Therefore, the researchers used descriptive quantitative research design. The researcher collected the data from bilingual children short story. There are twenty bilingual children storybooks that are used in this research. These bilingual children storybooks were published in 2012-2014 by various author and publishers. The data were collected by these procedures: read the book (the original version and the translated version), underline the grammatical non-equivalence, classify those equivalences and put it into the table. In this research, the researcher played an important role as the main research instrument. The researcher acted as a planner, data collector, analyst and the reporter of the findings. Finally, after having been collected, the data are analyzed by using the following process: selecting the expression in text 1 and text 2, analyzing the data by using the theory of equivalence, drawing the conclusion.

## FINDING AND DISCUSSION

### Non-equivalence Grammatical Variation

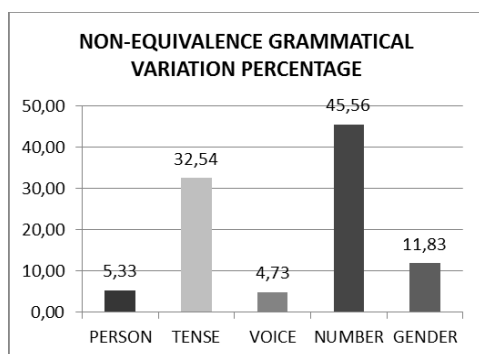
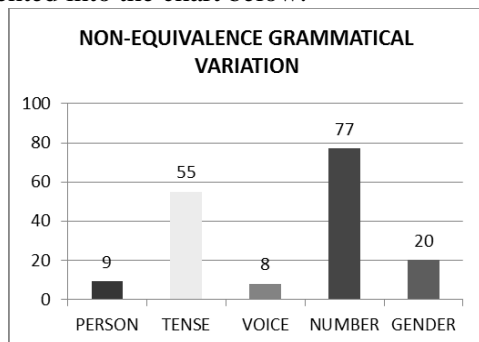
Grammatical equivalence is divided into five elements, they are person, tense, voice, number and gender. After being analyzed, the results of non-equivalence grammatical variation are presented in the table below:

**Table 1**

Title	Non-equivalence Grammatical Variation				
	Person	Tense	Voice	Number	Gender
Raja Bangau	1	4	0	14	0
Anak Beruang Belajar Mandiri	1	5	0	6	1
Katak-Katak yang Mengagumi Kerbau	2	0	1	3	1
Kucing	1	0	0	7	0
Kasuari dan Burung Unta	1	3	0	9	0
Anak Tupai Akhirnya Jera	0	3	3	2	0
Kancil dan Jago Mencari Ikan	0	0	1	0	0
Bona dan Boni	0	0	1	1	0
Hakim yang Jahat	0	9	0	4	0
Ratu Lebah yang Jahat	0	8	0	0	8
Si Tupai Perjalanan ke Kota	2	5	0	5	1
Rusa yang Sombong	0	5	0	0	0
Si Rubi yang Ingin Tahu	1	3	0	7	0
Si Kancil dan Buaya	0	2	0	6	3
Pesan Burung Kenari	0	1	1	0	5
Usul Sang Landak	0	0	0	4	0
Anak Kera dan Burung Pipit	0	4	1	1	1
Sang Singa	0	2	0	0	0
Lebah yang Kesepian	0	1	0	7	0

Title	Non-equivalence Grammatical Variation				
	Person	Tense	Voice	Number	Gender
Nasehat Eyang Katak yang Bijaksana	0	0	0	1	0
<b>Total</b>	<b>9</b>	<b>55</b>	<b>8</b>	<b>77</b>	<b>20</b>
	<b>169</b>				
<b>Total</b>	<b>5,33</b>	<b>32,54</b>	<b>4,73</b>	<b>45,56</b>	<b>11,83</b>
	<b>100%</b>				

From the table above, the result can be presented into the chart below:



Based on the table and chat above, the results of grammatical non-equivalence are explained below:

**Person**

The category of person relates the notion of participant roles. The most common distinction is that between first person, second person, and third person. Here, the person in grammatical equivalence means the inaccuracy of translation between person in SL and person in TL. In the analysis, there are 9 non-equivalence in grammatical aspects of 5.33% from the entire number of grammatical non-equivalent. Here is the example:

Cited from "Kasuari dan Burung Unta"
<i>Burung unta pun sejutu, ia mengepak-kepakkan <u>sayapnya</u> mencoba terbang, tetapi tubuhnya hanya terangkat sedikit kemudian jatuh lagi.</i>
Ostrich agreed, <u>he</u> was flapping <u>its wings</u> trying to fly-kepakkan, but his body just lifted slightly and then fall again.

The above example shows the non-equivalent expression in grammatical term. The Source Language (SL), the writer writes "sayapnya" and the translator translates this word into "its wings". In this case, the translator mistranslates the word "sayapnya" into "its wings" because "its-possessive" refers to unspecified creature. Here, the translator should translate "sayapnya" into "his wings" because in the previous sentence, the translator use pronoun "he" to replace the word "dia". Besides, in Fable, the animal is admitted as human.

Another example:

<i>Melihat <u>ibunya</u> mendapatkan <u>buruannya</u> Berry bersorak kegirangan.</i>
Berry saw <u>his mother</u> get <u>his quarry</u> cheered with joy.

The above example shows the non-equivalent expression in grammatical term. In SL, the writer writes "buruannya" that "nya" refers to "ibunya Berry". However, the translator translates it into "his quarry" that refers to "buruannya". In this case, there is mistranslation in translating pronoun. It should be "her quarry" because it refers to "buruannya" that "nya" belongs to "buruan ibunya".

**Tense**

The form of the verb in languages that have these categories usually indicates two main types of information: time relation and aspectual differences. Here the non equivalence in tense means the inaccuracies in translating time events that relates in verb-changing. In the analysis, there are 55 non-equivalence in tense grammatical aspects of 32.54% from the entire number of grammatical non-equivalent. Here is the example:

Cited from "Hakim yang Jahat"
<i>Burung unta <u>memasuki</u> rumah tersebut.</i>
Ostrich <u>entering</u> the house.

The above example shows the non-equivalent in tense. Here, the writer writes "memasuki" and the translator translates it into "entering". Lexically, it is true. However, this

sentence is grammatically incorrect. The translator should translate “*memasuki*” into “is entering” when the action is happened at that time or should translate “*memasuki*” into “enters” for present tense or “entered” for past tense.

Another example:

Cited from “Rusa yang Sombong”
<i>Rusa <b>semakin</b> bersemangat.</i>
The Deer <b>getting</b> excited.

The above example indicates the inaccuracies in grammatical equivalence. In SL, the writer writes “*semakin*” and the translator translates it into “getting”. Here, the translator should add ‘to be’ to complete the sentence because the sentence in TL is grammatically incorrect. Therefore, the translator should translate it into “The deer is getting excited”.

### Voice

voice means a passive is translated with a passive and active with an active even when this is unnatural in the receptor language or results in wrong sense. Here the non equivalence in voice means the mistranslation in translating the voice active-passive or vice versa. Sometimes, the translator translates the active sentence into the passive sentence or vice versa. In the analysis, there are 8 non-equivalence in voice grammatical aspects of 4.73% from the entire number of grammatical non-equivalent. Here is the example:

Cited from “Anak Kera dan Burung pipit”
<i>Sarang pipit <b>diacak</b> – <b>acakny</b>a.</i>
<b>He messed</b> the nest of the sparrow.

The above example shows the non-equivalence voice grammatical aspect. The writer in SL writes “*diacak-acakny*” which indicates the passive voice. However, the the translator translates it into “he messed” which indicates active voice. Here, there is innacuracy in translating the passive voice into active voice.

Another example

Cited from “Anak Beruang Belajar Mandiri”
<i>Suatu pagi Berry <b>diajak</b> ibunya pergi ke laut untuk mencari makanan.</i>
Berry <b>asked</b> his mother one morning to go to sea

The above examples shows the innacuracy in translating verb voice. The writer in the original text writes “*diajak*” that shows the using of “passive voice” while the translator in the translated text translates it into “asked” that shows the using of active voice.

### Number

Number means not all languages have a grammatical category of number, and those that do not necessarily view countability in the same terms. For example, English recognizes a distinction between one and more than one by adding a suffix to a noun or by changing its form in some other way to indicate whether it refers to one or more than one, such as: student/students, fox/foxes. In the analysis, there are 77 non-equivalence in voice grammatical aspects of 44.56% from the entire number of grammatical non-equivalent. Here is the example:

Cited from “Si Tupai Perjalanan ke Kota”
<i>“<i>Aku adalah anjing polisi, aku dan pemilikku bahu-membahu menangkap <b>penjahat</b>” jawab anjing.</i></i>
“I was a police dog, I and my owner work together to catch <b>criminals</b> ” responsible dog.

The above example shows the innacuracy in translating number in the grammatical aspect. The writer in the origilan text writes “*penjahat*” that is unclear whether it is “*seorang penjahat*” or “*para/banyak penjahat*”. Theerfore, the translator in the translated text translates it into “criminals” that indicates “many criminals” or “more than one criminal”. This case happens many times in the analysis.

Another example:

Cited from “Hakim yang Jahat”
<i>Pada waktu dijalan, <b>burung merak dan burung unta</b> melihat harimau tua yang sedang duduk dipinggir hutan, “Itu dia, pasti dia bisa menjadi hakim yang adil!” teriak burung merak.</i>
At the time the steet, <b>peacocks and ostriches</b> look old tiger who was sitting alongside a forest, “There he is, surely he could be a fair judge!” shouted the peacock.

In the above example, the writer in the original text writes “*burung merak dan burung unta*” that indicates “*seekor burung merak dan seekor burung unta*” because the story just tells about a peacock and an ostrich. They become the main character in the story. However, the translator in the translated text translates it into “peacocks and ostriches” that indicates plural or “many peacocks and many ostriches”. This case is one example of innacuracy in number garmmmatical aspect.

### Gender

Gender means a grammatical distinction according to which a noun or pronoun is classified either masculine or feminine in some languages.

For example, English does not have a grammatical category of gender as such: English nouns are not regularly inflected to distinguish between feminine and masculine. The gender distinction exists in some semantic areas and in the person system, such as steward/stewardess, host/hostess, hero/heroine, etc. In the analysis, there are 20 non-equivalence in voice grammatical aspects of 11.83% from the entire number of grammatical non-equivalent. Here is the example:

Cited from "Ratu Lebah yang Jahat"
<i>Hari ini Ratu lebah bersiap-siap berkunjung ke kerajaan Dewa Zeus, <b>ia</b> membawa oleh-oleh sarang yang penuh dengan madu yang lezat.</i>
Today the queen bee ready been to go to God Zeus' palace, <b>he</b> bought a souvenir with a nest full of delicious honey.

The above example shows the inaccuracy in translating gender specific pronoun. The writer in the original text writes "*ia* membawa oleh-oleh sarang yang penuh..." and the translator translates it into "*he* bought a souvenir with a nest...". In this case the translator seems to misunderstand to the previous subject. The sentence starts with the subject "the queen". As the people know that "the queen" must be "a female or a lady". Therefore, the accurate translate should be "she bought". It is important to translate it into "she" even though the SL just tells "ia". In Indonesia there is no specific pronoun for gender like "she" or "he" in English.

Another example:

Cited from "Pesan Burung Kenari"
<i>Siang itu, <b>bu Dara</b> sedang membaca buku, tapi sebenarnya <b>matanya</b> sudah lelah, Riri si burung Kenari yang memang rajin mengingatkan teman-temannya menghampiri bu Dara "Kalau mengantuk jangan dipaksa membaca bu," nasihatnya.</i>
That afternoon, <b>Dara</b> was reading a book, but in fact <b>his eyes</b> were tired, Riri canary bird that is diligently reminding <b>his</b> friends over to Dara "If drowsiness not be forced to read," counsel.

The above example show the inaccuracies in translating gender specific pronoun. The writer in the original text writes "*Bu Dara* sedang membaca buku, tapi sebenarnya *matanya*..." and the translator in the translated text translates it into "Dara was reading a book, but in fact his eyes...". In this case, the first fault is omitting "bu" in the TL. The addressing term "Bu" is important here because it implies that "Dara" is "female". When the translator omits "Bu" in the TL, it makes the readers cannot guess whether "Dara" is male or female even though the name can slightly refers to

"female name". The second fault is translating "*matanya*" into "his eyes". Even though in Indonesian grammar, there is no specific gender word like "she or he" but the translator should see the subject of this sentence. The subject of this sentence is "Bu Dara" or "female bird named Dara". Therefore, it is better for the translator to translate "*matanya*" into "her eyes".

### **The Probable Effects of the Occurrence of Non equivalence between The English Version and Bahasa Indonesia Children Storybook.**

The probable effects means the possible effects that is caused by the occurrence of non-equivalence in grammatical aspect. The result shows that there are many grammatical inaccuracies in the translation between SL and TL. Those grammatical non-equivalence consists of person, tense, voice, number, gender. Those non-equivalences can cause several effects below:

#### **The readers cannot get the accurate meaning as in the original text**

Since grammar carries meaning in the text, the relationship between grammar and meaning cannot be separated. Here, the inaccuracies in grammar or it can be called as "wrong grammar" can cause the different meaning to the text. This case can cause the different perspectives among the readers. Here is the example:

Cited from "Si Rubi yang Ingin Tahu"
<i>Lalu datanglah sahabat mereka, <b>beruang madu</b>.</i>
Then come their friend, <b>bears</b> .

The example above shows the inaccuracy in grammar translation. The writer in SL writes "beruang madu" and the translator translates it into "bears". Here there is the number non-equivalence. The expression in SL indicates that there is only one "beruang" in the story but the translator translates it into "bears" that indicates "many bears".

Another example:

Cited from "Si Tupai Perjalanan ke Kota"
<i>"<b>Aku dari rumah sakit tempat pemilikku bekerja</b>" jawab landak.</i>
<b>"I'm the owner of the hospital where I work"</b> responsible hedgehog.

The example above can cause the different perspective between the readers of the original text and the readers of translation text. The writer writes "aku dari rumah sakit tempat pemilikku bekerja". This statement means that the dog was coming from the hospital (a place where his owner works). While the translator translates it into "I am

the owner of the hospital where I work". In this case, the sentence means that the dog is the owner of the hospital and he works there. This can cause problems to the readers in understanding the meaning between SL and TL.

### The non-equivalence in grammar can cause misunderstanding for the readers or the learners.

Since these books are the children story books, sometimes these books become the text book for the students. Besides, the parents love buying the bilingual books for their children to make them easily in learning English. Therefore, it can cause problems for the students if they learn English from the translated books with many non equivalences. Here are the example:

Cited from Kasuari dan Burung Unta"

"Oh maafkan aku *teman-teman*, aku juga tidak tahu jawaban atas permasalahanmu. Tapi mari kita coba tanyakan pada burung Kutilang. Mungkin dia tahu jawabannya." Jawab Sriti sopan.

"Oh.. forgive me *friends-friends*, I also do not know answers to problem who you are facing. But let's try asking Kutilang birds. May be he knows the answer. "Replied politely Sriti.

The above example shows the wrong translation between the original text and the translated text. The writer in SL writes "*teman-teman*" and the translator in TL translates it into "friends-friends". As many people know that in Indonesian language, the people use repetition to indicate "plural", such in "*teman-teman*", or "buku-buku" for "many books". Besides, in Indonesian language, the writer can use article to indicates plural such in "banyak buku" or "*banyak siswa*". However, in English, the writer use article to indicates "plural" such in "many books" or "many students". Therefore, here the translator should change "friends-friends" into many friends. The above example is dangerous if happens in the book for children. They read the wrong example and learn from the wrong source.

### The text is less grammatical accuracy

Since there are many non-equivalence in grammar, this text is less grammatical accuracy. Here is the example:

Cited from "Pesan Burung Kenari"

*Riri mengamati mata Titi, "Oh.... sepertinya matamu merah karena terkena debu. Apakah kau jarang mandi Titi?"*

*Riri Titi observving eye, "Oh.. like your eyes*

are red from dust arena. Do you rarely bathe Titi?"

The example bove shows the grammatical innacuracy in building a good sentence. Each sentence should have a verb. Here, the translation "Riri Titi observing eye" is wrong. As in grammar theory, the verb -ing should be started with "to be" to indicate event. Here, the translator should change into "Riri observes Titi's eyes".

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the research, here are the conclusions that can be drawn: 1) The result showed that there were five types of grammatical non-equivalence. They are person (5.33%), tense (32.52%), voice (4.73%), number (45.56%), and gender (11.83%). 2) The occurence of non-equivalence in grammar can cause three possible effects. They are: The readers cannot get the accurate meaning as in the original text, the non-equivalence in grammar can cause misunderstanding for the readers or the learners, and the text is less grammatical accuracy

### Suggestions

The researcher suggests the research for the following parties: 1) Translator. The translator should be careful in translating literary works especially especially in the bilingual children storybooks. Since it is published for children, sometimes it becomes the instrument for the children to learn English. It is dangerous if the children learn English from the translated books with many non-equivalences. 2) Other Researchers. Still many other fields in the translation of literary works and translation equivalence can be researched. The other researchers can research other features of translation.

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