The Translation Analysis of Logical Metaphors in Leveling Books for Children

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ABSTRACT

This descriptive-qualitative research investigates the use of logical metaphors in children's book translations published by the Agency for Language Development and Cultivation. These translations are categorized into four reading levels: Pembaca Awal (Early Level), Pembaca Semenjana (Intermediate Level), and Pembaca Madya (Upper-intermediate Level).Due to the inherent differences in difficulty among these levels, the research examines translation techniques, shifts, and the quality in terms of accuracy and acceptability. To ensure trustworthiness, the study employs triangulation through various data-collecting methods and source data selection. These methods include document analysis and focus group discussions (FGD) with three raters. Additionally, domain, taxonomy, componential, and cultural-theme analysis were used to analyze the data.The results indicate that the most commonly used technique, established equivalent, maintains the logical metaphors without shifting them, leading to positive effects on accuracy and acceptability. Similarly, implicitation, paraphrase, compensation, and transposition techniques also contribute positively, although they are less frequently used. In contrast, other less common techniques such as discursive creation and deletion, shift both the logical meaning, resulting in decreased accuracy and acceptability.

Keywords: Translation techniques; translation quality; logical metaphor; SFL; children books

INTRODUCTION
The translation of children's literature presents unique challenges, particularly in the realm of logical metaphors and conjunctive relations. Logical metaphors, which connect logical relationships within texts, play a crucial role in enhancing textual coherence and facilitating cognitive and

linguistic development in young readers. However, the specific impact of various translation techniques on these logical metaphors in children's literature remains underexplored, particularly concerning their quality and shifts across different levels of reading materials. This research aims to investigate how different translation techniques impact the shifts and quality of logical metaphors in children's literature, focusing on leveling books. Understanding these impacts is essential for improving translation practices and ensuring that translated texts maintain their educational and developmental value.

Previous research has explored the translation of children's literature using the Systemic Functional Linguistics (SFL) approach (Liu, 2021; Arfianti et al., 2018; Sholihah et al., 2018; Irawati et al., 2022; Karimnia, 2015; Ulwiyah, 2021; Wang, 2017). However, these studies have predominantly focused on ideational experiential aspects such as grammatical metaphor and circumstance, as well as interpersonal aspects including appraisal judgement and mood-modality, and textual elements like theme-rheme structure. Notably, none of these studies have examined the ideational logical dimension, particularly in terms of logical metaphors as conjunctive relations. Extensive research has been conducted on conjunctive relations. Santosa et al. (2021) investigated continuatives and logical metaphors within the Systemic Functional Linguistics (SFL) framework, focusing on internal functions. Santosa (2010) examined the functions and challenges of logical metaphors in various texts, categorizing them based on the age of their target readers. Liwenlin et al. (2019) specifically addressed the impact of translation techniques on logical metaphors in the Indonesian translation of "Pride and Prejudice." Despite these advancements, specific studies on logical metaphors within children's literature are limited. This gap highlights the need for further research into the role of logical metaphors within the ideational logical framework in the context of children's literature translation. This study builds upon the research conducted by Putri et al. (2024), which investigated the types of logical metaphors found in children-leveling books. The relationship between translation techniques and the quality of translated logical metaphors in children's literature has not been thoroughly explored. Hence, this research focuses on the translation techniques, their impact on shifts, and how they affect translation quality.

This research fills these gaps by employing the translation techniques, shifts, and translation quality. By examining various translation techniques based on Molina and Albir (2002) and assessing their impact using Nababan et al. (2012)'s quality evaluation instrument, this study provides empirical evidence on how translation techniques influence shifts in logical metaphors and their subsequent effect on translation quality. This approach not only offers practical insights for translators but also enhances our understanding of the translation process in children's literature.

Translation shifts were first discussed by Catford (1965), who

proposed level shifts and category shifts caused by grammatical issues. However, shifts in this research are more varied. Here, shifts are not only limited to changes in forms but also include changes in function or logical connections and their expectancies. These shifts are caused by translation techniques and impact the translation quality in terms of accuracy and acceptability.

METHOD

This research employs a qualitative, product-oriented design focusing on the translation of conjunctive relations in children's books from four various levels: Pembaca Dini (Emergent Reader), Pembaca Awal (Beginner Reader), Pembaca Semenjana (Intermediate Reader), and Pembaca Madya (Upper-intermediate Reader) on the Penjaring platform by the Badan Pengembangan dan Pembinaan Bahasa. Following Nababan (2007: 16), the study is oriented towards analyzing translation products rather than the translation process. Utilizing the Systemic Functional Linguistics (SFL) framework (Martin and Rose, 2007), the study analyzes how logical metaphors are translated and examines the impact of various translation techniques on translation shifts and quality. Data sources include four levels children's books and three expert raters who meet specific criteria related to their expertise in translation and linguistics. Purposive sampling ensures the relevance of the data to the research objectives (Santosa, 2021). Data collection involves document analysis and Focus Group Discussions (FGD) with the raters to validate findings. The document analysis includes reading the selected books, identifying and categorizing logical metaphors, and coding the data for detailed examination.

The FGD helps validate and analyze the data, focusing on translation techniques, shifts, and the quality of translations in terms of accuracy and acceptability using Nababan et al. (2012)'s quality evaluation instrument. The study employs inductive analysis, starting from observed data and progressing to theoretical alignment, avoiding data manipulation (Machmud, 2016; Santosa, 2021). By examining various translation techniques based on Molina and Albir (2002), the research provides empirical evidence on how these techniques influence shifts in logical metaphors and their subsequent effect on translation quality. By integrating these methodologies, this research aims to provide a comprehensive understanding of how translation techniques influence logical metaphors in children's literature, offering valuable insights for improving translation practices and ensuring the educational and developmental value of translated texts. This approach aligns with qualitative research principles, focusing on linguistic phenomena and their contextual meanings (Moleong, 2018).

FINDINGS AND DISCUSSION

From 50 data that were found in document analysis and were discussed with raters, the researchers found seven types of translation techniques that accommodate logical metaphors in every level: established equivalent, compensation, paraphrase, transposition, deletion, implicitation, and discursive creation. Each translation technique contributes to shift in translation and impacts both positively and negatively on the translation quality in terms of accuracy and acceptability. The table below shows the translation techniques that were found and their impacts.

Table 1:
Translation Techniques on Logical Metaphors and Their Contribution to Shift and Quality

Translation Techniques	Shifts			Accuracy			Acceptability		
	Form	Mean	Main	Accu	LAccu	InA	Acce	LAcce	UnA
Established Equivalent			√	√			√		
Compensation			√	√			√		
Paraphrase			√	√			√		
Transposition	Met → Conj		√	√			√		
Implicitation	Expl → Impl			√			√		
Discursive Creation		Means → Time					√	√		
		Means → Cause-Effect					√		√	
Deletion		Missing					√	√		

Notes:

Notes :
ST: Source Text; TT: Target Text; Mean: Meaning; Main: Maintained; Accu: Accurate; LAccu: Less Accurate; InA: Inaccurate; Acce: Acceptable; Lacce: Less Acceptable; UnA: Unacceptable

In this section, we discuss the findings on translation techniques used to accommodate logical metaphors in children's literature. Based on Table 1, the techniques of established equivalence, compensation, and paraphrase were

found to effectively maintain the accuracy and acceptability of logical metaphors. These techniques were applied to translate the bold part:

1) ST: When information about your classmates is put together in one place, it **becomes** community data.
   TT: *Ketika informasi tentang teman sekelasmu disatukan dalam satu tempat, maka informasi itu **menjadi** data komunitas.* (Established equivalent)

2) ST: Max was sleeping next to his mother **one night**, when suddenly a big noise jolted him awake.
   TT: ***Pada suatu malam**, saat Max tidur di samping ibunya, tiba-tiba terdengar suara keras yang membuatnya tersentak dan terbangun.* (Compensation)

3) ST: "Thanks, Miss Firefly! (That is) You're a great help!" said Max, before he **continued** on his way.
   TT: *"Terima kasih, Nyonya Kunang-kunang! (Yaitu) Kau sangat membantu!" ujar Max sebelum ia **kembali melanjutkan** perjalanannya.* (Paraphrase)

These examples show that there is no shift on forms and meaning. Logic as process in example 1 is maintained by established equivalence. Established equivalence ensures fidelity to the original meaning, aligning with Newmark's (1988) emphasis on preserving the source text's context. Compensation technique only puts logic as circumstance in different position from the end of clause to the beginning of clause. Paraphrase technique makes logic as proses longer than it was in source text. Paraphrase, as suggested by Baker (2018), clarifies complex metaphors and makes them more comprehensible for young readers. This aligns with Baker's (2018) discussion on paraphrasing, which emphasizes the importance of making the text comprehensible while maintaining its original intent. Furthermore, these techniques resonate with Vinay and Darbelnet's (1995) theories on translation procedures, which advocate for adapting the form while preserving the meaning to achieve naturalness and readability in the target language Compensation allows translators to introduce similar effects in different parts of the text, supporting Vinay and Darbelnet's (1995) theory of compensatory strategies. Meanwhile, some transposition techniques align with Catford (1965). The examples below show how transposition techniques are applied to translate logic as participant and process.

4) ST: "For some reason they are scared of me. I'm not sure **why**. I am a cat, just like you."
   TT: *"Entah mengapa, anggota sukumu takut padaku. Aku juga tidak yakin dengan **penyebabnya**. Aku ini cuma kucing, sama seperti kalian."* (Transposition)

5) ST: What if their stomach cramps **kept** them home too?
   TT: *Apa yang akan terjadi jika mereka harus tinggal di rumah **karena** sakit perut?* (Transposition)

In example 5, transposition technique contributes to category shift aligning to Catford's theory on shifts (1965). However, example 4 which also involves category shift, is not considered a significant form shift since it remains logic as process in target text without altering its conceptual structure. Additionally, the transposition technique not only maintains the form but also shifts the metaphoric conjunction to a traditional conjunction. Similarly, implicitation shifts explicit forms to implicit ones. Despite these shifts, both techniques preserve the original meaning, ensuring that the translation remains accurate and acceptable.

The use of established equivalent, compensation, paraphrase, and transposition in children's literature translation is proved not to decrease accuracy and acceptability. Widarwati et al. (2021) found that established equivalence, transposition, and compensation were commonly used techniques that helped in maintaining the message and readability of children's stories while ensuring cultural appropriateness. Another study by Armyla et al. (2022) analyzed the translation of "The Little Prince" and found that established equivalence, compensation, and transposition were among the dominant techniques, further validating our results. Additionally, research by Coillie and McMartin (2020) and Francis (2022) supports the effectiveness of these techniques in maintaining both the integrity and readability of the translated text, confirming the alignment of our findings with existing literature. Implicitation technique also does not reduce the meaning although it does not appear in target text. It differs to deletion technique. The following shows deletion technique is applied to translate logical metaphor.

6) ST: You had a stomach bug. It **made** you vomit. It gave you cramps.
   TT: *Dalam minggu ini kamu tidak masuk sekolah dua kali karena sakit perut. Kamu **(jadi)** muntah dan mengalami sakit perut.* (Implicitation)

7) ST: The data **begins** to tell stories.
   TT: *Dengan demikian data bisa **(Ø)** menceritakan sesuatu.* (Deletion)

The difference between implicitation (example 6) and deletion (example 7). In example 6, the logical meaning between the clauses is clear that it shows cause-effect. Meanwhile, example 7 loses its sequence of event as well as the function and form. Discursive creation shifts the meaning without changing the form.

8) ST: This is **how** information about groups can be very useful.
   TT: *Itulah **alasan mengapa** informasi tentang kelompok itu sangat berguna.* (Discursive Creation)

9) ST: It's similar to **the way** you arrange your desk so you can find pens, papers and other material when you look for them.
   TT: *Mirip seperti **ketika** kamu merapikan meja belajarmu agar lebih mudahmenemukan pulpen, kertas dan benda lainnya.* (Discursive Creation)

Examples 8 and 9 show that discursive creation shifts the meaning. Pronoun *how* in example 8 representing means is shifted to represent cause-effect although maintaining the logic as. Meanwhile, this technique in example 9 shifts means to time. The use of discursive creation often shifts meaning, leading to a decrease in accuracy. This technique, while not always diminishing acceptability, can negatively impact it when it results in unnecessary additions that violate Indonesian grammatical rules. This finding supports Molina and Albir's (2002) view that discursive creation can be a double-edged sword, enhancing creativity but risking the integrity of the original text.

These findings corroborate previous research that underscores the importance of balancing accuracy and acceptability in translation. House (2015) emphasizes that a successful translation must not only be accurate but also acceptable to the target audience in terms of naturalness and readability. The use of established equivalence, compensation, paraphrase, transposition, implicitation, and discursive creation as identified in this research effectively addresses these dual objectives.

CONCLUSION

This study analyzed various translation techniques for logical metaphors in children's literature. Techniques like established equivalence, compensation, and paraphrase were effective in maintaining accuracy and readability. Established equivalence preserves original meaning, while compensation and paraphrase enhance clarity. Transposition and implicitation techniques, following Catford's theory, also maintain meaning without losing accuracy. However, discursive creation often shifts meaning, potentially reducing accuracy. These findings highlight the need to balance accuracy and readability, confirming that strategic use of these techniques can achieve high-quality translations that engage the target readers.

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