



TRANSLATION ANALYSIS OF THE STORY BOOK “AL QIROATU AR ROSYIDAH” FOR 10th GRADE STUDENTS OF RIYADHUSSHOLIHIN HIGH SCHOOL PANDEGLANG BANTEN

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Abstract

Students have many difficulties in understanding, translating, and reading Arabic texts. This study aims to develop Arabic language skills, especially in translating, writing, reading, expanding Arabic vocabulary, and understanding the experienced phenomena. This qualitative descriptive research aims to discover the translation techniques for translating Arabic storybooks. Qualitative research produces descriptive data about the observed object in words or spoken words. The analysis findings show that 6 of the 18 translation techniques suggested by Molina & Albir are used in translating the Arabic text of the storybook “*Al Qiroah Ar Rasyidah*.” It is found that of the 15 data from the Arabic text in the storybook “*Al Qiroah Ar Rasyidah*,” 6 have been classified into types of translation techniques, namely Literal translation (consists of four data / 27%), Discursive creation technique (consists of four data / 26%), modulation translation technique (consists of three data / 20%), compensation technique (consists of two data / 13%), transposition technique (consists of one data / 7%), and reduction technique (consists of one data / 7%).

Keywords:

Arabic Story Book; Translation techniques; Children’s Literature

INTRODUCTION

Initial reading skills are more oriented to basic level reading skills, namely the ability to be aware of letters (Chandra & Sri, 2017). Literacy is an important skill in life. It can be defined as the ability to use images and language in various forms for writing, reading, speaking, listening and critical thinking (Kusuma et al, 2022). The function of translation is the same as in communication: conveying a message from SL (source language) into TL (target language). A translation must convey the meaning. The translator must have the right strategy to find the equivalent phrases and adapt words, phrases, or sentences from SL to TL (Al Farisi, 2014).

The translator can also act as an intermediary in diversion step information between the TL and SL users. Since the interpretation of holy books, the subject of understanding have developed into the transfer of technology, even the transfer of cultural knowledge, including the translation of literary works, prose, poetry, and drama (Kuncara, 2013). The most important thing for translators is that the technique chosen can fulfill the purpose of translation (Suciati, 2010).

Translation is a communication link between writers in the source language and research in the target language, and interpreters as mediators or intermediaries for both (Kobyakova & Shvachko, 2016). Translation techniques analyze and classify translation comparisons from SL to TL, which can be used in various language units (Fathurrahman & Zaini, 2020).

Prayogo and Yuniarti (2021) state that a high-value translation can be seen from how thorough it is in following the contents of the source text. The latter must be presented according to the current grammar of the target language, and the translation result must also be easy to be understood by the readers in the target language (Nababan & Nuraeni, 2012). One of the translation techniques that was concluded by one of the translation experts is described by (Molina & Albir, 2002), namely: (1) Adaptation, (2) Amplification, (3) Borrowing, (4) Calque, (5) Compensation, (6) Description, (7) Discursive Creation, (8) Establish Equivalent, (9) Generalization, (10) Linguistic Amplification, (11) Linguistic Compression, (12) Literal Translation, (13) Modulation, (14) Particularization, (15) Reduction, (16) Substitution, (17) Transposition, (18) Variation.

Those methods can be formed as an alternative for teachers and parents in developing children's speaking intelligence at an early age and the elementary school level (Asrizal, 2018). The storybooks are also can stimulate children's interest in reading. They can use the contents of storybooks to learn languages, both native and foreign languages. Children can learn languages from the basic education level to become a source of information for their higher education (Fitriani & Ifianti, 2021). When children have to learn two languages at once, at the same time, they need to explore two opposite words for each object they name and for each thought they wish to express. They need to learn to pronounce the same letter or letter configuration differently (Nawafilaty, 2019).

The main goal of story translation training is teaching students language skills, including listening, speaking, reciting, and transcribing skills in a language other than their mother tongue, and learning content through those skills (Astuti, 2017). Puurtinen (1998) shows that one of the most important aspects of children's literature is the readability of a text. Readability is determined by language complexity, such as its composition and simplicity in the retelling because parents and children often read children's books. Therefore, in translating texts, translators must pay attention to the values to achieve three criteria for good translation quality: Accuracy, Acceptability, and Readability (Santika, 2021).

On the one hand, research shows that children's translation does not have to use cultural adaptation strategies. However, they can use acculturation patterns in the cultural content of the source phrase and target phrase of the readers (Omar, 2021). The Research on Translation Error Analysis The word "must" found in the story of "The Mirror" and its implications is a Research by Wahyuningsih (2010). The analysis shows that language learning must be textual and contextual. The translation lesson provided to students should be examined in the text and context to make the student understand the lesson language. In this way, students' written statements can be accepted, and the resulting translations are not only about syntactical aspects but also semantic aspects.

Besides, from Nurfalah (2005) research titled the Analysis of the Translation of

Elements of Prose in the collection of short stories "Al Abarat" by Mustafa Lutfi Al

Manfaluti: A Case Study of the Short Story “Honor”, the results show that based on the elemental analysis of the short stories, the TL short stories experienced a transition that occurred only in the feature elements. In the SL dialogue, the author did not classify the names of the people involved in the story. The author only uses the word “fulan” to refer to the main character. In the TL script, the translator uses the word “Sofyan.”

However, these changes do not have an impact on the content of the story. Therefore, it is certain that short stories in TL are short stories translated from literary works and it is not an adaptation. This research discusses the Analysis of the Translation of Slang Words in the Translation by Nugroho (2018) in the Film “Austin Power; The Spy Who Shagged Me.” The analysis results show that the dominant participants still have difficulty in translating native language. Most of the participants do not understand that these are slang words. Although some of them know the meaning of the slang word, some others still have difficulty in finding the valid Indonesian word.

There is also a study that analyzes the accuracy of Google Translate translation using the Back Translation Method, made by Jumatulaini (2020). The results of this show that the accuracy of Google Translate by using the back translation have many differences. It ranges from the difference of Language features like syntax, semantics, lack of words, reduction of meaning, and accuracy. This study conclude that the result of Google translate is inaccurate. Furthermore, there is also a research on Repetition Language Style Translation Analysis In the Novel a Thousand Splendid Suns, which is done by Murtafi (2016). This research explains that implementing 10 translation techniques positively affects the accuracy and acceptability of translation comparison between studies done by reviewers with the literature review above is the formal object and its material object. From some of the prior studies above, this research is different. This research uses different short stories, namely “*Al Qiroah Ar Rashidah*.” It analyzes the technique used by the students in translating the Arabic text in the storybook “*Al Qiroah Ar Rasyidah*.” The difference of this research with previous research that also uses the book “*Al Qiroah Ar Rasyidah*” which is done by Aufar (2016) titled Character education in the book “*Al Qiroah Ar Rosyidah*” (Semiotic Analysis) is that this research examines translation analysis, while the previous research examined character education. Another research that also uses this book done by Afifah (2020) entitled *Al Af'al Al Mazidah fi Kitab "Al Qiroah Ar Rosyidah" al - Juz al - Rabi' wa Ta'siruha fi al - Ma'na (Dirasah Binyawiyah Ma 'nawiyah)*. Therefore, the researcher is interested in analyzing the storybook “*Al Qiroah Ar Rashidah* by Abu Al Hasan An Nadwi.

It is believed there is no one has analyzed it yet or researched the storybook “*Al Qiroah Ar Rashidah* in 10th grade high school student of the Islamic boarding school Riyadhushsholihin Pandeglang Banten.

RESEARCH METHOD

This study is categorized as qualitative descriptive research that aims to discover translation techniques for translating Arabic storybooks. Qualitative research makes descriptive data about the observed object in words or spoken words. In line with what was stated (Djajasudarma, 2006), the descriptive research method is a method that aims to write a description, form an image, and a structured, clear and accurate picture of the data, characteristics, and context of the events studied. Besides, Moleong (2007) states that qualitative research is based on attempts to form perceptions that are accurately researched and made up of words.

This research uses qualitative methods with content analysis models. A good and meaningful translation cannot be separated from the efforts of the translation process (Firdausi & Pendit, 2022). Data validation is implemented by considering the context. These approaches and methods are important because this observation focuses on

documentary research or translation work. The purpose of this research is to find out the events experienced and classified by the subject. This research is classified as qualitative research because the material in this research aims to clarify the classification of translation techniques applied in the storybook “*Al Qiroah Ar Rasyidah*.” This research has a story text taken directly from the title of the Arabic story “*Safaru Al Qithor*” in the book “*Al Qiroah Ar Rashidah*”. In this study, researchers obtained data using a purposive sampling technique. It means the determination of the sample is based on certain aspects and criteria following the research objectives (Lathifah et al, 2017).

RESULTS AND DISCUSSION

Based on the classification and analysis of the translation of Arabic text in the storybook “*Al Qiroah Ar Rosyidah*”, the students of class 10th of Riyadhushsholihin Pandeglang high school used 6 out of 18 translation techniques mentioned by Molina & Albir (2002). The description is as follows:

A. Literal translation technique

The literal translation technique is translating word by word, sentence by sentence, that obeys the target Language’s word structure or Techniques that can be done by translating word for word and the translator does not associate it with context. The following table is a translation using the literal translation technique:

1. (Data 1)

Target Language	Source Language
Hari hari yang dingin dengan <u>Kasur yang besar</u>	وكانت أيام شتاء فكانت <u>الفرش كبيرة</u>

From the explanation above, the translator uses literal translation techniques, in which the translator changes the language from the source to the target language, is in harmony with the target language’s grammar. As stated in the dictionary, the word الفرش is “Kasur” and the word كبيرة means “besar”, therefore, if translated as a complete phrase, then الفرش كبيرة is “Kasur besar.”

2. (Data2)

Target Language	Source Language
Kami memasuki <u>stasiun yang besar</u> kemudian kami melihat banyak laki laki dan wanita dan juga anak anak	<u>دخلنا المحطة الكبيرة</u> فرأينا رجالاً كثيراً ونساءً وأطفالاً

As explained above, the translator uses literal translation technique. The translator changes the source language to the target language literally according to the target language's grammar. As stated in the dictionary, the word *المحطة* is "stasiun," and the word *الكبيرة* means "besar."

Therefore, if translated literally, *المحطة الكبيرة* is "Stasiun yang besar."

3. (Data 3)

Target Language	Source Language
Aku tidak pernah lupa dengan <u>safar pertama</u>	لا أنسى سفري الأول

As the explanation above, the translator uses loan word translation techniques. The word *سفري* means "perjalanan," and the word *الأول* means "pertama." So, it means "perjalan pertama". However, the translator translates the word *سفري* into "safar" instead of "perjalanan." That means the interpreter uses the calque technique, namely the transfer of the word in the source language into the target language as loan words.

4. (Data 4)

Target Language	Source Language
Pamanku berkata: "tidak! Aku akan menyimpannya sebaik mungkin <u>Insy</u> <u>Allah</u>	فقلت : لا سأحافظ على تذكرتي إن شاء الله

From the interpretation above, the translator uses the translation technique of loan word, *شاء إن شاء* actually means "dengan kehendak," and the word *الله* means "Allah." So, it becomes "dengan kehendak Allah". However, the interpreter translates the word *إن شاء* as "Insy," not as "kehendak." That means the interpreter uses the technique of calque, namely transferring words in the source language into the target language as a loan word.

B. Reduction Technique

The reduction technique is a technique for reducing the words from the source language because without these words meaning in the language source is understandable. Following translation using reduction techniques:

1. (Data 5)

Target Language	Source Language
Dan kami mendengarkan banyak <u>suara</u> <u>suara manusia</u>	وسمعا أصوات الناس والأطفال وصيحة الحمالين

The word أصوات in the dictionary means “suara-suara,” and the word الناس means “Manusia.” However, the interpreter translates أصوات as “suara-suara,” therefore it is reduced in the translation. It is because the stored meaning in the source language is understandable without its word.

C. Compensation Technique

The translation technique is done by conveying messages to other parts of the translated text. This is done because the stylistic influence on the SL cannot be applied to the TL. The following uses translation compensation technique:

1. (Data 6)

Target Language	Source Language
Sebelum subuh dan menunggu <u>hingga</u> <u>tiba waktu perjalanan</u> serta orang orang rumah bangun	قبل السحر وبقية <u>أنتظر ساعة</u> السفر و استيقظ أهل البيت مبكرين

The translation above uses the compensation technique. The word ساعة in the dictionary means “waktu” and the word السفر means “perjalanan.” So literally, it means “waktu perjalanan”. However, this translation adds the word “hingga tiba.” The aim is to convey a brief message or concept that the translator from SL is trying to convey a message to TL. So, the translation can be more acceptable and the reader can understand it correctly.

2. (Data 7)

Target Language	Source Language
Dan saat di dalam kereta <u>penumpang sangat berdesak</u> <u>desakan.</u>	وكان <u>الزحام شديداً</u> في القطار

The translation above uses the compensation technique. The word الزحام in the dictionary means “berdesak desakan” and the word شديداً means “sangat berdesak desakan” However, in this translation, it is translated as “penumpang”. The goal is to convey a message by the translator from SL to TL. Therefore, the translation can be more acceptable and the reader can understand it correctly.

D. Transposition Technique

The transposition technique is a translation technique that changes the grammatical form of the source language to the target language, such as changing from the plural to the singular form or vice versa, the *na'at-man'ut* structure in the source language becomes the *man'ut-na'at* structure in the target language, or a verb or *fi'il* becomes a noun or *isim*.

1. (Data 8)

Target Language	Source Language
Dan kami melihat ramainya pengunjung dan kami mendengarkan <u>suara manusia</u>	ورأينا زحاما شديداً وسمعنا <u>أصوات الناس</u>

From the interpretation above, the word أصوات is *jamaktaksir* from the word صوت which means “suara,” and the word الناس which means “manusia.” So if translated literally, it will become “suara suara manusia.” However, in this translation, the translator replaces the form of the SL structure, which is in the form of *jamak taksir*, namely أصوات which means “suara suara,” into a singular form in TL. So, it becomes “suara manusia”.

E. Discursive Creation Technique

A translation technique using equivalents that are out of context. This is done to attract the attention of potential readers. Here are the translation using discursive creation techniques :

1. (Data 9)

Target Language	Source Language
Dan Sebagian orang membeli dari penjual <u>cendera mata untuk teman temanya</u>	واشترى بعض الناس من الباعة <u>هدايا لأصدقائهم</u>

In the next explanation above, the translator translates هدايا لأصدقائهم as “cendera mata untuk teman temanya.” The word هدايا means “Hadiah” and the word لأصدقائهم means “untuk teman temanya.” So, if translated literally it would be “hadiah untuk teman temanya”. However, in the translation above, the translator translates the word هدايا as “Hadiah.” The word “Hadiah” is easier to understand and accept in the target language.

2. (Data 10)

Target Language	Source Language
Sembari menunggu saya mendatangi peron kereta api untuk melihat apakah keretanya sudah tiba kemudian Kembali lagi untuk melihat pemandangan	لأرى هل جاء ثم جئت إلى الرصيف القطار ثم رجعت إلى المنظرة

In the text above, the translator translates القطار الرصيف as “peron kereta api.” If translated literally, the word الرصيف means “Trotoar” and the word القطار means “Kereta.” So, if translated sequentially, it will become “Trotoar kereta.” However, in the translation above, the translator translates the word الرصيف as “peron.” The word “peron” is easier to understand and accept in the target language

3. (Data 11)

Target Language	Source Language
Tak lama kemudian <u>kondektur kereta</u> api mengibarkan bendera hijau yang menandakan kereta akan berjalan.	وبعد قليل صفر أمين القطار وهز العلم الأخضر فأسرع

In the explanation above, the translator translates أمين القطار as “*Kondektur kereta api*.” If it is translated literally, the word أمين means “*Dapat dipercaya*,” and the word القطار means “*kereta*.” So, if translated sequentially, it will become “*Dapat dipercaya kereta*.” However, in the translation above, the translator translates the word أمين with “*Kondektur*.” It is because the word “*Kondektur*” is more easily understood and accepted in the target language.

4. (Data 12)

Target Language	Source Language
Hingga <u>tiba waktu sholat sholat dzuhur</u> maka kami pun mencari tempat wudhu di stasiun dan berwudhu dengan cepat dan kita sholat dua rokaat karena dalam perjalanan	حتى وصل وقت الظهر فتوضأنا بسرعة على محطة وصلينا صلاة السفر

In the translation above, the translator translates وصل وقت الظهر with “*Tiba waktu sholat dzuhur*”. If translated literally, the word وصل means “*sampai*”, and the word وقت الظهر means “*waktu sholat zuhur*”. So, if translated sequentially, it will be “*sampai waktu sholat zuhur*”. However, in the above translation, the translator translates وصل as “*tiba*”. The word “*tiba*” is easier to understand and accept in the target language.

F. Modulation Technique

The modulation technique provides semantic equivalents from different points of view, or other significant changes. The difference between modulation, synonym, and expansion techniques is that the modulation technique provides an equivalent in the target language from the point of view. Meanwhile, the synonym technique uses words with narrow meanings as equivalents in the target language, and the extension technique is to expand the meaning of the target language to understand easily. The following is a translation that uses modulation technique:

1. (Data 13)

Target Language	Source Language
Seorang penjaga masuk ke dalam gerbong kami untuk memeriksa tiket kami, kami memberikan tiket dan ia pun mengembalikannya.	ودخل نقاب في عربتنا فنقب تذاكرنا وردها إلينا

The word دخل in the dictionary means "masuk" and the word نقاب means "yang dapat melaksanakan segala urusan". So, literally it means "yang dapat melaksanakan segala urusan masuk". However, the translator translates the word نقاب as "seorang penjaga". So, the special meaning in SL becomes a general meaning in TL, because both of the word has different meaning that translated as "seorang penjaga masuk".

2. (Data 14)

Target Language	Source Language
Aku mengeluarkan kepala dari jendela dan melihat hisyam dan said dipinggir jalan	وكنت أطل من النافذة فرأيت هاشمًا سعيدًا على الرصيف

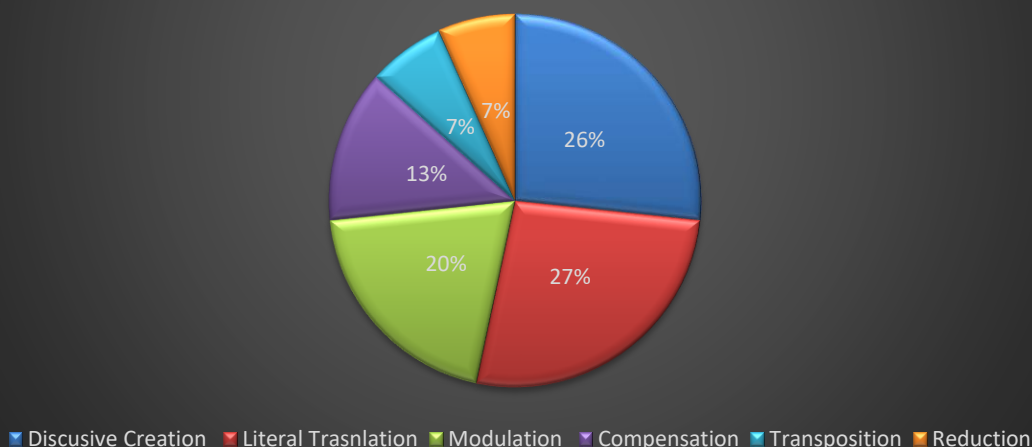
The word أطل in the dictionary means "memerintah" and the word الرصيف means "trotoar". So, literally it means "memerintah kepala dari jendela dan melihat hisyam dan said di trotoar". However, the translator translates الرصيف into "pinggir jalan". So, the special meaning in SL becomes a general meaning in TL. It is because the two words have different meanings, which are then translated into "mengeluarkan kepala dari jendela dan melihat hisyam dan said di pinggir jalan".

3. (Data 15)

Target Language	Source Language
Dan waktu keluar rumah yang dengan waktu keberangkatan kereta	حتى كان وقت الخروج من البيت وقرب ميعاد القطار

The word ميعاد in the dictionary means "waktu perjanjian," and the word القطار means "kereta." So, literally it means "waktu perjanjian kereta". However, the translator translates the word ميعاد as "waktu keberangkatan." So, the special meaning in SL becomes a general meaning in TL. Those two words have different meanings, translating into "waktu keberangkatan kereta."

Translation technique that is most used by 10th grade student Riyadussholin Pandeglang Islamic High School



Therefore, based on the analysis above, it can be concluded that the translation technique commonly used by translators when translating Arabic texts in the storybook “*Al Qiroah Ar Rasyidah*” is Discursive creation or its equivalent translation technique (consists of four data) and modulation technique (consists of three data). Mastery of Discursive creation and modulation techniques shows that translation is based on the accuracy of the source language. It is intended to assist the reader in understanding the Arabic language text. In general, targeting the source language can result in translations that are accurate, acceptable, and easy to read, by using this method prioritizes the form of the SL text rather than the readability of the SL message content. It is because this Arabic storybook aims as an Arabic lesson to train Arabic language skills in translating, writing, reading, and enriching the Arabic vocabulary. Learning Arabic through storybooks is very effectively used for anyone who wants to learn and practice to improve their Arabic language skills.

CONCLUSION

Based on the analysis results and discussion about Arabic text translation techniques in the storybook “*Al Qiroah Ar Rashidah*,” it can be concluded that: The results of the analysis show that there are 6 of the 18 translation techniques proposed by Molina & Albir used in the translation of the Arabic text in the storybook “*Al Qiroah Ar Rasyidah*.” Of the 15 data from the Arabic text in the storybook “*Al Qiroah Ar Rasyidah*,” 6 have been classified into types of translation techniques, namely Literal translation (consists of four data / 27%), Discursive creation technique (consists of four data / 26%), modulation translation technique (consists of three data / 20%), compensation technique (consists of two data / 13%), transposition technique (consists of one data / 7%), and reduction technique (consists of one data / 7%).

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