

Character Development and Its Translation on Children Story in the Platform Storyweaver: An Appraisal Study

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ABSTRACT

Characterization depicted the personal traits of character in the story. This became a crucial thing, especially for the readers, because characterization can create an imagination or fantasy. Character in the story is usually changed and developed. In the translation field, the depiction of the characters should be translated as it is from source to target text. This research uses descriptive qualitative type. It has aims to identify the attitude of character development of children story based on the story stages such as orientation, complication, evaluation, and resolution; to investigate the translation technique and shift of attitude types in the children story. In analyzing this topic, the researchers used attitude system (affect, judgement, appreciation) of appraisal theory (Martin & White, 2005) and translation technique (Molina & Albir, 2002). The children story used in this study entitled "My Older Brother" and "Abangku" which are taken from Storyweaver. The result of this research showed that there are differences in depicting the characters in the source text and target text. The characters were developed well in each phases or stages. Nonetheless, characters were also affected by several translation techniques used by the translator and it caused shifts in character depiction. The 9 translation techniques found in this study are established equivalent, explicitation, discursive creation, paraphrase, modulation, deletion, implicitation, transposition, and variation. Some techniques caused shift in translation.

Keywords: character, translation, appraisal, children story

INTRODUCTION

Children story has become a media for children for learning. It contains moral value that can be learned by children. One of elements in the story is

characterization. Characterization becomes a crucial thing in the literature, especially story. It affects the plot of the story and makes imagination for the readers. There are three kinds of character: protagonist, antagonist, and tritagonist. Usually, the highlight characters in the story are protagonist and antagonist. Protagonist is a main character and known as 'good guy', while antagonist is 'bad guy' who opposes protagonist. The depiction of the character is always conveyed and displayed in every stage of the text. The text type is narrative so the stages are orientation, complication, evaluation, and resolution. The characterization can be identified through several theories, and one of them is appraisal system (Martin & White, 2005). This system, especially, attitude can portray the character through emotion, feeling, trait, behavior and appreciation of things. Attitude has three types such as affect, judgement, and appreciation. Furthermore, children story usually is translated to another language. The translation may cause the shift and the change of characterization. In the translated text, the change of the character should not be different from source text. In this case, the translator should pay attention when translating the story.

Some previous studies had been conducted research on character story and translation which analyze attitude, translation technique and quality. Sutrisno (2013), Iswandi (2019), and Rusyfa (2022) investigated attitude of main character. Krishna (2016) and Auni & Dewi (2022) conducted a research about comparison of main character depiction between source text and target text. Other researchers who conducted a research on attitude of main character and its translation are Pratamasari (2019) and Prameswari & Jaya (2022). The previous studies above had been portrayed main character of the story and the translation on procedure and technique. However, there is No. research which discusses about the comparison of protagonist and antagonist depiction in the story. Secondly, the change or development of the character in each stage were not investigated yet.

Based on brief exposure above, the research will conduct an analysis of protagonist and antagonist character development through attitude evaluation and the translation in every stage orientation, complication, and evaluation.

METHOD

This research is a translation-linguistic descriptive qualitative study. The location of this study is children story platform called 'Storyweaver'. According to Santosa (2021), this research location is included in literature media that contains participant, plot, and imaginative place. Furthermore, there are two data sources. Document data source is a story taken for this research entitles "My Elder Brother" and "*Abangku*". This story is a level 4 story for seventh and eighth graded children. Meanwhile, informant data source is for checking the translation technique in the story. In collecting

the data, the researcher used content analysis and Focus Group Discussion (FGD). Validity of data used data source and data collection triangulation. Data analysis using appraisal system by Martin & White (2005) and translation technique by Molina & Albir (2002).

FINDINGS AND DISCUSSION

The story used in this research is entitled “My Elder Brother” / “*Abangku*”. This story tells about 2 siblings who are brother (Abang) and little brother (Adik). Abang is an extremely strict brother to Adik. He always nagged to Adik. He always told Adik to study all the time so that he can pass the exam and to be the top in the class. However, Abang could not pass the test and he failed. Meanwhile, Adik always passed the exam even though he did not study as hard as Abang. The antagonist character of this story is Abang, while the protagonist is Adik.

To analyze the character of the story, the theory of attitude is used. Attitude is part of an appraisal system proposed by Martin & White (2005). Appraisal is a person’s personality evaluation system. Attitude, itself, is used to evaluate people’s feeling, behavior, character, and their appreciation to things. Attitude has three aspects or types such as affect, judgement and appreciation. Affect is related to the emotion and feeling of the person. Judgement is about people’s behavior, while appreciation is an evaluation about surrounded things. Furthermore, translation technique is a tool used to analyze the equivalence of translation. Molina & Albir (2002) had proposed 18 techniques of translation. This theory is used to identify the translation technique used by translator in the children story. The result of this research can be seen in the table 1 and analysis below:

Table 1:
 Componential Analysis of Character Development and Translation Techniques

Stages	Char	Att	Tr-Tech	Shifts				Σ
				Shifted			Not Shifted	
				Type	Catg	Non		
Orientation	Protagonist	Aff	Expl	-	-	-	1	1
			PP	-	-	-	1	1
		Judg	EE	-	-	-	1	1
			Expl+EE+TP	-	-	-	1	1
		Appr	EE	-	-	-	5	5
	Antagonist	Aff	-	-	-	-	-	-
		Judg	EE	-	-	-	1	1
			Del	-	-	1	-	1
Appr	EE	-	-	-	2	2		

			EE+EE+PP	-	-	-	1	1
Com plica tion	Pr ot ag on ist	Aff	EE	-	-	-	1	1
			PP	-	-	-	2	2
			Mod	-	-	-	1	1
			EE+Exp+EE+Expl	-	-	-	1	1
		Judg	KD+EE	-	-	-	1	1
		Appr	EE	-	-	-	1	1
	Mod		1	-	-	-	1	
	An tag on ist	Aff	EE	-	-	-	1	1
			Del	-	-	1	-	1
		Judg	EE	-	-	-	1	1
		Appr	EE	-	-	-	3	3
			Expl	-	-	-	1	1
DC+EE			-	-	-	1	1	
Eval uati on	Pr ot ag on ist	Aff	EE	1	-	-	16	17
			EE+DC+EE	-	-	-	2	2
			DC+TP	-	-	-	1	1
			DC	-	-	-	1	1
			Expl	-	-	-	1	1
			PP	-	-	-	1	1
		Judg	EE	-	-	-	3	3
			PP	-	-	-	2	2
			Expl	-	-	-	1	1
			Expl+EE	-	-	-	1	1
			DC+EE	-	-	-	1	1
			Appr	EE	-	-	-	3
	An tag on ist	Aff	EE	-	-	-	1	1
			Impl		1			1
			DC+EE	-	-	-	1	1
			Expl+DC+Impl	-	-	-	1	1
		Judg	EE	-	-	-	4	4
			DC	1	-	-	-	1
		Appr	EE	-	-	-	10	10
			Expl	-	-	-	1	1
			Expl+DC	-	-	-	1	1
			Mod	-	-	-	1	1
			Del	-	-	1	-	1
		Res oluti on	Pr ot ag on ist	Aff	Impl	-	-	-
EE+Expl+EE	-				-	-	1	1
Judg	-			-	-	-	-	
Appr	EE			-	-	-	1	1
An tag on ist	Aff		EE	-	-	-	1	1
			EE+DC	-	-	-	1	1
	Judg		-	-	-	-	-	
	Appr		EE	-	-	-	1	1

Abbreviation:

Char = Character	Expl = Explication
Att = attitude	PP = Paraphrase
Tr-Tech= Translation technique	EE = Established equivalent
Catg= category	TP = Transposition
Aff = affect	Del = Deletion
Judg = Judgement	Mod = Modulation
Appr = Appreciation	DC = Discursive creation

Based on the table 1 above, this story had complete stages (orientation, complication, evaluation and resolution). The three types of attitude were also found in this story. Affect is a type of attitude which were frequently used to depict character of the story. There were eight translation techniques in this research. The techniques are established equivalent, explication, discursive creation, paraphrase, modulation, deletion, implicitation and transposition. Based on table 2, the most frequent technique used was established equivalent. From the used of this translation techniques, there were three kinds of shifts: 3 data of types shift, 1 data of sub-category shift, and 3 data of non-attitude shift.

The Attitude of Character Development of Children Story based on Story Phases

Orientation

- (1) He **was very studious**.
(*Abangku **rajin sekali**.*)
- (2) I, on the other hand, **had no interest in studies** and could not sit down with a book.
(*Berbanding terbalik dengan abangku, aku sama sekali **tidak tertarik belajar** dan tidak bisa duduk diam berhadapan dengan sebuah buku.*)

Antagonist character was portrayed in clause (1) and protagonist in clause (2). As the orientation stage was used to introduce the character to the reader, the antagonist was depicted through his personality by using judgement: normality (+) "... **was very studious**." Furthermore, the protagonist was introduced through his preference and activity by using dan judgedment: normality (-) that he "...**had no interest in studies**..." .

Complication:

- (1) He would say **the most hurtful** things and quote proverbs that broke my heart to pieces.
(*Ia akan mengeluarkan kata-kata yang **paling pedas** dan mengutip pepatah yang menghancurkan hatiku berkeping-keping.*)
- (2) I would **lose all courage**.
(*Biasanya **semangatku surut** seketika.*)

Complication stage of this story has a complete depiction. It has intro, development, and peak. The clauses above are example of complication peak. In the clause (1), there is appreciation: reaction – quality (-) “...**the most hurtful...**” as an evaluation to his brother preach that he was rude. affect: unhappiness – misery (disposition). Moreover, Adik would felt pessimistic which was depicted using affect: unhappiness – misery (disposition) that he “...**lose all courage.**”

Evaluation

(1) My elder brother **failed**.

*(Abangku **gagal**.)*

(2) Yes, I **grew somewhat proud of myself** and gained a little self-respect.

*(Tentu saja aku **tetap berbangga diri** dan merasa harga diriku sedikit naik.)*

The antagonist, Abang, was portrayed through attitude judgement: capacity (-) “...failed” which is judging his capacity for not able to pass the exam even though he had been studying so hard. Adik who was able to pass exam was portrayed through affect: satisfaction – admiration (disposition) that he “...**grew somewhat proud of myself**”

Resolution

(1) **Teary-eyed** I agreed with him, “Not at all. Every word you have said is true - and you have the right to say so.”

*(**Dengan mata berkaca-kaca** aku setuju dengan apa yang ia katakan.)*

(2) My brother **hugged** me, ...

*(Abangku **memelukku**.)*

Character of Adik was depicted in the clause (1) as affect: unhappiness-misery (surge) “**Teary-eyed**”. He was about to cry when he realized that Abang nagged at him was for his good sake. Abang did not him to have bad future. Then, Abang through affect: happiness-affection (surge) in clause (2) tried to comfort Adik by “...**hugged...**” him.

The Translation Technique and Shift of Attitude Types in The Children Story

This research has 8 translation techniques. Due to the limit of the paper, only three techniques and shifts that would be presented. The three techniques are established equivalent, explicitation and discursive creation.

1. Established Equivalent

This technique is used by making an equivalence of the words in a established way. The term is a familiar term used in daily.

Context:

Abang was preaching his Adik in a bad way. It made adik cried.

ST: Listening to his **harsh** words I would weep.

TT: *Kata-kata abangku yang **kasar** biasanya membuatku menangis.*

The example above is the use of established equivalent. The word “**harsh**” is translated in target language “**kasar**”. This word is a familiar term used in daily by Indonesia people.

2. Explicitation

Explicitation is used to explicit the meaning of the clause.

Context:

Adik found out his brother’s weird writing. He did not understand at all. He wanted to ask him but he is afraid.

ST: I **could not muster the courage** to ask him.

TT: *Namun, aku **tidak berani** meminta abangku menjelaskan maksudnya.*

The clause in the target text is “I **could not muster the courage** to ask him.” Literally, the word ‘muster’ means ‘to bring together’. This clause had meaning ‘to obtain courage’. If this clause is translated as literal as it is, the meaning in the target text was not conveyed well. So, the translator used explicitation to make it clear and understandable as this story is for children.

3. Discursive Creation

Discursive creation is a technique used by making creation in the translation which is unpredictable and out of context.

Context:

Adik started to have courage because he was able to pass the exam. Abang had high so that he acknowledge those situations and things.

ST: He **was sharp and fairly commonsensical** despite everything.

TT: *Namun, terlepas dari semua yang baru saja terjadi, kata-kata abangku **terhadapku tetap pedas** meski masuk akal.*

The data above is an example of the use of discursive creation. The ST clause “He **was sharp and fairly commonsensical** despite everything.” is a type of judgement: tenacity (+). Meanwhile in the TT version, the attitude had been changed to appreciation: reaction-quality (-) “*Namun, terlepas dari semua yang baru saja terjadi, kata-kata abangku **terhadapku tetap pedas** meski masuk akal.*” The use of this technique made a shift in the attitude type. The shift caused the character changed. In the source text, the antagonist character

was evaluated to their trait and behavior, while in the target text it became evaluated his words.

Based on the finding above, it can be seen that the most used attitude for depicting the character in the story was affect. It means that the characters are depicted through their feeling and emotion rather than judging and appreciating thing. Furthermore, the attitude was found most in the evaluation phase. The reason is because in the evaluation phase, there are plenty sequences of story. It tells the whole plot of the story. The second most used attitude is appreciation then judgement. In this story appreciation is used for evaluating things around them especially in an academic topic. Meanwhile, judgement is used for evaluating character's behavior. The result of this research is different from other previous studies. Iswandi (2019), Huang (2017), Sutrisno (2013), Alfetty (2022) claimed that judgement is attitude type that mostly found, while Rusyfa (2022) and Finalia (2020) said appreciation is the most used in depicting the character.

The most frequent translation technique used are established equivalent. The translator tends to use this technique in order to make easy-read and understandable story for children by using familiar words and terms. Even though established equivalent and implicitation are shifted in the target text, those do not make the character changed. This result is similar to Finalia (2020), Pratamasari (2019), Nuraisiah (2018), Huang (2017), Iswandi (2019), Syahputri (2020) also stated that established equivalent is technique used mostly by the transalator. On the other hand, Sutrisno (2013) had another kind translation technique used which is literal translation.

Moreover, the use of deletion and discursive creation techniques make the character changed and different from the source text. Finalia (2020) and Zain (2022) claimed that the use of discursive creation, reduction, addition, and deletion caused shift in the image depiction of women and the main character of the story. Krishna (2016) said it could be happened for sake of beauty. Sodiq (2021) stated that the shift in translation is caused by the culture and norm in target language. However, in this research, the translation of children story is different from the source text because the translator tried to adapt it as the limit of children thinking. The shift happened because of the translator subjectivity, competency, and the difference between source and target culture and language (Nuraisiah (2018), Huang (2017))

CONCLUSION

Based on finding and discussion above, the appraisal system, especially attitude (affect, judgement, appreciation), can be used to investigate the character of children story. By using appraisal system, the character can be

known from their feeling, behavior, and appreciation. It also can be seen the development of protagonist and antagonist characters were changed in every stage (orientation, complication, evaluation, resolution) based on the plot. The translation technique also affected the shift and development of the characters in the target text. Moreover, this research in analyzing the characters in the children story should be developed not just only on attitude but also engagement and graduation. The translation topic can be also expanded not only technique but also the quality of the translation.

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