



CHAPTER II

REVIEW RELATED LITERATURE

In this study provides the theoretical framework in this chapter, which will be used to the analysis of the research object—nursery rhymes. There are explanations of translation, translation methods, and acceptance in the theoretical framework. A description of Coco Melon channels, a list of the nursery rhymes that will be examined, and earlier research are also included.

2.1 Translation

Translation is the process of transferring written or spoken words from one language to another while preserving the original text's meaning, style, and tone. It involves translating a source text's meaning into a target text, taking into account the cultural and linguistic differences between two languages. Translation can be done by humans or by machine translation software, and it used in areas such as literature, business, law, and science (Molina & Albir, 2002). Considered from the context of translation theory (Molina & Albir, 2002), translation is the process of transferring written or spoken content from one language to another while maintaining the essence, style and tone of the original text. This process requires a deep understanding of both the source and target languages, including their cultural nuances.

2.2 Translation Techniques

The processes to evaluate and categorize how translation equivalency functions are what Molina and Albir (2002: 509) identify as the translation technique. Stated differently, the approach refers to the method by which a translator determines the equivalent of a source text in a text written in a target language. Next, they list the following five fundamental aspects of translation technique:

1. “They affect the result of the translation”.
2. “They are classified by comparison with the original”.
3. “They affect micro-units of text”.
4. “They are by nature discursive and contextual”.



5. “They are functional”.

The translation techniques based on Molina and Albir (2002: 509) are as follows;

1. Adaptation

This technique aims to replace cultural elements in the source language into the target language culture.

Example: “Twinkle-twinkle little star” is translated to “*Bintang-bintang di langit*”.

2. Amplification

Amplification is the opposite of reduction. It is a translation technique that expresses the message explicitly or paraphrases the information implicit in the source language.

Example: “You’ll get well soon” into “*Nanti pasti kan cepat sembuh*”, which clarifies the future konteks adds certainly.

3. Borrowing

This technique is a translation technique in which the translator borrows words or expressions from the source language. Meanwhile, this technique is divided into pure borrowing and naturalized borrowing.

Example: “Play guitar, play guitar” is translated to “*Main gitar, main gitar*” (Naturalized Borrowing). “The babies on the bus go “wah, wah, wah!”” translated to “*Suara bayi di bis “wah, wah, wah!”*” (Pure Borrowing).

4. Calque

This is a translation technique that refers to the literal translation of both words and phrases from the source language.

Example: “Formal education” to “*Pendidikan formal*”.

5. Compensation

A translation technique in which the translator introduces elements of message or information or stylistic influence of the source language text elsewhere in the target language text.

Example: “Never did she visit her aunt” is translated to “*Wanita itu benar-benar tega tidak menemui bibinya*”



6. Description

This technique is applied to replace a term or expression with a description both in form and function.

Example: “Outsourcing” is translated to “*Alih daya*”.

7. Discursive Creation

This technique uses a temporary equivalent that is out of context or unpredictable. Moreover, it is a translation technique that attempts to determine or create a temporary equivalent that is completely out of context and unpredictable.

Example: “A betrayed son Malinkundang” to “*Si Malinkundang*”.

8. Established Equivalent

This technique is more likely to use terms or expressions that are already known in the dictionary or colloquial usage. Please note that this technique is similar to literal translation.

Example: “Red rose” to “*Mawar merah*”.

9. Generalization

This technique tends to use more general or neutral terms.

Example: “Penthouse” is translated to “*Tempat tinggal*”.

10. Linguistic Amplification

This technique is used to add linguistic elements in the language of the target text. It is also a translation technique that is usually used in consecutive or dubbing translation.

Example: “I get it” is translated to “*Biar saya saja yang mengangkat telepon*”.

11. Linguistic Compression

It is a translation technique by synthesizing linguistic elements in the target language text, which is usually applied by translators in simultaneous translation and film translation.

Example: “You must find out” is translated to “*Carilah*”.

12. Literal Translation



It is a translation technique that translates a word or expression word by word.

Example: “Up above the world so high” to “*Engkau jauh di sana*”.

13. Modulation

It is a translation technique where the translator changes the point of view, focus, or cognitive category in relation to the source language.

Example: “like diamond in the sky” is translated to “*Indah bagai permata*”.

14. Particularization

This technique focuses more on using more concrete or precise terms.

Example: “Air transportation” to “*Helikopter*”.

15. Reduction

It is a translation technique that focuses more on compacting the text from the source language into the target language. It can also be referred to as the opposite of amplification.

Example: “Go round-round” to “*berputar*”.

16. Substitution

It is a translation technique that changes linguistic elements to paralinguistic elements related to intonation and body gestures or vice versa. This technique is usually used in oral translation.

Example: “He shakes his head” to “*Dia tidak setuju*”.

17. Transposition

This technique is changing grammatical categories. This technique is the same as category, structure and unit shifting techniques.

Example: “You must get the money” to “*Uang itu harus kamu dapatkan*”.

18. Variation

This technique is changing linguistic and paralinguistic elements that affect linguistic variation, textual tonal changes, language styles, social dialects as well as geographical dialects.

Example: “and if You do have this cardinal endowment” to “*dan kalau Anda memang mempunyai anugerah besar ini*”.



2.3 Accuracy Levels in Translation

Translation accuracy can be defined as the term used in translation evaluation to refer to whether the source language text and the target language text are equivalent or not. Each of the translation quality assessment instruments consists of three parts. The first part indicates the category of the translation. The second part is a score or number on a scale of 1 to 3, sorted according to an inverted pyramid, i.e. the higher the quality of a translation, the higher the score or number and vice versa. The third part is the qualitative parameters of each translation category. In the table below, this study presents a translation accuracy scale based on Nababan's (2012) framework.

NUM	CATEGORY	SCALE	INDICATOR
1.	Accurate	3	The meaning of the source text is conveyed accurately into the target language, with absolutely no distortion of meaning
2.	Less Accurate	2	The equivalence between the source language text and the target language text is compromised, and there are significant subtractions or additions that affect comprehension.
3.	Not Accurate	1	Source language text and target language text are not equivalent.

Tabel 2 1 level accuracy

This framework by Nababan serves as a guide for translators and evaluators to systematically assess and improve the quality of translations. It emphasizes the importance of maintaining the original meaning and ensuring clarity and precision in the translated text. By following this structured approach, translations can achieve higher levels of accuracy, thereby enhancing their overall quality and effectiveness in conveying the intended message.



2.4 Nursery Rhymes Songs in Coco melon Channels

Additionally, Coco melon is one of the channels on You tube that has content specifically for children. In this Coco melon you tube content also skilled at creating their own unique nursery rhymes and classic nursery rhymes in 3D animation videos. The short songs and lyrics that are often recited sung by young children or to them are typically referred to as nursery rhymes, sometimes known as Mother Goose rhymes. Although works by famous authors are also referred to as nursery rhymes, these rhymes are usually not mentioned by name.

2.3.1 Nursery Rhymes (NR)

Nursery rhymes are a kind of poetry or brief song that are written especially for young listeners and are typically accompanied by a straightforward tune. Their easy-to-follow rhythm and frequent word repetition make them ideal for young listeners. Nursery rhymes are crucial to a child's development because they foster the growth of social, linguistic, and memory abilities (Iona & Opie, 1997). Nursery rhymes have a lot in common, like using simple characters and situations, repeating words or phrases to help kids remember them, and adding entertaining and imaginative features. Nursery rhymes may provide moral teachings or lessons in an informal way.

Nursery rhymes have been ingrained in many civilizations' oral traditions and cultures. Some nursery rhymes are being recited by future generations and have been around for millennia. Many nursery rhymes have multiple authors or no author at all, having been created over time. For example, "Twinkle, Twinkle, Little Star" is a popular nursery rhyme. Some nursery rhymes can have come from particular folklore or customs. But it's important to remember that some nursery rhymes may use language or cultural allusions that are inappropriate in the modern era. Several nursery rhymes may have undergone adaptations or changes to maintain the material relevant and appropriate for modern audiences.

2.3.2 Coco Melon

Based on my research after viewing a limited amount of Coco melon content on its you tube channel. Coco melon is a popular children's YouTube channel that creates animated videos for kids. The channel mainly focuses on educational



content, including nursery rhymes, songs, and simple animations designed to engage and entertain young toddlers and home scholars. By and large, the videos on this channel are nursery videos. There are two you tube channels on the coco melon that I researched. Namely, the original and Indonesian versions of coco melon.

1. Original coco melon (ORC) here means original you tube content that produced by Coco melon. The channel name is Coco melon - Nursery Rhymes. In it, there are hundreds of song content for babies and children that using English Language.
2. Coco melon also provides an Indonesian version (INV) of its you tube account. The account name on you tube is *Coco melon Bahasa Indonesia – Lagu Anak Anak*. Based on what I have watched from the content; it contains Coco melon nursery songs that are translated from English to Indonesian.

2.5 Previous Studies

Previous research has focused on methods for translating nursery rhymes. Terayanti, Mu'in, and Nasrullah conducted the preliminary study in 2023. The study's objective is to examine the methods translators employed to translate a number of Sapardi Djoko Damono poetry from the original language into English. The translation of 21 of the 51 poems from Harry Aveling's volume "Sihir Hujan" is the specific subject of the study.

Molina and Albir's (2002) concept of translation techniques serves as the foundation for the study's theoretical framework. These strategies include generalization, linguistic amplification, linguistic compression, literal translation, modulation, reduction, adaptation, amplification, borrowing, calque, compensating, and discursive invention. The research method utilized in the study is qualitative descriptive, and it entails examining the translation strategies applied in the chosen poems. The utilization of an observation checklist as a research tool bolsters the method.

Secondly, Baihaqi and Subianto (2022) carried out an earlier investigation. In order to make sure that the songs are pleasant, sing able, and convey the same concepts, the study aims to look into how children's songs are translated from



English to Indonesian. Using descriptive qualitative methods, the study looks at four English children's songs and their Indonesian versions. The study analyses and examines the lines to see if there were any omissions, additions, or paraphrases made throughout the translation process of the source text (ST) and target text (TT). The study also draws on past studies on song translation and language development in youngsters.

The study analysed the translation techniques employed in four English children's songs and their Indonesian translations using a descriptive qualitative method. ST and TT were compared, and translation errors including omissions, additions, and paraphrases were noted. The outcomes are given in a descriptive manner, with conclusions regarding the translation techniques and examples to support them. The study discovered that four English children's songs were translated into Indonesian by applying additions, deletions, and paraphrases. The study emphasizes how crucial it is to translate songs that can be sung and that provide kids with an enjoyable way to learn a second language. It also advances knowledge of translation techniques for song translation and children's language development.

Among others, Wulandari, Sodiq, and Setyaji (2021) held the third prior study. This study aims to identify the translation strategies employed by the translator in converting Kim Namjoon's UNGA address from English to Indonesian. The translation technique idea of Molina and Albir served as the basis for this study. Using this idea, the text of Kim Namjoon's UNGA address is examined for instances of translation procedures.

The research makes use of an examination of the translation strategies employed in the UN General Assembly speech by Kim Namjoon. This study categorizes the many English to Indonesian translation methods and identifies the most common kind of translation method. The study's conclusion reveals that nine approaches were discovered in the data, with Established Equivalence accounting for the majority of these techniques (54.4%). There are 71 total procedures in the data, and this study has studied 101 total data points.