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## **Application of Translation Methods and Procedures in the Children's Storybook 《山海经》 (Shān Hǎi Jīng)**

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### **Keywords**

*Newmark's translation  
method, Vinay and  
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procedure, Shan Hai Jing*

### **Abstract**

The translation of children's storybooks is very important in bridging literature between languages and cultures. This translation not only converts one language into another, but also adapts the meaning of the message to be conveyed to the target audience. This study aims to translate a Mandarin children's storybook titled 《山海经》 (Shān Hǎi Jīng) into Indonesian using Newmark's translation method and Vinay and Darbelnet's translation procedure. The method used in this study is descriptive qualitative with observation and note-taking techniques. A total of 193 data points on the Newmark translation method and 119 data points for the Vinay and Darbelnet translation procedure were found. The most widely used method was communicative translation with 134 data, while the least used was the adaptation translation method with 2 data. For translation procedures, the most widely used was the borrowing procedure with 56 data, while the least used was the modulation procedure with 1 data.

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## INTRODUCTION

Translation has contributed greatly to globalization, because translation not only unites the world but also integrates cultures. The diffusion of culture is one of the pillars and foundations of the era of globalization, and this can only be achieved through translation (Siregar et al., 2022). However, due to cultural and linguistic differences between nations, communication barriers often arise. Therefore, translation is needed as a bridge between languages. Newmark (1988) reveals the definition of translation, which is translating the meaning of a text into another language in accordance with the author's intention. Meanwhile, Nida and Taber (1982) express the essence of translation as “translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style,” meaning that translation consists of reproducing in the recipient language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.

Translation is also very much needed in the field of education. Through translation, educators and students can understand global learning resources that can be obtained through books, for example. Book translation is also increasingly important due to the rapid development of science and technology, where many of the latest discoveries originate from countries that use Mandarin as their main language. According to an ICAN Education Consultant, China is known as the largest country in Asia and the third largest in the world, as well as one of the countries with the best education systems in the world (Dawani et. al., 2024). China's progress in education and research has produced high-quality scientific results. Therefore, translators play an important role in transferring knowledge from Mandarin to other languages so that it can be easily accessed without the barrier of language differences.

Translating books from Mandarin is not a simple task. Translation is not just the activity of translating words from the source language (SL) by finding their equivalents in the target language (TL), but also the process of transferring the message of the SL text, which is influenced by the translator's own culture, reflected in the way a person understands and expresses the message through the language used. Theoretically, translation requires a high level of proficiency in the source language to avoid misinterpretation of the source text (Ardi, 2015). One Chinese book that is interesting to translate into Indonesian is a children's story written by Wen Lan entitled 《山海经》 (Shān Hǎi Jīng). Shan Hai Jing is a descriptive work from ancient China before the Qin Dynasty (221 BC-207 BC) written in an ancient style using ancient Chinese (Wang, 2020).



**Figure 1.** Newmark's translation method V diagram

Newmark (1988), in his book *A Textbook of Translation*, developed his translation model. First, translation that emphasizes or tends to be oriented towards the source text is divided into four types, namely word-for-word translation, literal translation, faithful translation, and semantic translation. Meanwhile, translations that are oriented towards the target text are also divided into four types, namely adaptation translation, free translation, idiomatic translation, and communicative translation (Ma'mur, 2004). Newmark (1988) reveals that methods differ from procedures in translation. In general, translators can choose from two types of translation procedures, namely literal translation and oblique translation (Vinay and Darbelnet, in Venuti, 2000). These two types of procedures are divided into seven categories, as follows: (1) borrowing, the SL is transferred directly to the TL (2) calque, borrowing expressions from another language, but then translating each element literally (3) literal translation, irect transfer of the SL text into the TL text in accordance with grammar rules (4) transposition, involves replacing one class of words with another class of words without changing the meaning of the message (5) modulation, changing the semantics and perspective of SL (6) equivalence, translating one language into another and emphasizing the natural meaning that is closest to TL (7) adaptation, creating a new situation to show situational equivalence.

Based on the above background, the researcher is interested in researching translation methods and procedures that can be used in translating the children's story version of the *Shan Hai Jing* book from Mandarin to Indonesian. The method that will be used by the researcher is Peter Newmark's translation method because this method helps the researcher to adapt the translation to the needs of readers, especially children. Furthermore, the procedure used by the researcher is the Vinay and Darbelnet translation procedure because this procedure helps the researcher to select phrases or words that are translated in depth with seven procedures covering various approaches.

## **METHOD**

The method used in this study is a descriptive qualitative method. Qualitative research is descriptive in nature, data collected in the form of words or images, not numbers, and the written results of the research contain quotations from the data to illustrate and support the presentation (Bogdan et al., 1982).

The data collection techniques used in this study were observation and note-taking. The observation method is a data collection method used to obtain data by observing language use, while the note-taking technique is an advanced technique used when applying the observation method (Mahsun, 2005).

## **RESULTS AND DISCUSSION**

The results of research on translation methods and procedures in the Mandarin children's storybook

entitled 《山海经》 (Shān Hǎi Jīng) by Wen Lan into Indonesian found 193 data points using the Newmark translation method and 119 data points using the Vinay and Darbelnet translation procedure. All data has been collected and grouped according to the type of method and procedure used to translate it. Below is a table classifying the amount of data found, as follows:

**Table 1.** Results of Newmark's Translation Methods

| No. | Translation Methods       | Frequency | Percentage |
|-----|---------------------------|-----------|------------|
| 1.  | Adaption Translation      | 2         | 1.04%      |
| 2.  | Free Translation          | 47        | 24.35%     |
| 3.  | Idiomatic Translation     | 10        | 5.18%      |
| 4.  | Communicative Translation | 134       | 69.43%     |
|     | Total                     | 193       | 100%       |

**Table 2.** Results of Vinay and Darbelnet's Translation Procedures

| No. | Translation Procedures | Frequency | Percentage |
|-----|------------------------|-----------|------------|
| 1.  | Borrowing              | 56        | 47.06%     |
| 2.  | Calque                 | 46        | 38.66%     |
| 3.  | Literal                | 3         | 2.52%      |
| 4.  | Transposition          | 3         | 2.52%      |
| 5.  | Modulation             | 1         | 0.84%      |
| 6.  | Equivalence            | 7         | 5.88%      |
| 7.  | Adaptation             | 3         | 2.52%      |
|     | Total                  | 119       | 100%       |

Based on Table 4.1, Newmark's TL-oriented translation method was found in 193 data. The most widely used method in this study was the communicative translation method in 134 data. Meanwhile, the least used method in this study was the adaptation translation method in 2 data. Furthermore, Table 4.2 shows that Vinay and Darbelnet's translation procedure was found in 119 data. The most widely used procedure in this study was the borrowing procedure, which was found in 56 data. Meanwhile, the least used procedure in this study was the modulation procedure, which was found in 1 data.

### Newmark's Translation Methods

#### 1. Adaptation Translation

(1) SL: 小船在海上就像一片叶子, 在狂风的席卷下, 很快便沉到了海底。(Xiǎochuán zài hǎishàng jiù xiàng yīpiàn yèzi, zài kuángfēng de xíjuǎn xià, hěn kuài biàn chén dào le hǎidǐ.)

TL: Perahu kecilnya terombang-ambing bagaikan daun di atas laut. Akhirnya... ia hilang ditelan

laut biru yang dalam.

In the example above, if translated literally, it would be “perahu itu bagaikan daun di atas laut, tak lama kemudian tenggelam ke dasar laut karena diterpa angin kencang”. The researcher retained the phrase “小船在海上就像一片叶子 (xiǎochuán zài hǎishàng jiù xiàng yīpiàn yèzi)”, which means “perahu itu bagaikan daun di atas laut”, adding the dramatic element of “perahu kecilnya terombang-ambing”. This phrase describes the helpless state of the ship as it is caught in a storm and strong winds.

## 2. Free Translation

(2) SL: 大禹刚刚从父亲手中接过治水这项工作的时候是相当头疼的。他的父亲鯀在治水时把河道堵得乱七八糟, 洪水泛滥成灾, 大禹试了很多治水方法都不行, 这可怎么办呢? 正在大禹发愁的时候, 突然从河底游上来一只大龟, 这只大龟正是旋龟。(Dà yǔ gāngāng cóng fùqīn shǒuzhōng jiēguò zhìshuǐ zhè xiàng gōngzuò de shíhòu shì xiāngdāng tóuténg de. Tā de fùqīn gǔn zài zhìshuǐ shí bǎ hédào dǔ dé luànqībāzāo, hóngshuǐ fànlan chéng zāi, dà yǔ shìle hěnduō zhìshuǐ fāngfǎ dōu bùxíng, zhè kě zěnmē bàn ne? Zhèngzài dà yǔ fāchóu de shíhòu, túrán cóng hé dǐ yóu shànglái yī zhī dà guī, zhè zhī dà guī zhèng shì xuán guī.)

TL: Suatu hari, Da Yu—pahlawan pemberantas banjir—bingung karena banjir tak kunjung reda. Semua cara sudah dicoba, tapi malah jadi gagal dan semakin kacau. Saat ia sedang pusing, tiba-tiba... kura-kura raksasa muncul dari dasar sungai! Kura-kura itu adalah Xuan Gui!

In the second example, the researcher rearranged the sentences to make them sound more natural in Indonesian. The researcher did not stick to the SL sentence structure or search for one-to-one equivalents because the main focus was to convey the overall message and atmosphere naturally so that it could be understood by the reader. For example, the phrase “pahlawan pemberantas banjir” was added to emphasize who Da Yu really was, even though this phrase does not appear in the SL. The addition of this phrase was intended to prevent readers from being confused by the sudden appearance of Da Yu in the story.

## 3. Idiomatic Translation

(3) SL: 九天玄女还建议黄帝用雷兽的骨头当作鼓槌, 一定会事半功倍。(Jiǔtiān xuán nǚ hái jiànyì huángdì yòng léi shòu de gǔtōu dàng zuò gǔ chuǐ, yīdìng huì shìbàngōngbèi.)

TL: Sang dewi menyuruh raja membuat pemukul gendang dari tulangnya. Pasti suaranya akan luar biasa!

In the example above, the idiom “事半功倍 (shìbàngōngbèi)” means “dengan mengeluarkan separuh tenaga memperoleh hasil yang berlipat.” However, the translation is adapted to the previous context, namely that the goddess ordered the king to make drums from the skin of the Kui Niu animal and also to make drumsticks from the animal's bones. This translation conveys the idea that by making the drums and drumsticks at the same time, the results of the effort will

be much more effective and extraordinary.

#### 4. Communicative Translation

(4) SL: 浑夕山上有一种名叫肥遗的怪兽, 它长着一个头和两个身体, 外形像蛇一样, 只要它出现的地方就会发生大旱。(Hún xī shānshàng yǒuyī zhǒng míng jiào féi yí de guàishòu, tā zhǎngzhe yīgè tóu hé liǎng gè shēntǐ, wàixíng xiàng shé yīyàng, zhǐyào tā chūxiàn dì dìfāng jiù huì fāshēng dà hàn.)

TL: Duluuu sekali, di Gunung Hunxi, hidup seekor monster bernama Fei Yi. Bentuk tubuhnya mirip ular, tapi anehnya punya dua badan dan satu kepala! Setiap kali Fei Yi muncul, tempat itu pasti jadi kering kerontang karena tidak ada hujan.

In the example above, the researcher prioritized the message of the SL text translated into TL so that it could be understood naturally by readers. The researcher attempted to translate the above text expressively. As in the sentence “tapi anehnya punya dua badan dan satu kepala!”, especially the word “anehnya”, which emphasizes the oddity of the body shape of the creature named Fei Yi.

### Vinay and Darbelnet's Translation Procedures

#### 1. Borrowing

(5) SL: 浑夕山上有一种名叫肥遗的怪兽 (Hún xī shānshàng yǒuyī zhǒng míng jiào féi yí de guàishòu)

TL: Di gunung Hunxi terdapat seekor makhluk mengerikan bernama Fei Yi.

In the example above, the word “肥遗 (féi yí)” retains its original form and is translated as “Fei Yi.” Researchers do not look for equivalents or other terms in the TL because this word is the name of a mythological animal in China. Borrowing is often done when translating names, place names, and other terms for which equivalents do not need to be found.

#### 2. Calque

(6) SL: 在谯明山的谯水中有很多何罗鱼。(Zài qiáo míngshān de qiáo shuǐzhōng yǒu hěnduō hé luó yú)

TL: Di sungai Qiao pegunungan Qiaoming, ada banyak ikan yang hidup disana. Ia dipanggil ikan He Luo.

In the example above, “何罗鱼 (hé luó yú)” in SL is translated into TL as “ikan He Luo”, because this word is still translated literally in the form of a loanword and translating its elements. In this example, only the word “鱼 (yú)” is translated into TL. The word “何罗 (hé luó)” is not translated because it is the name of a mythological Chinese animal.

### 3. Literal

(7) SL: 我国民间流传着“天狗吃月亮”的故事。(Wǒguó mínjiān liúchuánzhe “tiāngǒu chī yuèliàng” de gùshi.)

TL: Di Tiongkok ada cerita rakyat tentang “Tian Gou makan bulan”.

In the example above, the phrase “天狗吃月亮 (yuèliàng)” in SL is translated into TL as “Tian Gou makan bulan” by matching each element of the word. Literal translation can be used if the context of SL is clear, i.e., to convey the original meaning or term from SL into TL.

### 4. Transposition

(8) SL: 在谯明山的谯水中(Zài qiáo míngshān de qiáo shuǐzhōng)

TL: Di sungai Qiao pegunungan Qiaoming

In the example above, the sentence 在谯明山的谯水中 (zài qiáo míngshān de qiáo shuǐzhōng) underwent changes in structure and phrase order. If translated literally, the sentence becomes “di pegunungan Qiaoming dari sungai Qiao tengah”. This translation is very unacceptable in Indonesian. Therefore, the sentence must undergo structural changes and be rearranged so that it sounds natural in TL.

### 5. Modulation

(9) SL: 而男孩儿在三岁时就会夭折。(ér nánhái ér zài sān suì shí jiù huì yāozhé.)

TL: Tapi... jika mereka melahirkan bayi laki-laki, bayi itu tidak akan hidup setelah usia tiga tahun.

In the example above, “夭折 yāozhé” in SL means “meninggal muda” or “prematur”, but in this text, it is translated into TL as “tidak akan hidup” by matching each element of the word so that it sounds more natural.

### 6. Equivalence

(10) SL: 刚吃了一口, 只听“哐当”一声(Gāng chīle yīkǒu, zhǐ tīng “kuāngdāng” yīshēng)

TL: Tapi hari berikutnya, tiba-tiba saja terdengar bunyi “kelontang!”.

In the example above, “哐当 (kuāngdāng)” is an onomatopoeic sound or an imitative word in Chinese culture. This sound word represents a falling object made of iron. However, researchers adapted this sound word into Indonesian culture, where the sound “哐当 (kuāngdāng)” is commonly heard as “klontang”.

### 7. Adaptation

(11) SL: 人鱼 (Rényú)

TL: Putri Duyung

In the example above, “人鱼 (rényú)” is the name for a creature from Chinese mythology. In

Indonesian folklore, “人鱼 (rényú)” is better known as “Putri Duyung”. The word “duyung” in the Kamus Besar Bahasa Indonesia is defined as a marine mammal similar to a dolphin, gray in color, up to 2 meters long, and feeding on seaweed. However, in this context, “Putri Duyung” is described as an aquatic creature with the upper body of a woman from the head to the waist and the lower body of a fish with a scaly tail.

This study uses Peter Newmark's translation method because it is considered capable of adapting the translation results to the needs of readers, especially children. The selection of this method is in line with the concept of translation that emphasizes the readability and acceptability of the target text. In addition, Vinay and Darbelnet's translation procedure was applied to analyze the translation process in greater depth. The seven procedures proposed by Vinay and Darbelnet helped researchers determine the appropriate choice of words and phrases according to the context of the source and target languages. The results of the study show that the combination of the Newmark method and the Vinay and Darbelnet procedures produces translations that are more suitable for child readers.

Interpretation of the research results shows that the use of these methods and procedures plays an important role in maintaining meaning, clarity, and language appropriateness for children's level of understanding. However, this study has limitations, including a limited data scope and a focus on specific types of texts. Therefore, the results of this study cannot be generalized broadly. The implications of this study are expected to contribute to the development of translation studies, particularly in the translation of texts for children, and serve as a reference for future researchers.

## CONCLUSION

The conclusion contains a summary of the answers to the research problem that is a contribution to scientific development. Based on the results of the study, the researcher obtained 193 translation data using Newmark's theory, specifically the target language-oriented (TL) translation method. The analysis results show that the communicative translation method was the most dominant method used in the translation of a Mandarin children's storybook entitled 《山海经》 (Shān Hǎi Jīng), with 134 data points, indicating the researchers' priority on ease of understanding for Indonesian child readers without losing the original meaning. In contrast, the adaptation method was the least used, with only 2 data points. Furthermore, analysis of translation procedures based on Vinay and Darbelnet's theory found 119 data points according to their classification, with the borrowing procedure being the most widely applied, namely 56 data points, to preserve words or sentences containing cultural elements or distinctive names so that the cultural nuances are maintained. Meanwhile, the modulation procedure was the least used, with only 1 data point. These results indicate that the translation of the children's storybook 《山海经》 (Shān Hǎi Jīng), emphasizes reader comprehension and the preservation of cultural elements through a combination of appropriate translation methods and procedures.

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