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The comparison of relative clause translation in children story books in StoryWeaver

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ABSTRACT

This research was aimed to seek out the relative clause structures in four level 2-3 children-story-books in StoryWeaver and compare the translations produced by the translator from Language Development and Fostering Agency and the free different translators through the translation techniques, shifting, and the quality. Therefore, this study applied qualitative-descriptive method. The source of data was four level 2-3 children-story-books in StoryWeaver and the translations. This study took the relative clauses and their translations as the primary data. Meanwhile for validity techniques, we used FGD with people mastering in the translation studies. The data were analyzed using the domain, taxonomy, componential, and cultural-theme analysis. The result shows that the relative clauses in these books relativize the subject rather than the object. Therefore, the translation techniques used by both translators caused shifting and translation quality. Through the analysis, the score of accuracy and acceptability of the translator from four level 2-3 children-story-books in StoryWeaver are higher than the free different translators.

Keywords: *translation; relative clause; children's literature; translation techniques; translator comparison*



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INTRODUCTION

Translating relative clauses might cause a problem in the translation process. A relative clause usually as known as an adjective clause is embedded in a noun or a noun phrase in order to modify it. The relative clause construction consists of two components: the head noun and the restrictive clause (Song, 2014: 211). Technically, a relative clause is part of a noun phrase that has a relativizer and verb and it functions as a premodifier or postmodifier. There are two main types of relative clauses depending on the head noun: external and internal relative clauses. The external relative clause has its head noun positioned outside the clause. Meanwhile, the head noun of the internal relative clause is inside the clause. Moreover, external-headed relative clauses can be classified into two types: prenominal and postnominal (Song, 2014: 212). English and Indonesian are examples of the external-headed relative clause and use postnominal since the position of the relative clause in both languages comes after the head noun.

The relative clauses are in the form of active voice. Belletti, et al (2012) argue that all relative clauses are semantically reversible. However, if these sentences are translated into Indonesian, the form might be changed to make them acceptable in Indonesian grammatical rules. Sudarsono (2021) also confirms that relativization in English cannot be fully transferred with the same grammatical structure in Indonesian. A translator must consider the acceptability of the grammatical rules in both languages and be thoughtful about it.

This paper tried to find out how the relative clauses in children's literature, children book stories, are arranged and how different translator transferred them into Indonesian. In 2022, Language Development and Fostering Agency, an agency under the Ministry of Education, Culture, Research and Technology of Indonesia conducted a translation project and hired some freelance translators to translate many children story books from English into Indonesian and some of them were taken from *StoryWeaver*, a platform that has many children stories around the world and people can voluntarily translate the books. In translation process, it involves the translators themselves, editors, and the translations were reviewed before being uploaded. What makes it interesting is this platform allows people translate the books that are already translated into the same language. Therefore, the quality of translation will be different since people cannot seek out the translator's background through the platform.

Some research on relative clause was conducted. Sudarsono (2021) did the research on how the Indonesian native speakers especially Master students of English Language Education used the relative clause strategy in their theses written in English. This study gives more evidences that relativizing the object is not as easy as relativizing the subject. They



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tend to write the theses by using the second strategy. The second strategy is promoting the direct object of active transitive verbs as the subject of passive form meanwhile the first strategy is relativizing the subjects of active transitive verbs. This might be happening since it is impossible to relativize the direct object of active transitive verbs in Indonesian. Ambarita & Mulyadi (2019) confirm that in order to relativize direct object in Indonesian, the speaker tend to change the active clause into passive. Considering that this mechanism is what Indonesians always use to communicate, they might unconsciously apply it when writing in English. This mechanism is actually correct grammatically, but uncommon for the English native speaker. The other research concerning the relative clause on education perspective comes from Alotaibi (2016). Through this research, he argued that process of acquiring relative clauses in English might be difficult for ESL/EFL learners. It is proved by the result that the errors made by them are deletion of relative pronoun, wrong relative pronoun, repetitive use of resumptive pronouns, passivation of the relative clause and problems in relativizing the indirect object and genitive relative clause. Meanwhile, Umiyati (2018) has point out the complexity of relative clause's position in fiction and non-fiction text. Different from Sudarsono, this research shows that the non-fiction text tends to relativize the object and the fiction text relativizes the subject. Unfortunately, this research did not investigate what form the texts used in the relative clause.

Besides, there are some researches concerning the translation of relative clause. Research conducted by Leenakitti & Pongpairroj (2019) took the translation strategy used to translate the English relative clause with relativizer 'who', 'which' and 'that' into Thai. From 348 sentence pairs, the result shows that there are two types of strategies: literal translation with a relativizer and translation adjustment. This research focuses on solving the problem in translating the English prepositional relative-clause sentences. Through this research, he points out that word-for-word translation does not work to translate several relativizer especially with prepositional relative clause sentence, such as *with which*. Therefore, he suggested to separate the sentence into two independent clauses in order to see which one is the main clause and the subclause.

As described above, it seems analyzing the translation of the relative clause in children stories not to be discussed yet especially comparing the translation from the different translators. This research applied syntaxis approach to investigate how the relative clauses in children relativize the head noun in the source text which is in English. Meanwhile, the translation approach applied in the study was to investigate what are the techniques used by the different translator to translate the relative clause and how the translation quality of the different translation in terms of accuracy and acceptability.



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RESEARCH METHOD

The design applied in this research was descriptive-qualitative research focusing on translation product. The descriptive-qualitative research were applied since this study tries to holistically understand the phenomenon of the subject of research, behavior, perception, motivation, action, and so on as well as describing the result in words and sentences (Moleong, 2010: 6). The Phenomenon describes the cross-linguistic distribution of relative markers in terms of different syntactic roles. The hierarchy of accessibility is also commonly believed to reflect constraints on possible changes in the domain of relativization such as general relativizers should expand their functional range in a step-by-step function from lower to higher roles. The Phenomenon of storyWeaver Book provides relative clause that is important and defining information about noun. The number used in this research is only the tool to help the researchers to draw the conclusion. Therefore, the phenomenon were explained by using the Accessibility Hierarchy by Keenan and Comrie in Song (2014), translation techniques by Molina and Albir (2002), and assessing the translation quality in terms of accuracy and acceptability by TQA instrument proposed by Nababan, et al (2012).

Purposive-sampling technique was applied to select the source of data, the translated-story book and the informan. The steps of purposive sampling are Create a sampling frame or list of four bilingual children book from stroryweaver by freelance translators with Target Language (TL) and Source Language (SL). Determine the requirements for being sampled such as relative clause from Source Language with English language. Select samples from existing population members and according to requirements by using data or not data. Compile a list of selected sample members. According to Santosa (2021: 65) the reason to apply sampling technique in a qualitative research is fulfil the research purposes not to generalize a population. The data were relative clauses and their translation taken from four children books in StoryWeaver that were translated by a freelance translator in a translation project conducted by Language Development and Fostering Agency in 2022 and the random translators that translated the same book as she translated. Since it used the book stories as the source of data, the location is included in third-semiotic order as Santosa (2021: 59) defined. The location in the research is imaginative because it is constructed in the story of the books. As data collection techniques, the researchers did some techniques. The content analysis was purposed to understand the form, meaning, and functions of social behavior based on its context (Gbrich in Santosa, 2017). This analysis was done by reading the books and classifying the relative clauses based on their relativization position. Then, it followed the data analysis strategies such as domain analysis, taxonomy analysis, componential analysis, and cultural-theme analysis. Besides, FGD was conducted with three raters who are experts in translation studies and know how



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to assess the quality by using instruments by Nababan, et al (2012). This technique was also applied to ensure data validity.

FINDINGS AND DISCUSSION

Based on the analysis, the findings are separated into four categories: the strategies to relativize the head noun (consisting of strategies, head noun position, form, and relativizer), the translation techniques, shifting, and translation quality. The discussion is aimed to discuss the findings and compare them to previous researches.

The Strategies to Relativize the Head Noun

The result was taken from four English children books in StoryWeaver: Anuradha Dances Bihu, Magical Rainbow River, Magnificent, and How Myna Ate the Sun. These are level 2-3 story books. Since this is the children story books, relative clause in the books is rarely used, considering relative clause is part of complex sentence. Therefore, the researchers found only 20 relative clauses in those books. However, the relative clauses used met the same form and the researchers put them together into a table.

Table 1. The result of relative clause used in four children-story books

Strategy	Head Noun Position	Form	Relativizer	Frequency
[+case]	Subject	Active	Who	III
			That	II
			Which	I
	Direct object	Active	That	I
[-case]	Subject	Active	Present Participle	III
			Gapping	II
		Passive	Past Participle	II
	Direct object	Passive	Past Participle	I
			Gapping	I
		Active	Present Participle	III
			Gapping	I

As shown above, the relative clauses used in the children-story books often use unmarked-case strategy to relativize the head noun. When applying unmarked-case strategy,



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it has two forms to express it: active and passive voice. The active-unmarked-case strategy use present participle and gapping as the marker. Meanwhile, the passive-unmarked-case strategy can only use past participle as the marker. Otherwise, the marked-case strategy only uses the active form in these books. Below are some examples of the comparison between unmarked-case strategy and marked-case strategy.

[3] It started with **the plants, who_drunk up golden sunshine through their leaves.**

[4] She saved **the tail for last, which__wiggled and squiggled delightfully in her stomach.**

[11] But it is so high up in **the sky that you can't reach it__.**

[2] They plant **a bamboo stick__pierced through a red chili.**

[5] **All living beings,__including humans,** need energy to grow.

[12] Erdoo ran for **the naha, the stirring stick__they used__as their totem.**

From the examples, it can be seen that the head noun positions are shown by the gaps. The gaps in data no. 3 and 4 show the position that is being relativized coming after the relativizer. It indicates that the position relativized by the clause is subject and becomes the sub-clause of the sentences. It can be proved by separating those sentences into two independent clauses below.

[3] a. It started with **the plants.**

b. **The plants** drank up golden sunshine through their leaves.

[2] a. They plant a **bamboo stick.**

b. **A bamboo stick** was pierced through a red chili.

[4] a. She saved **the tail** for the last.

b. **The tail** wiggled and squiggled delightfully in her stomach.

The subject of the clause usually appears right before the relativizer as in data no. 3 and 2, but for the datum no. 4 the subject is not 'the last' although it comes before the relativizer. It is proved by that the verbs in 4b need a subject 'tail' meanwhile 'the last' is adverb of time and it cannot be the subject. It would be unacceptable in English grammar if it was arranged: **the last** wiggled and squiggled delightfully in her stomach. Moreover, the head noun that is positioned as the direct object comes after the verb of clauses as in data no. 11 and 12. It can be separated into two independent clauses below.

[11] a. But it is so high up in **the sky.**

b. You can't reach **the sky.**

[12] a. Erdoo ran for **the naha, stirring stick.**

b. they used **the naha, stirring stick.**

These two sentences shows that the head noun relativized by the relative clause fills the position direct object since it directly receives the action or effect of the verb as shown



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in 11b and 12b. The datum no. 11 shows that it does not need the pronoun 'it' in the relative clause since the pronoun 'it' in the relative clause refers to 'the sky'. Therefore, it can omit the pronoun.

Furthermore, these data show how the unmarked-case strategy and marked-case strategy relativize the head noun. Number [3], [4] and [11] are the marked-case strategy that relativize the subject (3 and 4) and object (11). The subject-head noun is shown by the gap between the relativizer (who and which) and the clause. Meanwhile, the object-head noun is shown by the gap after the verb of the clause. In datum no.11, it also uses the pronoun 'it' referring to the sky. Moreover, the forms used in this clause are active voice. The active voice can be seen through the use of past tense and present tense after the relativizer.

Meanwhile, the unmarked-case strategy can use both active and passive form without any relativizer as in data [2] and [5]. In English grammar, it is called reduced-relative clause. Reduced-relative clause omits the relativizer and change the form of the verb. It means, this clause can be unreduced. If the datum no. 2 was unreduced, it would be: They plant a bamboo stick **that was** pierced through a red chili. Since it is passive form (be + past participle), the way to reduce it is deleting the relativizer and the linking verb (be), leaving it only with the past participle after the antecedent. For the active form as in the data no. 5, the unreduced clause would be: All living beings, **which** include humans, need energy to grow. Therefore, the reduced clause in active form omits the relativizer and changes the verb into present participle by adding the suffix -ing in the end of a word. Besides, relativizing the object can be done by gapping strategy as in datum no. 12. Gapping strategy allows S + V to be placed after the head noun without changing the verb and having relativizer as long as it has the subject of the clause (see Song, 2014: 216). The datum no. 12 has a subject of the clause that is subject pronoun 'they'. The verb in that clause is formed in active voice, past tense. Therefore, without changing the verb, it is not considered as passive voice since it has the subject of the clause.

The Comparison of The Translation Techniques Used by the Translators in Translating the Relative Clauses

The types of the relative clause explained before show that a translator must realize that the techniques, they applied, affect the micro structure of the text. Although the focus is translating the relative clauses, the micro structure of the text is also important as Molina and Albir (2002) argue that translation techniques have five basic characteristics. One of them is they affect the result of the translation. The tables below show the comparison of the techniques used by a freelance translator from Language Development and Fostering Agency or Target Text (TT 1) and free translators in StoryWeaver or TT 2.



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Table 2. The Translation Techniques used by a Translator from Language Development and Fostering Agency

Techniques	Frequency
Established Equivalence	71
Explicitation	18
Paraphrase	17
Implication	16
Transposition	7
Reduction	2
Pure Borrowing	2
Modulation	2
Discursive Creation	1
Total	136

Table 3. The Translation Techniques used by Translators in StoryWeaver

Techniques	Frequency
Established Equivalence	55
Explicitation	11
Implication	11
Paraphrase	9
Transposition	6
Discursive Creation	5
Pure Borrowing	4



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Reduction	3
Modulation	2
Deletion	1
Total	107

The techniques in the tables were taken from the analysis of 20-relative-clause translations found in those four children-story books that were transferred from English into Indonesian (Anuradha Dances Bihu, Magical Rainbow River, Magnificent, and How Myna Ate the Sun). As Molina and Albir (2002) stated that translation techniques affect the micro-units, these clauses were analyzed through words, phrases, and clauses. That is why the translation techniques here are more than the clauses themselves. As shown in the tables, the translation techniques used by them are not quite different, except the deletion. Both translators mostly used established equivalence techniques. Then, it was followed by the explicitation. The third in TT 1 is paraphrase meanwhile in TT 2 is The followings explain only three-mostly-used techniques. The first one is established equivalence. Established equivalence allows the translator to translate a word that is recognized by the dictionary contextually in the target language. For example:

[11] But it is so high up in the sky that you can't **reach** it.

TT 1: *Akan tetapi, pelangi berada jauh di atas langit sehingga kalian tidak akan bisa **menggapainya**.*

TT 2: *Tapi itu sangat tinggi di langit sehingga kamu tidak bisa **mencapainya**.*

[12] Erdoo ran for the naha, the stirring stick they used **as** their totem.

TT 1: *Erdoo berlari mengambil naha, sebuah tongkat pengaduk yang mereka gunakan **sebagai** alat pemujaan mereka.*

TT 2: *Erdoo berlari ke naha, tongkat yang mereka gunakan **sebagai** totem mereka.*

As shown above, both the words 'reach' and 'as' can be recognized by Indonesian bilingual dictionary and have many translations. As what can be seen in datum no. 11, the word 'reach' is the verb zero because it comes after the modal 'can' and in active voice. However, Indonesian does not have the same rule. Here, the modal 'can' was translated into *bisa* and the word coming after it cannot be translated into verb root. It must add prefix *meng-/me-* + the verb root. In addition, this word has many translations, such as *mencapai*, *menghubungi*, *menyentuh*, and *menjangkau*. Both TT 1 and TT 2 transferred it contextually since the translators knew the equivalent word in target language. *Menggapai* and *mencapai*



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are the synonym and they are equal to the word 'reach' in source text. Meanwhile, the word 'as' in the datum no.12 is functioned as preposition since it is followed by a noun phrase. The word 'as' also has many translations that were recognized in the Indonesian bilingual dictionary: *sama, misalnya, sebagai, sementara*, etc. Both translators recognize that the word 'as' here is equal with *sebagai* since *sebagai* is the preposition.

The next translation technique applied by the translators is explicitation. Explicitation in Molina and Albir is included in amplification technique that is functioned to introduce details that are not formulated in the source text. The specification of the explicitation usage is it explicitly shows the details that does not add any information. The explicitation technique is sometimes applied to make the source text clear what is being introduced or to make the sentence acceptable in target text. It can be simply said that explicitation technique deals with grammatical issues. The use of this technique can be seen below.

[1] Anuradha tells them everything she's found out.

TT 1: *Anuradha menceritakan kepada mereka semua hal yang telah dia ketahui.*

TT 2: *Anuradha memberi tahu mereka semua yang dia ketahui.*

[17] "That's a meteor burning up," said Serena.

TT 1: *"Itu meteor yang terbakar," ucap Serena.*

TT 2: *"Itu meteor yang terbakar," kata Serena.*

This technique was used to show the relativizer of the reduced clause. In data no. 1 and 17, the sentences are in the form of reduced relative clause. As explained in the introduction, not all relative clause in Indonesian can be reduced as English. It is acceptable in English to omit the relativizer when relativizing the subject or direct object of the clause. However, it cannot be expressed in the same way in Indonesian. If the translator did not show *yang* in the translation, it would be unacceptable since the sentences would have second main verb.

The Relative Clause Shifting in Translations

Table 4. The Shifting Made by Translator from Language Development and Fostering Agency

Relativation Strategy	Position of head noun	Clause forms	Relativizer	Shifting		Relativizer
				Strategy	Forms	
[-case]	Direct Object	Passive Voice	Past Participle	[+case]	-	yang



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		Active Voice	Present Participle Gapping	[+case]	-	yang
				-	Sentence	-
	Subject	Active Voice	Present Participle Gapping	[+ case]	Passive voice	yang
				-	Sentence	-
[+case]	Direct Object	Active Voice	That	-	Sentence	Conjunction Sehingga

Table 5. The Shifting Made by Free Translators in StoryWeaver

Relativisation Strategy	Position of head noun	Clause forms	Relativizer	Shifting		Relatizier
				Strategy	Forms	
[-case]	Direct Object	Passive voice	Past Participle	[+case}	-	yang
		Active voice	Present Participle Gapping	[+case]	-	yang
				-	Sentence	-
	Subject	Active voice	Present Participle Gapping	-	Sentence	-
				-	Deletion	-
				[+case]	-	yang
		Passive Voice	Past Participle	[+case]	Active Voice	yang



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[+case]	Direct Object	Active Voice	That	-	Sentence	Conjunction Sehingga
	Subject	Active Voice	Present participle Gapping	-	Sentence	-

Due to the different grammatical rules between English and Indonesian, it is common to have shifting when translating the relative clauses. Both translator produced the shifting to translate the children-story books. Some changed the form and some change the strategy. TT 1 does not make many changes as TT 2. However, a thing for sure is when dealing with reduced relative clause [-case] both translations might change whether the strategy or changed them from clause to sentence. Look at the examples below.

[16] Serena's father has **a laboratory containing many objects.**

TT 1: *Ayah Serena mempunyai **laboratorium yang di dalamnya ada banyak peralatan.***

TT 2: *Ayah Serena mempunyai **sebuah laboraturium yang berisi berbagai macam alat.***

[20] "We have the microscope, the binoculars, the telescope, and the magnifying glass. Can you think of **any other thing with a 'mag' we can use?**"

TT 1: *"Kita sudah mencoba mikroskop, teropong binocular, teleskop, dan kaca pembesar. Bisakah kamu menyebutkan **benda berawalan huruf M yang bisa kita gunakan?***

TT 2: *"Ada mikroskop, teropong, teleskop dan kaca pembesar. Apa kamu tahu **alat lain berawalan 'mag' yang bisa kita gunakan?***"

The two sentences above show how the subject [16] and direct object [20] are relativized using reduced-relative clause [-case] in English. Since not all Indonesian grammatical rules do not permit the use of reduced-relative clause, the relativizer 'yang' was added in both TT 1 and 2. In addition, unlike English that can change the verb when omitting the relativizer, Indonesian cannot do the same since the affixation in the word formation of a verb is not aimed to relativize the head noun. The rules of using present participle in English cannot stand alone without the linking verb (be) or in the beginning of a sentence functioned as gerund. However, it can stand alone if there is the main verb as in datum no.16 'has' and the relative clause is in active form. In addition, English also permits to relativize the direct object without changing the verb and omitting the relativizer. However, when transferring these sentences in Indonesian, both the translators changed it into marked-case strategy [+case].



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Besides, both translators also changed the form from passive voice into active voice. Sometimes changing passive voice into active voice is done not only to change the perspective or introduce the doer first instead of the object, but also due to the form of the language itself. For instance, a word is more acceptable than the equivalence. The example below is an example of the changing form from passive into active voice because of the acceptability.

The Comparison of Translation Quality of the Translators

Table 6. The Translation Quality of Translator from Language Development and Fostering Agency

Accuracy			Acceptability		
A	LA	IA	A	LA	UA
18	2	-	19	1	-
Total		20	Total		20

(N.B: In accuracy aspect, A stands for ‘accurate; LA stands for ‘less accurate’; UA stands for ‘Inaccurate. In acceptability aspect, A stands for ‘acceptable’; LA stands for ‘less acceptable’; UA stands for ‘unacceptable’)

Based on the comparison through the tables, the translator from Language Development and Fostering Agency translated the books more accurate than the free different translators in StoryWeaver. There is no inaccurate translation produced by Language Development and Fostering Agency’s translator. Meanwhile, there is one datum that is inaccurate in the translation made by the free different translators. The less accurate translation happened since the translators delivered the message with a word that is not equivalent or missed some words in the target text. Therefore, the message cannot be fully well-transferred in the target text.

DISCUSSION

Based on translator of Language Development and Fostering Agency , there are any relation to the previous studies. The results show that in level 2-3-children-story books, the relative clause is not mostly used. The stories are delivered in mostly simple sentences and relative



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clause is considered as complex sentence. In addition, the result shows that it goes the same with the result of the research conducted by Umiyati (2018). She points out that the fiction text relativizes the subject. In level 2-3 children-story books, it makes sense if the subject is the mostly-relativized position since the readers are children who start learning to read.

Ambarita & Mulyadi (2019) found that to relativize the direct object, Indonesian tends to use passive clause. However, the findings in this research found that the translator of Language Development and Fostering Agency changed the clause from active-unmarked-case relative clause that relativizes the subject into passive-marked-case clause. In contrary, the free different translators in StoryWeaver changed the passive-unmarked-case clause that relativizes the subject into active-marked-case-clause. Nonetheless, both translations are acceptable since the changes made by the translators are aimed to make the translation sound more natural.

Moreover, as found by Leenakitti & Pongpairoj (2019), the translations produced by both translators also show the relativizer if the strategy applied is unmarked-case strategy. Even so, the result in this study shows that the translators applied established equivalence rather than literal translation since the source text is contextually well-transferred in the target text. The translators also applied the translation adjustment that in Molina and Albir (2002) can be separated into several techniques, such as explicitation and paraphrase. The other techniques are implicitation, paraphrase, transposition, reduction, pure borrowing, modulation, and discursive creation as well as one technique that was only applied by TT 2 named deletion. The techniques used by the translators caused the shifting. The shifting strategy was changed because of the use of modulation, explicitation, transposition, and discursive creation. The use of modulation caused form-shifting that changed passive into active and vice versa. Meanwhile, the use of transposition changed the clause into sentence as well as discursive creation. Then, the use of explicitation caused the strategy-shifting that changed unmarked-case relativization strategy [-case] into marked-case-relativization strategy [+case] and vice versa. In addition to cause shifting, the use of these techniques also affects the translation quality. The accuracy and acceptability score of the translator from Language Development and Fostering Agency are 2.9 and 2.95 out of 3. Meanwhile, the free translators in StoryWeaver gained 2.6 for accuracy aspect and 2.7 for acceptability aspect. The free translators cannot gain as much as the translator from Language Development and Fostering Agency since the translator applied the techniques such as deletion, reduction, and discursive creation in translating the book *How Myna Ate the Sun*. It happened since the interpreter appears not know how to bargain with the issue in interpretation particularly in deciphering relative clauses. In any case, the interpreters of other books effectively



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exchanged the message precisely and acceptably. In conclusion, the technique purposed by Suroso (2017) are superbly appropriate in the event that the interpreter meets issue particularly to recognize the subject and the question. This moreover vital to dodge mistranslation.

CONCLUSION

This study finds the differences of the translator from Language Development and Fostering Agency and free translators in StoryWeaver in translating the relative clause in level 2-3 children-story books. Therefore, the study finds the structure of relative clause used in children-story book and compare the translations between the translator of Language Development and Fostering Agency.

The result shows that there are 20 relative clauses found in four children-story books. Moreover, these clauses often relativize the subject using unmarked-case relativization strategy [-case]. It makes sense since Keenan and Comrie argued that subject is easier to relativize and these books are for children who learn to read. Meanwhile, to translate this both translators applied the translation techniques that caused shifting and affect the translation quality. Both gained the high score of accuracy and acceptability but the translator from Language Development and Fostering Agency is higher than the free translator in StoryWeaver.

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