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Analysis of Translation Quality of An Illustrated Children Storybook *Berjalan-Jalan Bersama Mama*

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Abstract

Translation quality refers to how accurately, fluently, and appropriately a translated text conveys the meaning, tone, and intent of the original (source) text in the target language. High translation quality ensures that the target audience receives the message as intended, without confusion, distortion, or loss of meaning. The primary objective of this study is to evaluate the quality of translated children's storybooks from English into Indonesian. This research adopts a qualitative method by analyzing available data sources using a translation quality assessment instrument based on the model developed by Nababan et al. The data were obtained from storybooks published on the official website of the Language Development and Fostering Agency, and their translations were examined using the TQA model. The study aims to assess the translation quality in terms of accuracy, acceptability, and readability in accordance with the TQA framework. The findings reveal a considerable discrepancy between the translation from the perspective of the source language and that of the target language. These results underscore the importance of applying the TQA model to assess translation quality in order to produce natural and acceptable translations in the target language.

Keywords: Analysis of Translation Quality; Illustrated Children Storybook; TQA (Translation Quality Assessment

INTRODUCTION

Literacy can be started early through illustrated children's storybooks that are made based on their age and level of understanding. According to Trimansyah (2020) in his book entitled *Panduan Menulis Buku Cerita Anak*, the concept of book leveling for children's storybooks in general is a reference for children's book authors and book publishers, and for the adults, it can be a reference for choosing books. Illustrated children's storybooks are the high demand for children. Through reading book activities, children can enrich their vocabularies, develop language skill and stimulate their imagination (Youlinda, 2025). A lot of children's storybooks are available in English that can be accessed easily in digital reading platforms, for instance Let's Read Asia and StoryWaver. Those digital reading platforms providing lots of children's storybooks in many languages, including English. However, the language difference becomes an issue for parents and adults who want to get those books for their children. So, translating children's storybook becomes a solution to fulfil their demand.

Translation refers to the process of conveying messages from a source language into a target language. Catford (1965) states that translation is a process that involves several languages to change the text into another language. In line with Catford's opinion, Rabin (1958) argues that translation is the process of transferring meaning between the source language to the target language, both in written and spoken. According to him, it is important to maintain the meaning of the text in the source language when translating it into the target language.

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One of the fields that applying the translation process is translating illustrated children's storybooks. There are many children's stories adapted from foreign books in English. This program was created to implement the children's story translation activities to support the *Gerakan Literasi Nasional*, especially for enrichment of children's literacy. The *Badan Bahasa* has translated 1,375 children's storybooks from foreign languages into Indonesian. The translated illustrated children's storybooks are available on the official website of the *Badan Pengembangan dan Pembinaan Bahasa* and can be accessed easily and free (Koesoema et al., 2017).

In assessing the quality of the translation of the illustrated children's storybook, the author uses a qualitative method by analyzing existing source from a book published on the official website of the *Badan Pengembangan dan Pembinaan Bahasa*. To measure the quality of translation, the authors used an assessment model Translation Quality Assessment (TQA) initiated by M. Nababan et al. from the research entitled *Pengembangan Model Penilaian Kualitas Terjemahan*. In their journal, Nababan stated that "*There are three instruments for translation quality assessment includes accuracy, acceptability, readability,*" (Nababan et al., 2012). Nababan et al. (2012) states there are three things a translator has to focus in order to assess translation quality: 1) The accuracy of transferring the message, 2) The accuracy of expressing the message to the target language, and 3) The language naturalness of the translation.

Rohana et al. (2017) also cited the research from Puurtinen (1998) one of the most important aspects in children's storybooks is the readability of the text which is determined by the complexity of the linguistic structure. Not only that, the readability of children's storybooks also includes the ease of retelling, considering that children's storybooks are often read aloud by both parents and children.

Translating is the process of conveying messages from the source language to the target language. Several translation experts or linguists gave their opinions on the meaning of translation. Catford (1965) in his book entitled A Linguistic Theory of Translation explains that translation is seen as the process of converting text in one language to text in another, and this activity involves several languages, as reflected in the following quotation. "*Translation is an operation performed on languages: a process of substituting a text in one language for a text in another. The theory of translation is concerned with a certain type of relation between languages and is consequently a branch of comparative linguistics*" Catford (1965). In addition, Newmark also gave his opinion on the meaning of translation. Newmark (1988) stated that translation is a skill. He elaborated, "*Translation is a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language,*" (Newmark, 1988). Good-quality translations are translations that have a high level of accuracy (similarity of message content between the target language and the source language), translations that are acceptable (grammatically correct in language and acceptable in the target language's culture), and translations that have a high level of readability (easily understood by readers in the target language). Therefore, a translation quality assessment model is needed to assess the quality of translation.

The translation quality assessment model used in this paper is a method developed by Nababan et al. (2012). Theassessment model developed is TQA *(Translation Quality Assessment)* with three instruments and its scores for each instrument. In their research, Nababan et al. (2012) stated that, "*Terjemahan yang berkualitas harus memenuhi tiga aspek, yaitu aspek keakuratan, aspek keberterimaan, dan aspek keterbacaan*" (Nababan et al. (2012). The three instruments include aspect of accuracy, acceptability, and readability. Each instrument is given a score and its assessment parameters.

One of a previous study that use translated children's storybook as a data and assess the translation quality by TQA assessment method is a study by Rohana, Santosa dan Djatmika (2017) entitled *Gaya Bahasa, Teknik Penerjemahan, dan Kualitas Terjemahan dalam Dongeng Disney Dwibahasa Berjudul Cinderella: My Bedtime Story Dan Tinkerbell and The Great Fairy Rescue*. This study examines a bilingual fairytale book Cinderella: My Bedtime Story and Tinkerbell and The Great Fairy Rescue. This study shows that those two fairytales have a good level in accuracy aspect. The Cinderella story receives a score of 2.7, while Tinkerbell received a score of 2.5. Furthermore, in terms of acceptability, both of the stories receive the same score, 2.4. Last, both of them receive a score 2.5 in terms of readability. The conclusion which is obtained from the study is discuss about the importance of choosing the right translation techniques when translating a children storybook. Choosing the right translation techniques will affect the translation results in terms of lexical and grammatical aspect that suitable for children's level of understanding and also affect the score of accuracy, acceptability and readability aspects.

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The second study is the study conducted by Sholihah, Santosa and Djatmika (2018) entitled *Analisis Sirkumstan pada Buku Cerita Anak The 7 Habbits of Happy Kids Karya Sean Covey dan Terjemahannya (Kajian Terjemahan dengan Pendekatan Systemic Functional Linguistics)*. This study examined the story of circumstantial elements in children's storybook from a Systemic Functional Linguistics perspective. Circumstantial elements refer to the physical or non-physical environment that accompanies the process or event in a clause. It also known as adverbial elements and they come with adverbial phrases. The types of circumstantial which are commonly appear in texts include: angle, location, manner, cause, contingency, accompaniment, role and matter. Not only analyze circumstantial elements, but also identifies translation techniques are applied and assesses the translation quality by TQA method by Nababan. The result shows various types of circumstantial are used in the seven stories. The most common circumstantial of location, time and place are the often appear in the texts. Then, the translation techniques also have important roles to make circumstantial shifting from ST to TT. The translation quality, on the other hand, those seven stories get high score in terms of accuracy, acceptability and readability. Although there is circumstantial shift due to the translation techniques, the translation that are produced still show a good quality.

The last study is a journal entitled *Penerjemahan pada Novel Anak dalam Bahasa Inggris ke Bahasa Indonesia* by Youlinda (2025). This study takes a children novel The Little Prince and Diary of a Wimpy Kid as the sources. This study is conducted to identify the translation techniques that applied and the obstacles faced by the translator and the steps to solve them. The obstacles which are arise about the differences in cultural elements, language nuances and humor elements. The study shows the common errors are inconsistencies in meaning at the word level. Even though there are inconsistencies, the translators can apply adaptation technique to ensure the story remains relevant to children. Cultural elements, humor, idioms and specific terms are often difficult to translate them into the target language if they translated it directly. Not only choose the right translation technique, but the translators also can make collaboration with the original author or experienced linguists to solve the issues. This way can be applied to meet a good translation version and archive high scores in terms of accuracy, acceptability and readability.

Based on the three studies above, this paper is created to analyze and assess the translation quality of an illustrated children's storybook published by official institutions based on the translation quality parameters of the TQA model by Nababan. This paper aims to provide a comprehensive evaluation of the translation result of an illustrated children's storybook that focuses on three aspects of accuracy, acceptability and readability. By examining the three aspects above, the analysis has attempted to show the importance of translation quality in children's literature to ensure that the translation is easy to understand by the target readers. In addition, this paper also slightly explains how translation techniques have a significant role in affecting the translation quality. The translation techniques that applied in the translation results can be seen by comparing the original text with the translation version (Putri & Sumarlan (2024).

METHOD

This paper applies qualitative methods with a descriptive approach and conducts document studies. Hasan (2025) states the qualitative method is a strategy used to obtain more in-depth answers about social phenomena by analyzing non-numerical data, including observation, interviews, and document analysis. Document analysis is an activity to analyze documents that are used as research material according to their context Sulistiyo (2019). The data consist of an original English version of a children's storybook and its Indonesian translation. The data source that is used for this paper is an illustrated children storybook entitled "*Berjalan-jalan Bersama Mama*" translated by Kurniaddin Mahmud, illustrated by Lilyk Sugiarti, and the translation activity was conducted by the *Badan Pengembangan dan Pembinaan Bahasa* and published in its official website in 2021 and the original version entitled "*A Very Busy Day*" author by Chisanga Mukuka and illustrated by El Marto which has published on digital reading platform Story Weaver in 2019.

The reason of choosing the book "*Berjalan-jalan Bersama Mama*" as the data has several reasons. First, the relevance of illustrated children's storybook in children literacy activities make it interesting to analyze how the translation quality is. Second, the original version has good quality in terms of synchronous between the texts and the illustrations, so that children can read it and understanding the storyline clearly. Therefore, people have high expectation about the translation quality. Last, the TQA model is a comprehensive model to assess the translation quality based on in-depth accuracy, acceptability and readability criteria. Collaboration with

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academic advisor is carried out to get more perspectives in evaluating the linguistics and cultural aspects of the translation.

Through document studies, researchers will analyze the translation book "*Berjalan-jalan Bersama Mama*" then compare it with the original version of the storybook and give a score on the results of the translation. The data that was chosen to be analyzed the translation results started from the book's title. Then, for the contents of book, 8 pages are selected to be analyzed among of 11 pages. Therefore, the total data that will be analyzed the translation results are nine parts. Then, by giving scores on results of the storybook translation, it will be discovered how the translation quality is. Through this analysis, whether the translation has met the aspects of accuracy, acceptability, and readability that are suitable for the child's level of understanding and culture in Indonesian.

FINDING AND DISCUSSION

The research was conducted by analyzing two books, namely the Indonesian version of the children's storybook "Berjalan-jalan Bersama Mama" translated by Kurniaddin Mahmud and the original version of the storybook "A Very Busy Day" by Chisanga Mukuka. This analysis process was carried out to assess the quality of the translation based on the TQA model by giving a score of 1-3 in each aspect. The analysis is carried out starting from the title of the book to the text in it. This analysis found the translator of the illustrated children's storybook was still source text-oriented, both the translation results and sentence structures. In addition, the texts are not in sync with the illustrations provided. Moreover, the translator did not adjust the terms in translation texts that commonly used in Indonesia. This finding is different from previous studies whose translation texts have good and natural translation.

Book Title

ST: A Very Busy Day

TT: *Berjalan-jalan Bersama Mama*

The difference in the title of the book proves that the translation technique used is modulation technique. Rahmawati (2016) states that the modulation technique is a technique to change the point of view between the source text and the target text. In terms of changing the point of view that occurs in the title, it is to give a more specific term that is acceptable in the target language's culture and in line with the illustration on the book cover.

In the original version, the illustration on the cover of "A Very Busy Day" is more general, with many tall buildings as the background and an illustration of a mother pulling her daughter's hand. Meanwhile, the cover illustration of the translated version of "*Berjalan-jalan Bersama Mama*" is made more specific by depicting a mother and her daughter carrying shopping bags. There is no illustration of tall buildings like the original version. Just an illustration of clouds, a sun, and blue sky.

In terms of the changes, the more specific title is made to emphasize that the contents of the book will tell the activities of a mother and her daughter who will go around the city. Their activities are shopping for vegetables and other personal necessities. Here is the assessment of the translation quality of the first page.

Table 1. Translation Quality Assessment of the Title

Translation Category	Score	Qualitative Parameters
Accuracy	1	The choice of terms in Indonesian is very different from the title in the source language due to changes of perspective. This is due to the use of modulation and particularization techniques, resulting in the changing of the title to be more specific.
Acceptability	3	The translation feels natural and the choice of terms is commonly used and familiar to the target reader. In addition, the level of formality in the title is also in accordance with the target readers, namely children.
Readability	3	The storybook title has a high level of readability, so children who read the book can understand it easily.

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Second Page

ST: Today is a very busy day! Mama and I have lots of things to do and see.

TT: *Hari ini adalah hari yang sangat sibuk! Banyak sekali yang akan dilihat dan dilakukan oleh Mama dan aku.*

In the second page, there are two sentences. The first sentence was translated with the literal technique and the translation is good. Then, the second sentence is translated by the transposition technique. Transposition techniques are used to change the grammatical structure of the source text to match the grammatical rules and the sentence structure of the target text. This change is done to get the same effect as in the source text. It can be seen in the change in the order. In the source text, the word 'Mama and I' is mentioned first, then '...have lots of things to do and see'. In the target text, the word order changes by mentioning the activities that are to be carried out and followed by the subject. Here is the assessment of the translation quality of the second page.

Table 2. Translation Quality Assessment of the Second Page

Translation Category	Score	Qualitative Parameters
Accuracy	2	There is a distortion of meaning in the translation of 'see' becomes *'dilihat'*. It indicates that the word 'see' is translated literally, but its meaning becomes less accurate in the target language.
Acceptability	2	In general, the translation results are natural. However, there is an error in the diction selection for the word '*dilihat*'. The incorrect choice of a term causes a slight error in the meaning/message.
Readability	2	Most translation results are easily understood by children, but there is a semantic error that causes the target reader have to read it several times to understand it.

Third Page

ST: We walk to the station and find people in a queue. Old people and young people, loud people and quiet people, all going to town.

TT: *Kami berjalan kaki ke stasiun dan mendapati orang-orang sedang mengantre. Kami berjalan kaki ke stasiun dan mendapati orang-orang sedang mengantre.*

The third page shows the translation results obtained from literal translation techniques. It can be seen from the expression in the target language that is the same as the source text, but the structure already follows the grammatical rules in the target language. However, when we see the correlation between the text and the illustration, it looks out of sync. Both the original version and the translated version, the illustration shows the bus. However, the name for the bus stop (in the original book) uses the term 'station' to refer to the bus stop. On the other hand, the illustration in the Indonesian version shows buses that are lined up like at a bus station. Here is the assessment of the translation quality of the third page.

Table 3. Translation Quality Assessment of the Third Page

Translation Category	Score	Qualitative Parameters
Accuracy	2	Most of the text is accurately translated in the target language. But there are still translations that do not match the illustrations. The meaning of the word '*stasiun*' in Indonesian culture refers to a train station. Meanwhile, the illustration shows the bus stop.
Acceptability	2	The translation results seem natural, but there is a semantic error in terms of diction selection for '*stasiun*' that does not match the illustration.
Readability	2	The translation result can be understood by the target readers, but there are certain parts that need more understanding, that

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Translation Category	Score	Qualitative Parameters
		is '*yang pendiam dan yang bawel*'. The phrase needs to be read several times to catch its meaning.

Fourth Page

ST: Through the minibus window, I see cars driving by. Fast cars and slow cars, big cars and small cars.

TT: *Lewat jendela minibus, aku melihat mobil-mobil melaju. Ada yang cepat, ada yang lambat, ada yang besar, ada yang kecil.*

The translation on the fourth page is translated with the literal translation technique. It can be seen that the grammatical structure of the source text and target text is exactly the same. Then, there is the deletion technique, where the word 'and' in the source text is not translated into the target language. Instead, a punctuation 'comma' is used to separate those phrases. In addition, the change of sentence structure is seen in the second sentence. In the second sentence, it appears shorter with a reduction translation technique that removes the word 'cars', so there is no word '*mobil*'. This shows that there is a grammatical process in terms of cohesion, namely *referensi endofora* in Indonesian, which refers back to the things that have mentioned earlier in the text or in other words, the reference is in the text (Anisah, 2019; Sari & Markhamah, 2024).

Next, the fourth page also has the same as the third page. In the translated version of the storybook, the illustration that appears is the mother and her daughter are on the bus. It is proved by the illustration depicting the wide windows and the bus passenger seats. However, the translation result still follows the term in source text, 'minibus'. The translation results should follow the illustration that depicts a mother and her daughter on the bus so that it is in sync between the text and its illustration. Here is the assessment of the translation quality of the fourth page.

Table 4. Translation Quality Assessment of the Fourth Page

Translation Category	Score	Qualitative Parameters
Accuracy	2	Mostly, the messages that is contained in the source text are translated accurately into target language. However, there is a mistake in the translation that does not match between the text and its illustration.
Acceptability	3	The translation results seem natural and in accordance with the grammatical rules in Indonesian.
Readability	3	The level of readability is high because the translated text is easily understood by the target readers without having to be read over and over.

Sixth Page

ST: (1) Mama and I walk in and out of shops. Shops for clothes and shops for books, shops for bags and all sorts of things. (2) Mama tries on some shoes. Red shoes and green shoes, high shoes and low shoes. (3) Bonjour! Ola! Hello. Jambo!

TT: *Mama dan aku berjalan masuk keluar toko. Toko pakaian, toko buku, toko tas, dan banyak lagi. Mama mencoba beberapa sepatu. Ada sepatu merah, sepatu hijau, sepatu berhak tinggi, dan sepatu berhak datar. Bonjour! Ola! Hello. Jambo!*

There is a reduction process on the sixth page in the Indonesian version. There are three parts in the translated version of the storybook and all of them are combined into one page and one illustration. The original version, on the other hand, every part is written on three different pages and has different illustrations. Each paragraph has in sync with the illustration. If we look at the illustration in the translated version, the illustration that appears is a picture of a mother and her daughter are standing in front of two stores. There is no illustration of the character 'Mama' trying on the shoes that she bought, in contrast to the original version, which shows an illustration of the mother who is trying on the shoes that she will buy.

Then, on '*Bonjour*! *Ola*! *Hello*. *Jambo*! it turns out the translator maintains those expressions in the translated version. Those words are greeting expressions from several languages to greet people. Actually, there

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are no prohibitions for that, but as mentioned earlier, there is only one illustration for three paragraphs and the result is unacceptable because among the greeting expressions, there are no illustration that shows people are greeting each other. That is very different from the original version that shows the illustrations of people in one place and greeting each other clearly.

Furthermore, the translation technique used is a transposition technique that changes the structure in the phrase 'walk in and out of shops' from prepositional phrases to the verb phrase '*berjalan masuk keluar toko*'. This part also shows calque translation technique on 'in and out of shops' which translates to '*masuk keluar toko*'. Then the transposition technique is also applied to the word 'shops' that from the plural form and changes into the singular form '*toko*'. The form change from plural to singular in the translated version is still followed by mentioning the kind of shops the mother and her daughter that will be visited. Then, a pure borrowing technique is applied to maintain the expression '*Bonjour*! *Ola*! *Hello*. *Jambo*!

Moreover, the established equivalence is applied to translate 'high shoes and low shoes' into '*sepatu berhak tinggi dan sepatu berhak datar*'. Established equivalence is the technique of translating terms in the source text using the terms or expressions that are already common in the target language, both of which have been listed in dictionary entries or daily expressions (Hadi, 2019). The use of the terms '*hak tinggi*' and '*hak datar*' is commonly used by the people in the target language, so it is easy to understand. However, as we know the target readers are children. Most likely, there are those who do not understand what high heels and low heels are. This is become a challenge for translators to find equivalent words that are easier for children to understand. Here is the assessment of the translation quality of the sixth page.

Table 5. Translation Quality Assessment of the Sixth Page

Translation Category	Score	Qualitative Parameters
Accuracy	3	The translation has a good level of accuracy. It is shown by the good transition between the source language into the target language without any distortion and ambiguity.
Acceptability	2	Most of the translation results are natural, but it is less acceptable because it is not in sync between the text and the illustration (in the part of the greeting word, there is no human illustration).
Readability	2	The less readability aspect is shown by the greeting expression *'Halo*!' in various languages that are still maintained according to the source text, which most likely children will read those expressions repeatedly to understand its meaning.

Eighth Page

ST: Boxes of cereal, and sacks of fruit. Bags of flour and bottles of juice.

TT: *Ada kotak-kotak sereal dan berkantung-kantung buah. Ada tepung berkantung-kantung dan jus berbotol-botol.*

The results of the translation on the eighth page shows that the sentence structure tends to be same to the source text. There is a reduplication of the translation results because the source text also expresses the plural form.

However, in the two sentences above, it is less acceptable in Indonesian grammatical rules and the meaning becomes ambiguous. The phrase '*berkantung-kantung buah*' sounds unnatural in Indonesian daily conversation and feels stiff. This also happens to '*ada tepung berkantung-kantung*' and '*jus berbotol-botol*' which are unacceptable in the Indonesian grammatical rules. The correct meaning of the sentence is that flour is packaged in many bags. Since the translation results are not acceptable in Indonesian grammatical rules, the sentence cannot convey the meaning well and even causes misinterpretation. Likewise, the phrase '*jus berbotol-botol*' also has an ambiguous meaning. In conclusion, maintaining sentence structure as the same as the source text is not always relevant because of differences in linguistic rules. It implies the translator has to pay attention to the sentence structure in the target language, so the translation result would not have double meaning or ambiguity. Here is the assessment of the translation quality of the eighth page.

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Table 6. Translation Quality Assessment of the Eight Page

Translation Category	Score	Qualitative Parameters
Accuracy	2	Most of the text is translated accurately, but there are still some ambiguous translated sentences. As a result, the message in the target text is not fully conveyed to the children and they would have a hard time to understanding it.
Acceptability	1	The translation is unnatural and it feels like a translated text. The expressions used are unacceptable in Indonesian grammatical rules and they are also uncommon in everyday speech, especially for children
Readability	2	Most translations can be understood but must be read two and three times to catch the meaning.

Ninth Page

ST: Mama shows me the toys and asks me to choose! There are soft toys and round toys, loud toys and fast toys.

TT: *Mama menunjukkan padaku mainan-mainan dan menyuruhku memilih! Ada mainan yang empuk, ada yang bulat, ada yang berisik, ada yang cepat.*

The translation on the ninth page still looks like a translated text because it follows the sentence structure of the source text. The translator also chooses dictions directly from the dictionary without any adjustment. As a result, the translation version shows the types of toys, not directly mentioning any examples of those types that are included in the categories of soft toys, round toys, loud toys, and fast toys.

In the original book, the illustrator directly shows the examples of the four categories of toys that are mentioned above by arranging the pictures neatly and clearly. So, the children as the target readers can immediately know the examples of toys through the illustrations provided. On the other hand, the translated version of the book also shows the illustrations of examples of toys like in the source text. However, the illustrations are not clearly arranged likes in the source text.

About the translation techniques are used, there are deletion, additional technique, and transposition technique. The use of the deletion technique is seen in the omission of the word 'and' which is not appear in the target text. Next, the transposition technique changes the sentence structure due to the omission of the word 'and'. The addition technique also appears in this sentence. The addition is given to the word '*ada*' as a preposition. The amplification technique is used to add details that do not appear in the source text and produce a sentence structure that is acceptable in Indonesian. Here is the assessment of the translation quality of the ninth page.

Table 7. Translation Quality Assessment of the Ninth Page

Translation Category	Score	Qualitative Parameters
Accuracy	2	Most of the translated results have been translated well, but they are still less accurate. There is still a distortion of meaning due to the use of the literal translation technique. As a consequence, there are less accurate terms that have emerged.
Acceptability	2	The way of choosing a translation technique will affect the result. It also happens when a translator cannot choose the right technique. As a consequence, the terms in the target language will be less acceptable. Once again, choosing the literal translation technique, which is taking the meaning straight from the dictionary, affects the translation results in the target text that are odd for children as the target readers.
Readability	1	A low score is given for the readability aspect, especially for the second sentence, which mentions the category of toys that

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Translation Category	Score	Qualitative Parameters
		are uncommon for children, instead of mentioning the examples of those toys. The children will find it difficult to understand what the toy is because it is not straightly mentioned the example of those toys. Moreover, the illustrations make children have to examine closely at the toy's illustrations in the storybook.

Tenth Page

ST: Today we've bought lots of things! Bags of food and bags of clothes. A pair of shoes and even some treats.

TT: *Hari ini kami sudah membeli banyak barang. Berkantung-kantung makanan, dan berbungkus-bungkus pakaian. Ada sepasang sepatu dan beberapa camilan.*

On the tenth page, the translation results are still oriented to the source text, both the diction and the sentence structure. The first sentence is translated with a literal technique but removes the exclamation mark at the end of the sentence and it is replaced with a period. The deletion technique on the punctuation marks slightly removes the cheerful or enthusiastic nuance that is felt by the character '*Aku*' after going for a walk with her Mama.

Furthermore, the second sentence is translated by the calque technique. It can be seen that the sentence structure in the translation result still follows the sentence structure in the source language. However, there is a mistake in writing the second sentence. Putting a comma in '*berkantung-kantung makanan, dan berbungkus-bungkus pakaian*' makes the sentence is less acceptable according to Indonesian grammatical rules. In addition, putting a comma is considered unnecessary because there are only two phrases. In the third sentence, an additional '*ada*' which is added at the beginning of the sentence is the result of an addition technique. The translation is good enough. Here is the assessment of the translation quality of the tenth page.

Table 8. Translation Quality Assessment of the Tenth Page

Translation Category	Score	Qualitative Parameters
Accuracy	3	The meaning or message in the text has been transferred well to the target language without any distortion of meaning or ambiguity.
Acceptability	2	Grammatical errors occur in the second sentence. The addition of a comma is considered unnecessary because it will change the grammatical structure and is not in accordance with the Indonesian grammatical rules.
Readability	3	The three sentences above are translated well and can be easily understood by children.

Eleventh Page

ST: Back at home, in our quiet house, I took out the special gift that Mama bought just for me!

TT: *Sesampainya di rumah, di dalam tempat tinggal kami yang sunyi, aku membuka hadiah istimewa dari Mama yang dibeli hanya untukku!*

Based on the original version, the book provides the illustration that shows the daughter is alone at home. The daughter opens the gift that her mother bought for her. Therefore, there is a phrase 'in our quiet house' which interprets the daughter is opening a gift from her mother alone in their quiet house. In this case, both of the text and the illustration are synchronous.

However, the translated book shows a different illustration. When Mama and her daughter arrive at their home, they open their shopping bags together, including opening the gift that her mother gave for her, which is a teddy bear. Thus, there is no depiction of '*di dalam tempat tinggal kami yang sunyi*' like in the source text. Both of the text and the illustration are unsynchronized. In other words, between the writing and the illustrations are out of sync.

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The decision to maintain the phrase, like in the source language, the translator needs to pay attention for the details. This is related to the synchronization between the text and its illustration. If the translators want to maintain the phrase exactly the same as in the source language, it would be nice if the illustrations and the text also synced with each other like the original version. However, if the translators want to use the illustration of Mama and her daughter open the shopping bags and open a gift together, it is better if the text also syncs with the illustration. Here is the assessment of the translation quality of the eleventh page.

Table 9. Translation Quality Assessment of the Eleventh Page

Translation Category	Score	Qualitative Parameters
Accuracy	3	The translation results convey the meaning accurately to the target language without any distortion and ambiguity.
Acceptability	2	The level of readability is related to the synchronization between the illustration and the text. For the translated text, although some are out of sync with the illustration, there are no errors in the selection of terms.
Readability	3	The translated text can be understood by children easily without having to read it over and over.

CONCLUSION

The finding and discussion in this paper support the previous research conducted that emphasizes the importance of choosing the right translation techniques when translating a children's storybook. The research shows some translation shifting in terms of Indonesian expressions and it affects the acceptability and readability score. In addition, the research also highlights the necessity of choosing appropriate terms or expressions to ensure the translation results align with Indonesian lexical and grammatical rules so that the text would get high scores in terms of accuracy, acceptability and readability and be easy to understand by children as the target readers. Furthermore, this paper also highlights translation errors at the word level that were made by the translator of "*Berjalan-jalan Bersama Mama*" who chose to maintain three greeting expressions as the same as the original book. The translation errors made by the translator of the children's storybook are in line with the research, which highlights translation errors at the word level in terms of choosing the expressions.

This paper shows differences from that previous research that focused on the technical aspects of translation and translation errors in terms of choosing terms or expressions. This paper found that asynchronization between the texts and illustrations has a major impact on translation results in the matter of accuracy, acceptability and readability aspect. For this reason, the translator and illustrator have to collaborate and discuss their project together so they can produce the good illustrated children's storybook later on. Moreover, the Indonesian version of an illustrated children's storybook that was adapted from an English book still implies the source language oriented, both in terms of words and sentence structure. In addition, the translation techniques most used by the translator are literal translation, transposition, and modulation, as well as slight addition and deletion techniques. Most of the translations in Indonesian have good scores in terms of accuracy aspect. However, the decision to maintain the sentence structure of the source language in the target language resulted in a low score in the acceptability aspect. It happened because most of the sentence structures in translation results are less acceptable in Indonesian grammatical rules. In addition, the act of borrowing the original terms in other languages without any adjustment also affects the score in terms of readability, because the children would have difficulty reading it and understanding the meaning. Furthermore, the synchronization between the text and the illustration is also an important thing that needs to be considered in order to get the same nuances as in the original book.

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