Exploring the Translation of Character Development on Children Story (An Appraisal Study)

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Abstract

Important element in narrative text is characterization. This element should exist in every story in order to draw readers into their imagination and fantasy, including in the children story which the target is youngers. The development of character depiction in the translation text should be the same as source text. Translator should pay attention in transfering the meaning and choosing diction. This study investigates character development and the translation of children story in the platform Storyweaver using appraisal system. This research is descriptive qualitative research in linguistics and translation. This research aims to identify protagonist and antagonist character from every stages using attitude system, to investigate translation technique, shift, and quality of the children story, and to elaborate the character development and the translation in every stages of children story in the platform Storyweaver. It uses five kind level 4 narrative stories. The analysis of attitude uses appraisal system by Martin & White (2005), translation technique by Molina & Albir (2002), and Translation Quality by Nababan, et al (2012). The result of this research shows that the three subsystems attitude (affect, judgement, appreciation) is used to describe and depict the protagonist and antagonist character. Even though, there are some characters which is not depicted in every stages, the image of the characters are still conveyed. Furthermore, ten translation technique are found, that are established equivalent, explicitation, discursive creation, paraphrase, transposition, modulation, implicitation, deletion, reduction and addition. The shifts are found in established equivalent, discursive creation, modulation, deletion and implicitation. Due to this shift, some images of the character are changed. Therefore, the characters are developed well in each story stages (orientation, complication, evaluation, resolution).

Keywords: *Character Development; Attitude; Translation Technique; Shift, Translation Quality*

Introduction

As an important element in the narrative text, characterization can create imagination and fantasy in the reader thought when they read the story. Character in literarture is created by the the author which consist traits, personality, behavior and feeling of each figures. The author usually has idea and notion when creating the character. Acording to Prastika & Prasetyawati (2016), the absence of characterization

will not be interested by the reader. Therefore, the depiction of the character should be clear. The character of the story is usually changed according to the plot. There are two types of character, protagonist and antagonist. Protagonist refers to a good guy, the primary character that the narrative centers on. Meanwhile, the antagonist is the bad guy who opposes the main character. Furthermore, children story is not only addressed for children but also for adults so that the story has dual readership. Children story is written and accepted by children and adults in various textual level (Alla, 2015).

Character in story is usually changed even in every stage such as orientation, complication, evaluation, resolution and coda. Even when translating the character, the translator should maintain the character depiction. Translating children story should pay attention to characterization based on source text. Children story translation tends to maintain spirit and foreign atmosphere so that they get to know the origin culture and country (Klingberg in Alla, 2015). The translator should be clever in choosing words or diction for target readers, children.

Character in the story consists of emotion, personality, and behavior which can be identified using appraisal system. This theory refers to language evaluation for the speaker or writer related to emotion and behavior. There three subsystem attitude, graduation and engagement which can be identified and evaluate the character. From those three systems, attitude can be used for elaborating characterization. There are three subsystems in attitude. Affect refers to character emotion, judgement related to character behavior, and appreciation leads to evaluation thing and social value (Martin & White, 2005).

Previous study on appraisal and translation had been conducted by several researchers. Nuraisiah, et al (2018), Cahyani (2021), Yumrohtun (2021) and Finalia (2022) focused their study on the women and sexism image on main character, translation method, technique, ideology, and shift. Auni & Dewi (2022) and Khrisna, et al (2016) investigates the comparison of main character image between source and target text. Moreover, Sodiq, et al (2022), Alfetty & Dewi (2022) focused only on the amount of attitude and translation study. Furthermore, Pratamasari (2019) analyzed the attitude and graduation equivalent of children story in source and target text. Based on the previous study above, some aspect in appraisal and translation research are not conducted yet. Those researches are not focused on character depiction in every story stages; they did not identify protagonist and antagonist characters; and they did not explore the character development in every stages in source and target text.

Based on brief elaboration above, the researcher has chance to analyse the development of characterization using attitude and its translation based on narrative text stages (orientation, complication, evaluation, resolution). Furthermore, the development of protagonist and antagonist character is not yet conducted by other researchers. Therefore, this research aims are to identify protagonist and antagonist character from every stages using attitude system, to investigate translation technique, shift, and quality of the children story, and to elaborate the character development and the translation in every stages of children story in the platform Storyweaver.

Methods

This study is a translation linguistic research by combining appraisal system and translation. Language phenomenon analysed in this research is attitude characterization and its translation in the children story. This is study-case research which focuses on cases (Santosa, 2018). This study consists a type of descriptive and qualitative research. Descriptive research has aim to understand and expose the hidden cultural phenomena (Blaxter, et al, 2001 in Santosa, 2021). This research aims to describe the characterization based on attitude and its translation. Frurthermore, according to Ary, et al (2020), qualitative research is focused on whole depiction analysis which needs deep understanding rather than number analysis.

Research location in this study is taken from Storyweaver platform (https://storyweaver.org.in/en/) which provides online children story. This platform provides many

children stories in various languages and level from 1-4. Some of the stories have 'verified' lable based on the quality. Data source of this research is taken from document and informant. Document source is from 5 children stories in level 4 in a source and target text version entitled (1) Our Encounter with a Snow Leopard/ *Bertemu dengan Macan Tutul Salju*; (2) Goal/ *Gol*; (3) My Elder Brother/ *Abangku*; (4) Behind The Lie/ *Di Balik Kebohongan*; and (5) The Mystery of The Cyber Friend/ *Misteri Teman dari Dunia Maya*. Informant source is from three raters who are understand appraisal system and translation and six target readers who are seventh and eight grade students. This research is only used primer data in the form of attitude which is classified as affect, judgement and appreciation in source and target text. This research used purposive sampling to answer and achieve research questions. Data collection uses content analysis and focus group discussion (FGD). FGD is used for discussing the result and crosschecking data attitude and translation using translation quality assesment proposed by Nababan, et al (2012). Translation quality is scored based on accuracy, acceptability and readibility in 3 for high, 2 for medium/less, and 1 for not/low. Data validity uses data source and data collection. Data source is from document and informant, while data collection from content analysis and FGD.

In analysing data, the researchers use data analysis model by Spradley (1980) consisting domain, taxonomy, componential and cultural theme analysis. For analysing the characterization using attitude, the researchers use system of appraisal by Martin & White (2005), translation technique using theory by Molina & Albir (2002), and translation quality by Nababan, et al (2012).

Results and Discussion

A. Character in Attitude System

Character can be identified through attitude system. There are three types of attitude system (Martin & White, 2005). The first one is affect. Affect refers to source for expressing feeling and emotion; the second is judgement used for evaluating character and behavior; and last is appreciation used for evaluating things. Krishna, et al (2016) stated that attitude is used for evaluating character emotion (affect), personality (judgement) and physical condition (appreciation).

From table 1 below, it can be seen that affect is a type which the highest frequency in depicting the image of character. In the children story. The characters are usually portrayed by expressing their feeling. Moreover, the characters are also depicted in judgmental position whether they judge themselves or by others. They also evaluate thing around them. Table 1 showed protagonist and antagonist character in every stage with attitude system. Attitude system is mainly found in the story 3 with 80 data (45.7%), in story 1 with 33 data (18.9%), story 5 with 32 data (18.3%), story 4 with 20 data (11.4%) and story 2 with 10 data (5.7%)

Table 1. Character in Attitude based on Story Stages

Stages	Character	Attitude	Story					Σ
			1	**2**	**3**	**4**	**5**	
Orientation	**Protagonist**	**Affect**	1	-	2	1	8	**12 (6.9)**
		Judgement	1	-	2	1	-	**4 (2.3)**
		Appreciation	2	-	1	1	1	**5 (2.9)**
	Antagonist	**Affect**	-	1	1	-	-	**2 (1.1)**
		Judgement	-	-	1	1	1	**3 (1.7)**
		Appreciation	-	-	3	-	-	**3 (1.7)**

Complication	**Protagonist**	**Affect**	6	-	6	4	4	**20 (11.4)**
		Judgement	-	-	1	1	1	**3 (1.7)**
		Appreciation	-	-	1	-	2	**3 (1.7)**
	Antagonist	**Affect**	-	1	3	1	-	**5 (2.9)**
		Judgement	-	-	2	1	1	**4 (2.3)**
		Appreciation	-	-	4	-	1	**5 (2.9)**
Evaluation	**Protagonist**	**Affect**	16	6	16	3	3	**44 (25.1)**
		Judgement	4	-	5	2	2	**13 (7.4)**
		Appreciation	1	-	3	-	-	**4 (2.3)**
	Antagonist	**Affect**	-	-	6	2	3	**9 (5.14)**
		Judgement	-	-	7	-	-	**7 (4)**
		Appreciation	-	-	10	-	-	**10 (5.7)**
Resolution	**Protagonist**	**Affect**	-	1	2	2	3	**8 (4.6)**
		Judgement	-	1	-	-	1	**2 (1.1)**
		Appreciation	2	-	2	-	-	**4 (2.3)**
	Antagonist	**Affect**	-	-	2	-	-	**2 (1.1)**
		Judgement	-	-	-	-	-	**-**
		Appreciation	-	-	-	-	-	**-**
Coda	**Protagonist**	**Affect**	-	-	-	-	1	**1 (0.6)**
Total			**33 (18.9)**	**10 (5.7)**	**80 (45.7)**	**20 (11.4)**	**32 (18.3)**	**175 (100)**

Data 1 (01/S.01/ST.03)

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> *I grew up in Kumdok, a **small** village of 17 homes in the interior of Ladakh,*

> Example data above is a depiction of character through introduction from the place they live. This kind of data is usually found in the orientation because the writer wants to introduce the character to the reader. The data above is attitude appreciation: reaction-quality (-). The word 'small' shows a condition or size of a village in Kumdok. The character of the story can be concluded that they are a country side children and do activity such as farming and herding. The character can also be concluded that they are simple people.

Data 2 (04/S.01/ST.03)

And we were feeling confident.

Example in data 04 above, there is attitude type affect: security-confidence (disposition) which shows the character of the story. The protagonist character is portrayed to have confident feeling that they can do the trustworthy given by their parent in herding the sheep. Attitude data in the example above is "...**were feeling confident.**" Which has meaning feeling sure of yourself, your competency and ability.

Data 3 (014/S.01/ST.07)

*But we were both **small** and did not have the strength to carry an animal that weighed between 20 and 30kg.*

Data number 14 above is example of attitude judgement: normality (-) in the word "small". This word has different meaning from 'small' in data 1. In this clause, the word 'small' refers to the character who judge or evaluate themselves as 'small' that they are not able to bring the carcass which has weight 20-30 kilogram. The character feels pessimistic because they do nothing.

B. Translation Technique, Shift, Quality

Translation technique used by the translator to transfer the source language (English) into target text (Bahasa Indonesia) are established equivalent, explicitation, discursive creation, paraphrase, transposition, modulation, implicitation, deletion, reduction and adition. The most frequent used is established equivalent with 202 data. Moreover, there are several shifts happened by the use of translation technique. The shifts are found in established equivalent, discursive creation, modulation, deletion and implicitation. Some shifts make the quality of the translation decreased. It is found in the use of discursive creation and deletion.

Table 2. Translation Technique, Shift, Quality

Translation Technique	Frequency	Shift	Quality								
			Accurate			Acceptable			Readable		
			3	2	1	3	2	1	3	2	1
Established Equivalent	202	1	201	1	-	202	-	-	196	6	-
Explicitation	15	-	15	-	-	15	-	-	15	-	-
Discursive Creation	13	2	5	6	2	11	-	2	10	1	2
Paraphrase	11	-	11	-	-	11	-	-	10	1	-
Transposition	3	-	3	-	-	3	-	-	3	-	-
Modulation	3	2	3	-	-	3	-	-	3	-	-
Implicitation	3	1	3	-	-	3	-	-	3	-	-
Deletion	3	3	-	-	3	-	-	3	-	-	3
Reduction	2	-	1	2	-	3	-	-	3	-	-
Adition	1	-	1	-	-	1	-	-	1	-	-
Total	256	8	243	9	5	252		5	244	8	5

1. Established Equivalent

Established equivalent technique is used by adjusting term, expression or utterance which already exist in the dictionary or in daily use. The term or utterance is already common and familiar used in target

language, that is Bahasa Indonesia, based on meaning and context. The example of the use of established equivalent can be seen below:

Data (019/S.01/ST.09/TT.09)

Context:

> Lobzang and Nurbu are waiting for their shepherd which is lied down because it is pounced by snow leopard. Unconsciously, other shepherd are lost. They are worried and anxious.

> SL : "Achey, our herd!" he **cried**.

> TL : "*Astaga, kawanan kita!" dia **menjerit**."

Type of attitude in the data above is affect: unhappiness-misery (disposition) 'cried' which has meaning 'to cal lor utter loudly' or in Bahasa Indonesia 'berteriak'. The word 'cried' is translated by using common word in target language based on situational context.

2. Modulation

Modulation technique is a translation technique used by changing point of view, focus, thought, and other cognitive category in the target language. This has purpose in order to make the translation result become more effective so that it gives suitability for the target readers.

Data: (027/.01/ST.12/TT.12)

Context:

> Lobzang and Nurbu mother immediately hug them. She is very worried with their children because they go too long and it is the first time they go for herding.

> SL : She **had been worried.**

> TL : *Ibu **sangat khawatir***.

> In the finding above, the clause "She had been worried" means she is already worried all the time. However, the translator translated into "*Ibu sangat khawatir*" (She is very worried). The use of this technique caused the focus changing. In source language, the focus shows time setting that 'she is worried all the time', therefore in the target language the focus shows setting that 'she is very worried'. This is done by the translator so that the clause becomes more effective and suit for the target readers.

3. Discursive Creation

Discursive creation is marked by the use of meaning equivalent which is unpredictable and beyond conetxt. This technique is used to make the translation become more flexible. Generally, the application of the technique affect the translation quality. The example of discursive creation can be seen below:

Data (88/S.03/ST.14/TT.14)

Context:

> Even though Adik does not study so hard, he is able to pass the exam and level up. Meanwhile, abang has been studied so hard but he cannot be top of the class.

> SL : But he was so unhappy and sad that **I only felt**

> **sympathy for him** in my heart.

> TL : *Namun, abangku tampak begitu murung dan sedih sehingga aku tidak sampai hati berkata seperti itu. **Aku merasa begitu kasihan kepadanya.***

Source language data shows one sentence with two clauses. The clause which shows attitude is "I only felt sympathy for him". However, the translator chose to use discursive creation and translate it into *'Aku merasa begitu kasihan padanya'*. The use of this technique causes the translation beyond context. Furthermore, the translation in this sentence feels more flexible, acceptable, and readible for target readers, who are children. Even so, the meaning of the clause in source language is not shifted in target language.

C. Character Development

In this section, the researchers only provide example of character development in story 3 and story 5. Story 3 has a complex plot and depiction of the characters, while story 5 has different stages compared to the 4 others. The analysis of character development is based on how far the characters are changed through every stage of the story which are orientation, complication, evaluation, resolution, and coda. The exposure of the character development is displayed in source and target text version.

1. Story 3

This story tells about brother (Abang) and little brother (Adik). Adik really likes to play outside and he does not like study. On the other hand, Abang likes study so hard every day. Abang is always angry and nags to Adik that he should study instead playing. However, every examination, Abang always failed but Adik always leveled up. In this story, Abang is the antagonist and Adik is the protagonist character. In the orientation, the introduction of the protagonist and antagonist characters are introduced.

(a) He **was very studious**. *(Abangku rajin sekali).*

(b) He often wrote something that had no **obvious** meaning *(ia menulis sesuatu yang tidak aku mengerti)*

(c) I **could not muster the courage** to ask him. *(Namun, aku tidak berani meminta abangku menjelaskan maksudnya.)*

(d) 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.)*

The antagonist is portrayed by judgement: normality (+) in clause (a) and appreciation: valuation (+) in clause (b) that he really likes study and learn something new. Meanwhile, the protagonist is depicted that he is afraid of his Abang in clause (c) by affect: insecurity-disquiet (disposition) and that he does not like study which is depicted by judgement: normality (-) in clause (d). From this analysis, antagonist has diligent and creative character, while protagonist has lazy character.

Furthermore, complication stage has complete aspects which are introduction, development and peak. In this stage, Abang is still mad at Adik for him not studying.

(a) And my elder brother would then **feel compelled** to scold me in words which were angry yet affectionate. *(Karena aku diam saja, abangku biasanya menegurku dengan kata-kata yang menunjukkan bahwa ia marah, tetapi juga peduli.)*

(b) I **ignore** them completely. *(Aku **mengabaikan** semua ini.)*

(c) 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.)*

(d) I would **lose all courage**. *(Biasanya **semangatku surut** seketika.)*

In this complication, the antagonist is depicted by affect: insecurity-disquite (disposition) in clause (a). However, the dipiction of antagonist in target text is changed. Phrase "...**feel compeled**..." (a must to do something) is not translated in target text. This makes the character lost his image. The

antagonist is also portrayed through his evaluation on thing appreciation: reaction-quality (-) in clause (c). Meanwhile, the protagonist conveys the conflict development through affect: unhappiness-antipathy (disposition) in clause (b) and guides to conflict peak in clause (d) by affect: unhappiness-misery (disposition).

Finally, in the evaluation stage, Adik tries his best to study so hard, even though he prefers playing. Unexpectedly, he can pass the exam and wants to brag his achievement to Abang, but he felt pity for Abang because he failed the exam. In the resolution, they talk to each other, heart to heart, release their ego, and try to understand each other. The image characters are portrayed in three attitude types (affect, judgement, appreciation).

2. Story 5

Story 5 tells about a girl who likes playing computer. Her name is Shree. She likes playing online game and social media. One day, she got new friend named Chaitra. They are doing chat every day. They decided to meet up but unfortunately, Chaitra is not Chaitra. Shree is shocked and afraid.

The protagonist of this story is Shree and the antagonist is Chaitra. Orientation stage explain where Shree lives, her preferences and behavior emotionally. Character of Chaitra is explained physically that she is very beautiful. Complication stage tells the oddity of Shree's friends Chaitra. Everything Chaitra's say is like a lie. Shree tries to erase her negativity and denies it.

(a) It is a little **strange** that she hasn't heard of any other school nearby. *(Ini **agak aneh**, karena dia tidak pernah dengar tentang sekolah lain di sekitarnya.)*

(b) *But Chaitra is **nicer** than all her other friends. (Namun, Chaitra **lebih menyenangkan** daripada teman-temannya yang lain.)*

(c) *Shree **is angry** with Akka, then stops to think. (Shree **marah** kepada Akka dan tidak mau memikirkannya lagi.)*

It is only found introduction and peak of conflict in the complication stage. The aspect of intorduction is shown by affect: insecurity-disquiet (disposition) in clause (a) and judgement: normality (+) in clause (b). Meanwhile, peak conflict is shown on affect: dissatisfaction-displeasure (disposition) in clause (c). Moreover, in the evaluation stage, protagonist start feeling worried and confused because of the oddity she found. Shree decided to meet Chaitra accompanied by Akka (aunt). Unfortunately, the person who come is not Chaitra but old man. He pretended to be Chaitra. Shree is helped by Akka and police in arresting the old man. Finally, resolution stage is a turning point for protagonist to learn from her experience. Then she makes moral value from her experience in the coda stage by affect: inclination-desire (surge) "Use the internet **wisely**."

As observed, affect is the predominant attitude utilized to portray the character in the narrative. It implies that rather than evaluating and appreciating objects, the characters are portrayed through their feelings and emotions. Additionally, the assessment phase is where the attitude is most noticeable. The evaluation phase has a large number of story sequences. It narrates the entire story's plot. Appreciation is the second most common attitude, followed by judgment. In this tale, appreciation is employed to assess the environment, particularly in relation to a scholarly subject. Concurrently, judgment is employed to assess the conduct of characters. This study's outcome differs from those of other earlier investigations. While Finalia (2020) and Rusyfa (2022) stated that admiration is the most frequently utilized in character depictions, Huang (2017), Sutrisno (2013), Iswandi (2019), and Alfetty (2022) asserted that judgment is the attitude type that is most frequently observed.

The most widely utilized translation technique is recognized equivalence. This technique is typically employed by the translator to create stories that are simple to read and comprehend for young readers by utilizing well-known vocabulary. The target text shifts implicitation and established equivalent, but that does not affect the character. This conclusion is consistent with the findings of Huang (2017), Nuraisiah (2018), Iswandi (2019), Pratamasari (2019), Finalia (2020), and Syahputri (2020),

which also mentioned that the transalator primarily uses the established equivalent technique. However, Sutrisno (2013) employed literal translation, which is a different form of translation.

Furthermore, the character is altered and distinct from the original text due to the employment of discursive creation and deletion processes. According to Finalia (2020) and Zain (2022), the employment of discursive creation, reduction, addition, and deletion led to changes in how women and the story's protagonist were portrayed. According to Krishna (2016), it might have occurred for aesthetic reasons. According to Sodiq (2021), the target language's norms and culture have an impact on translation. But in this study, the children's story has been translated differently from the original because the translator attempted to make it fit the boundaries of what the kids may possibly think. The change occurred as a result of the subjectivity, competence, and cultural differences between the source and target of the translation. The shifts also make the quality of the translation decreased.

Conclusion

According to the result and discussion above, protagonist and antagonist character in the story is portrayed in affect, judgement, and appreciation. The main perspective used to depict the character in the story is called affect. It suggests that the characters are portrayed via their sentiments and emotions rather than by assessing and appreciating stuff. Furthermore, the attitude is most obvious during the assessment process. There are a lot of plot sequences in the evaluation process. The plot of the entire story is narrated by it. The most prevalent attitude is judgment, which is followed by appreciation. In this story, appreciation is used to evaluate the surroundings, especially with regard to an academic topic. Simultaneously, judgment is utilized to evaluate characters' behavior. The results of this experiment are not consistent with those of previous studies. The most popular translation technique is known as established equivalence. By using well-known vocabulary, the translator usually uses this strategy to create stories that are easy for young readers to read and understand. The character remains unaffected despite the target text shifting established equivalence and implicitation. Moreover, the use of discursive formation and deletion procedures modifies the character and makes it unique from the original text. Subjectivity, skill, and cultural disparities between the translation's source and target all contributed to the transformation. The translation's quality is further diminished by the alterations. Other research can be conducted by completing this research by analysing the transitivity.

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