# Conflict In Translation Of Children Folklore Songs

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**Abstract:** This study focuses on the conflict in translating children folklore songs among Korean learners at Hankuk University of Foreign Studies South Korea. The objectives of the study were to identify and discuss the nature, number and balance of translation written and the conflict in translation of children folklore song. The samples of the study consist of seven subjects who registered for the Malay literature course. They were given a song with lyrics entitled "The Stork and the Mouse Deer" and they were asked to write the meaning of the song. The subjects translated the lyrics to Korean and translated back to Malay language in order to have better understanding towards the lyrics of the song. The results revealed that the subjects were having conflict in the storyline since the process of translation has made them confused. The results also revealed that two subjects managed to translate well since they have written the correct version of the story. It is hoped that further studies will be focused on Malay quatrain among second language learners.

**Index Terms** : children, comprehensibility,  folklore, predictability, readability, song, translation,

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## 1.  INTRODUCTION
TRANSLATION is a process where a person has to go through reading several times in order to have a good text. A person who is good in translation will know the target language very well. As such, that person will be able to understand the text very well and the process of comprehensibility, predictability and readability [1] will take place smoothly. A translator work is considered as tedious since the translator has to go through the process over and over again. At present, machine translation has played a major role in making the process easier and faster as compared to the traditional dictionary. Translation in a classroom will take place in a second language classroom. As such, the process of translation will be taught in the beginning of the class. The students who involve in the translation process will go through the same process as the person who is good in translation [2]. Subsequently, the students will have conflict in translation since they have not mastered the language [3].

## 2 LITERATURE REVIEW

### 2.1 Nida's Theory of Translation
Nida and Taber [1] introduces theory of translation that consists of the three procedures of analysis, deep structure transfer, and restructuring. The refined translation theory includes one more stage that is testing. The analysis of the translation consists essentially in back-transformation to a near-kernel level. In this stage, the original text must be read and studied carefully, and meaning must be extracted and therefore must be understood. Thus, Nida and Taber [1] introduces several stages of analysis, though in practice they overlap with each other. The stages of analysis are; firstly, lexicogrammatical features of the immediate units; secondly, discourse context; thirdly, communicative context; forthly,

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cultural context of the second language, and lastly, the cultural context of the receptor language. James [3], Pöchhacker [4], Munday [5] and Pym [6] agree with Nida and Taber [1] and adds that cultural context of the second language is important to consider during the process of translation. Nida and Taber [1] claims that , "there is a tendency for all good translations to be somewhat longer than the originals." Here, Nida and Taber [1] states that cultural and linguistic redundancies are ascribed to the desire of the translators to include all information stated in the original communication. Subsequently, Nida and Taber [1] applied certain methods to test ease of comprehension, predictability and readability. All these three are important in the process of translation in order to have a successful process. As claimed by Nida and Taber [1], one such method is the cloze technique where the degree of predictability is to guess the right word in the appropriate context, and readability of texts are measured, a concept derived from information theory. Nida and Taber [1] also suggested other practical tests which is viable in the process of translation. The practical tests include the reaction to alternatives, explaining the contents, reading the text aloud, and the publication of sample material. The practical tests are actually proved to be very helpful and easy to apply. James [3], Saldanha and O'Brien [7] and Toury [8] agree with Nida and Taber [1] and add that the methodology of a study on translation is important to have a successful translation.

From Nida and Taber's [1] definition of translation as stated above, the importance of translation is to reproduce the closest natural meaning of source language information in target language and its stylistic features of both source language and target language. From the perspective of philosophy, the definition of translation presupposes the determinacy of meaning and ultimate translation, and it also emphasizes the importance of original text and the priority of meaning, which avoids the creativity and dynamicity of translation. Hence, Venuti [9] has different opinion as Nida and Taber [1] and postulates that translation is not only the intellectual but it is creative process by which a text written in a given language is transferred into another. It might be useful to refer briefly to different views on the matter of translation put forward by linguists and translation theorists. On the other hand, Catford [10] argues that "the theory of translation is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics".

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Thus translating is defined as "the replacement of textual material in one language by equivalent textual material in another language in the target language" [10]. With the statements above, Catford [10] distinguishes between different types of translation equivalence as in textual equivalence and formal correspondence.

## 2.2 Studies of Translation

A study by Taviano [11] examines the role of translational and polylingual practices in global forms of art activism. According to Taviono [11], translation represents both an object of enquiry, as a shaping force in the construction of these artists' identities, and a methodological tool for examining the interplay of central issues, such as language, culture and identity. The narrative theory and the notion of prefigurative politics are also applied to provide an interdisciplinary approach that is paramount in the analysis of all global processes [23]. Cordero [12] claims that the role of translation as an activity is a specific skill whose practice extends over differing areas with distinct objectives. Translation is considered a learning device or convenient means of verifying comprehension and accuracy. This kind of activity is the work of the professional translator who no longer translates to understand, but to make others understand [12]. Taviano [11] study on the role of translational is parallel to Cordero's [12] and Hatim [13] studies where language acquisition is a continuous process during the process of translation. Another study done by Cheetham [14] claims that literary translators and translation, have a poor public image inconsistent with the evidence of skill and effort shown in translators' products as in essays, postscripts and interviews. It is important to show the respect to literary translation practice in translation studies in general. Cheetham [14] suggests that much of this negativity results from the entailments, or logical implications, of the dominant conceptual metaphors of translation as in movement and replacement. The results of the study by Cheethan [14] show that the conceptual metaphors powerfully shape perceptions and expectations, but unlike consciously applied metaphors their effects go largely unnoticed. In comparison, the current dominant metaphors of translation to an alternative of "translation as performance", it is important to see that many of the common concepts of translation are entailments of metaphor rather than intrinsic features of translation. On the other hand, the results of the study also revealed that the performance metaphor is used as a contrast because it has very different entailments, thus highlighting the effects of the current metaphors and also providing a possible alternative for translators and students of translation. The study by Cheetham [14] is parallel to the study of Screen [15] and Tak Hung Leo Chan [16] where the process of translation will be able to show the alternatives for translator through the process of translation. There are also studies on conflict in translation. The studies involve second language learners in a classroom. Siti Hariti Sastriyani [17] preliminary study on translation of literary text from French to Indonesia has shown that there is a change in spelling. The conflict in the change of spelling has made the translation process a tedious one [25]. The process takes place through translation of the title using the model for translating title. The models are translation of equivalent, dynamic and adaptation. The translation was done by using the internet, mass media and through observation. The main aim of the study by Siti Hariti Sastriyani [17] is to ensure that Indonesian will be able to appreciate French literary text besides using the text in their everyday lives. The role of the translation is parallel to the process of modernization among the countries through writing [24]. Translation of foreign literary text is a tradition among Indonesian literature in order to introduce the foreign literature to Indonesian community.

Other studies on translation related to students writing include a study by Tak Hung Leo Chan [16] where the study focuses on the post-communicative pedagogies which is revisiting the translation method of teaching English in East Asia. Kim [18] study on the other hand focuses on the use of translation exercises in the communicative English as a Foreign Language (EFL) writing classroom shows that the students in the classroom seem to understand the process of translation. On the other hand, Machida [19] study focuses on using translation to teach a foreign or second language. Both study by Tak Hung Leo Chan [16] and Kim [18] results of the study are parallel to the study by Hendrickx [20], Cook [21] and Copland & Neokleous [2], where the process of translating is also related to learning a language. The objectives of the study are to investigate and discuss the nature, number and balance of written translation and conflict in translation in translating Children Folklore among Korean learners.

## 3    METHODOLOGY

The samples of the study were seven subjects in a class of Malay literature. One of the genres of Malay literature is the Malay folklore as in Children folklore which originated from Malaysia.  The subjects were from Hankuk University of Foreign Studies, South Korea. The subjects were given lyrics from the Malay folklore song 'The Stork and the Mouse Deer'. They translated the lyrics to Korean language since Korean is their mother tongue language. Then they have to write the story based on their translation of the lyrics in the Malay language. The subjects have to go through the process of translating into their mother tongue language since they are not sure of the meaning of the words as well as the storyline in the lyrics. The translation written by the subjects will be analysed by looking at Nida and Taber's [1] theory of translation. Nida and Taber [1] claims that translation is when it is comprehending, able to predict and the translated text is readable. Also, as for the nature, number and balance of translation written will be counted manually for the purpose of the study.

### 3.1 The Song Lyrics

#### 3.1.1 Bangau dan Kancil
(Original Text -Malay Language)
Kancil dan bangau sahabat baik
Suatu hari, mereka menjumpai kerak nasi
Lalu mereka makan sisa nasi di kanan dan kiri
Namun kancil berasa ia yang bijak
Kononnya cerdik dan pandai berlagak

Lalu bangau ditipu
Hidup baik di seberang kancil tahu
Bangau percaya dan kerak nasi menjadi perahu
Mereka berkayuh berlaga bahu

*Kancil menipu dirinya sendiri
Melihat bangau terbang tinggi
Kerak nasi tenggelam lagi
Bersusah payah menyelamatkan diri

Kancil memakan di bahagian tengah kerak nasi
Nasihat bangau tidak dipeduli
Air mula naik ke kerak nasi
Bangau terbang menyelamatkan diri

*Kancil terasa ia menipu dirinya sendiri
Ia melihat bangau terbang tinggi
Kerak nasi tenggelam lagi
Kancil bersusah payah menyelamatkan diri

### 3.1.2 The Stork and the Mouse deer
(Translated to English Language)
Mouse deer and stork are good friends
One day, they found a big rice crust
So they eat the rice crust from the right to the left
But, the mouse deer is clever
The mouse deer is brilliant

So the stork got cheated
The mouse deer told the stork that
There is good life across the river
The stork believes and the rice crust becomes the boat
They row the boat together

The mouse deer eats the middle of the rice crust
The stork advices the mouse deer not to do so
The water from the river is pouring in
The stork flew away

The mouse deer feels that it cheats itself
Looking at the stork fly away
The rice crust sinks
The mouse deer tries to save itself

## 4        RESULTS AND DISCUSSION

### 4.1  Nature, Number and Balance of Written Translation
The nature, number and balance of written translation from Subject 1, Subject 2, Subject 3, Subject 4, Subject 5, Subject 6 and Subject 7 were counted and stated. All the subjects seemed to be able to translate the song lyrics that was given to them. The subjects were seen using the google translate and citcat.com in order to have a smooth translation activity. The nature, number and balance of interaction above showed that Subject 1 was able to write about 110 words while Subject 2 with only 49 words. Subject 3 has written about 85 words and Subject 4 with 42 words. Subject 5 on the other hand, has written 77 words while Subject 6 with 136 words. Subject 6 seemed to have the highest number of words written. Lastly, Subject 7 has written about 81 words. The results from all the subjects have shown the difference in the number of words written after the subjects have translated the song in Korean language and rewrite the story in the target language that is in the Malay Language.

### 4.2  Written Translation
Subject 1
"The mouse deer is a bad animal. It cheated the stork. It wanted to eat all the rice crust. The mouse deer told the stork that there are a lot of fruits at the other side of the forest. The mouse deer and the stork climb up the rice crust. They made the rice crust like a boat to go across the river. The mouse deer ate the middle of the rice crust. The stork told him not to do so. The stork was angry. It flew away leaving the mouse deer alone. The mouse deer was nearly drown when the crust became smaller. It swam to save it life." The writing by Subject 1 above showed the translation done with appropriate words and sentences. Subject 1 seemed to be translating the lyrics of the song brilliantly. Subject1 claimed the mouse deer is a bad animal since the mouse deer tells lies to the stork. Subject 1 was able to explain about the mouse deer eating the middle of the crust. In fact, Subject 1 also managed to write about the stork being angry due to the mouse deer not listening to it. Also, made the rice crust sank. Subject 1 seemed to have more vocabulary as compared to the other subjects.

**Subject 2**
"The mouse deer is a clever animal. The stork is a helpful bird. It helped the mouse deer in pushing the rice crust to the other side of the river. But the stork flew away. Because mouse deer cheated and told lies. At the end, the mouse deer regretted." Subject 2 writing as stated above showed that he is unsure of the translation. He seemed to be confused with the story and ended the story without writing the details of the story. Subject 2 was also having conflict about the way the stork flew away. Subject 2 supposed to be writing about the event that happened when the mouse deer ate the middle of the crust and that was the reason that the stork flew away. Subject 2 might be thinking that the stork flew away due to other reason and he did not mention in the writing.

**Subject 3**
"Its about the stork and the mouse deer. Both were friends in the beginning. The mouse deer found the rice crust. It wanted to go across the river. So the mouse deer ask for the stork's help. But the mouse deer told a lie. It said that there were a lot of food across the river. The mouse deer ate the rice crust. The rice crust became smaller and smaller. The stork helped the mouse deer to eat the crust. It flew away after that." Subject 3 writing as stated above showed that she was confused with the ending of the story. She got it right in the beginning until she stated that the stork helped the mouse deer by eating the rice crust and then flew away. Subject 3 did not understand the storyline and translated the lyrics wrongly. She supposed to translate the whole story till the end. Subsequently, she wanted to end the story with the stork flew away. Conflict in translation occurred when she thought that the story would end that way.

**Subject 4**
"The stork is a nice bird. The mouse deer is not a nice animal. The stork found the rice crust and wanted to share with the mouse deer. They ate the rice crust together. After eating, the stork flew away. The mouse deer was not happy because the rice crust started to sink. It got panicked and swam to the river bank." Subject 4 writing as stated above showed that he did not translate the story well. He had conflict in the beginning of the story about the stork who found the rice crust. It was actually the mouse deer who found the rice crust. Here, it can be seen that Subject 4 has the whole story translated the wrong way. He in fact continued the story by mentioning about the stork flew away after eating the rice crust. Subject 4 seemed to have missed the translation of the mouse deer lied to the stork about the nice place across the river.

**Subject 5**

"The rice crust was really big. It can be shared with both the stork and mouse deer. They shared and ate together. The mouse deer told the stork that there are more food across the river. They went there together. The stork helped to row the rice crust. The mouse deer was busy eating the crust. The mouse deer lied to the stork by telling the stork that there is a lot of food across the river." Subject 5 writing as stated above showed that she added a few new lines which were not in the original lyrics. She stated that there were more food across the river whereas it is supposed to be a good life across the river. She has conflict in translating the line from the song and created new ones. Subject 5 also did not translate about the stork being angry at the mouse deer about not eating at the middle of the crust. Here, it can be seen that Subject 5 had trouble in translation and the storyline became different that the original text.

**Subject 6**

"The stork and the mouse deer are friends. The mouse deer found the rice crust. The mouse deer shared the rice crust with the stork. The mouse deer told the stork that there are more food across the river. They jump on the rice crust and make it like a boat. Meanwhile, the mouse deer ate in the middle of the rice crust. The mouse deer lied to the stork about the nice place across the river. The rice crust became smaller. The stork found out that the mouse deer still ate the crust although the stork already told it not to do so. It flew away. The mouse deer was nearly drown because the rice sank. It swam and save its life. The mouse deer regretted that it lied. It feels that it cheated itself" Subject 6 writing as stated above showed that she translated the whole story. She seemed to be understood in both languages. She managed to translate the whole song and translated it back to Malay language in order for her to write the story again. Subject 6 seemed to not missed any translation from the song and she even managed to end the story well. Subject 6 managed to choose appropriate vocabulary for the song since she knew that in a song, choice of words would be important. Overall, Subject 6 had done well in translating the song to Korean language and the meaning of the song was still the same.

**Subject 7**

"The stork is really nice. It helped the mouse deer to go across the river. The stork never thought that the mouse deer would lie. The mouse deer ate the rice crust. It did not want to share with the stork. But the stork found out that the mouse deer lied. It flew away. The mouse deer was nearly drown because the rice crust sank. The mouse deer tried to get help but it was really embarrassed. The mouse deer regretted." Subject 7 writing as stated above showed that he had conflict in translation. He started the story in his way by saying that the stork helped the mouse deer to go across the river whereas, both the stork and mouse deer decided to be on the rice to go across the river. Also, Subject 7 seemed to have confused with the translation when he said that the mouse deer did not want to share the rice crust. It did not state in the song but Subject 7 wrote it that way by making assumption of the storyline. Also, Subject 7 did not mention about the stork being angry with the mouse deer eating the middle of the crust and made the rice crust sank. As such, the storyline from Subject 7 seemed to have different meaning.

## 4.3 Summary of the Results

The results above showed that all the subjects have difference with the nature, number and balance of written words. They were supposed to have the whole story translated and the storyline would be the same. The original song of the story 'The Stork and the Mouse Deer' has about 129 words. Subject 1 managed to write about 110 words after translation whereas Subject 2 wrote about 49 words. On the other hand, Subject 3 wrote about 85 words and Subject 4 with 62 words. Subsequently, Subject 5 wrote about 77 words while Subject 6 wrote about 136 words. Lastly, Subject 7 wrote about 81 words. Here, it can be seen that the number and balance of writing among the subjects showed a big difference with each of them. Subject 2 seemed to have the least number of words with only 49 words while Subject 6 has the highest number of words with 136 words. Subject 1 comes second highest with 110 words and Subject 7 and Subject 3 have 81 and 85 words. It can be seen that the number of words written by the subjects differ from the original text and that is 129 words. The nearest number to the original text would be from Subject 6 where the difference is about 7 words. Therefore, the nature, number and balance of written words is important to ensure that that the translation has taken place successfully. As for the translation written by the subjects, it seemed that all were having conflict with their understanding towards the lyrics of the song. Although, the lyrics have only eighteen lines, but they got confused due to the words used in the song. Based on the lyrics of the songs, all the subjects have different perspective towards the story. They translated the lyrics into Korean language and this has made it even difficult since they translated it exactly each word and not by understanding the original text. Hence, when they translated it again to the Malay language, they then had made more mistake. They got more confused and the story line became more difficult to understand. S1 and S6 seemed to be nearly have the right translation. This might due to the fact that they understood more Malay words as compared to their friends in the classroom. They are well verse in the Malay language but they have still used the same process of translation as in translating to their mother tongue language first and then back to the target language. On the other hand, S2, S4 and S5 were not able to translate the whole lyrics. They might be translated the lyrics and assumed the rest of the story line. They had given a very short story and it seemed that the story has no ending. However, S2, S4 and S5 seemed to have the beginning of the story right. They had described about the stork and the mouse deer correctly. Moreover, they understood about the stork and the mouse deer by referring to the dictionary. They were able to imagine that both stork and mouse deer can be good friends. Nida and Taber [1] claims that by understanding the original text will be a crucial stage in translation. Therefore, S2, S4 and S5 seemed unable to understand the whole text. Thus, S3 and S7 seemed to translate well but they had their stories right but not the whole story. They might be having trouble translating the last verse. They got confused whether the stork flew away because it knew about the mouse deer's lie or the stork flew away because the rice crust sank. Here, it can be seen that Nida and Taber's [1] theory has played a major role in translating the text in the right way. Nida and Taber [1] postulates that translation is to reproduce the closest natural meaning of source language information in target language firstly, while its stylistic features of both source language and target language

are of second importance. It can be seen that S3 and S7 did not manage to reproduce the closest natural meaning of the lyrics. The results of the study revealed that all the subjects seemed to be having conflict when doing translation of the song lyrics. Hence, the subjects showed alternatives during the process of translation. The subjects need more practice in the target language as in proficient in the target language. However, the results also revealed that two subjects were able to translate song lyrics and got the story right. Here, it can be seen that the process of translation has taken place successfully. Although, the rest of the subjects seemed to nearly have the full translation right, but they managed to go through the translation process successfully. The results also showed that the subjects had gone through the process of comprehensibility, predictability and readability. As such, this study is following the theory suggested by Nida and Taber [1] where all the subjects have gone through the process of comprehensibility, predictability and readability. The results of the study is parallel to the study of Screen [15], Tak Hung Leo Chan [16], Kim [18], Cook [21], Kobayashi & Rinnert [22], Normaliza Abd Rahim, Awang Azman Awang Pawi and Nik Rafidah Nik Muhamad Affendi {24}, Suraya Amirrudin, Normaliza Abd Rahim, Hazlina Abdul Halim and Ilyana Jalaludin {23} and Nurfarhana Shahira Rosly, Normaliza Abd Rahim and Hazlina Abdul Halim {25} where the process of translation will be able to show the alternatives for translator through the process of translation. This study is also parallel to the study of Machida [19] where is focuses on the study of second language learners.

# 7 CONCLUSION

The study implicates second language learners and educators in preparing text for translation. Also, the translation process will affect both second language learners and educators in considering the best process as in comprehensibility, predictability and readability. The study is also beneficial for the syllabus design in designing curriculum that offers all types of text including the song lyrics so that learners will be able to learn the process of translation in various genre. It is hoped that further studies will focus on translation in Malay quatrain.

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