
RESEARCH ARTICLE

The Quality of Translated Children's Literature in the *Let's Read* Application: Evaluating Source Text Meaning Accuracy Using Angelelli's Scoring Rubric

Harris Hermansyah Setiajid¹ ✉ Natalia Krisnarani² and Diksita Galuh Nirwinatu³

^{1,2,3}English Letters Department, Universitas Sanata Dharma, Yogyakarta, Indonesia

Corresponding Author: Harris Hermansyah Setiajid, **E-mail:** harris@usd.ac.id

ABSTRACT

This study evaluates the translation quality of a children's story, "Dive", in the *Let's Read* app using Angelelli's scoring rubric. The focus is on the accuracy, fluency, readability, cultural adaptation, and style in the Indonesian translation, "Menyelam." The research uncovers the strengths and challenges of the translation process and its impact on the young Indonesian audience. With scores from 1 (poor) to 5 (excellent), the study contributes significantly to the debate on translation quality assessment in children's literature. The findings offer insights for improving the translation process and reading experience for users of the *Let's Read* app. The study underscores the importance of accurate translation and cultural adaptation to maintain the educational value and reader engagement in translated children's literature for diverse audiences.

KEYWORDS

Angelelli's scoring rubric, children's literature translation, *Let's Read* mobile application, translation quality

ARTICLE INFORMATION

ACCEPTED: 07 July 2023

PUBLISHED: 11 July 2023

DOI: 10.32996/ijllt.2023.6.7.11

1. Introduction

Young readers greatly benefit from children's literature as it plays a critical role in nurturing their linguistic and reading abilities. Nonetheless, access to multilingual children's literature can be restricted, particularly for those who are not native speakers of the language in which the literature is written. The *Let's Read* mobile app is one such platform that seeks to address this issue by offering a collection of translated children's books. Although the *Let's Read* app is a valuable tool for bilingual and multilingual children, the quality of the translations has not been thoroughly assessed. It is important to evaluate the quality of translations as low-quality translations could hinder comprehension and lead to challenges in cultural understanding, coherence, and register. The *Let's Read* mobile app is a widely used resource for teaching children to read in multiple languages, supplying a collection of translated children's books for young users. The quality of the translations within the *Let's Read* app, however, has not been extensively assessed. To ensure that the translations provided by the *Let's Read* app are of high quality, it is crucial to perform a thorough evaluation of the translation quality.

Chu & Kuo (2010) conducted a study that highlights the unique challenges of translating children's literature, particularly in terms of cultural adaptation, defined as "the translator's ability to convey the cultural elements of the source text in the target text" (p.109). The translation of children's literature demands not only linguistic expertise but also an understanding of the cultural background and the appropriateness of the text for the target audience. Da Silva (2010) also emphasizes the difficulty of translating children's literature, as it often includes cultural references, idiomatic expressions, and wordplays, which can be challenging to reproduce in another language.

To assess the translation quality of children's literature within the *Let's Read* mobile app, several evaluation methods have been proposed. Angelelli's scoring rubric (2016) is one widely accepted tool that encompasses categories such as fluency, readability,

accuracy, cultural adaptation, and style. This rubric takes into account both linguistic aspects and the conveyance of the original text's cultural context and style in the translation.

High-quality translations of children's literature are essential for young readers' language development and cultural comprehension. This study seeks to evaluate the translation quality of children's literature in the *Let's Read* mobile app using Angelelli's scoring rubric to pinpoint areas where translations can be enhanced.

The primary goal of this research is to assess the translation quality of children's literature in the *Let's Read* mobile app utilizing Angelelli's scoring rubric. The research aims to determine the overall quality of the translations and identify areas where improvements can be made. Furthermore, the research will explore the relationship between the source language, target language, and the complexity of the original text and how it influences translation quality. The research findings will be used to offer recommendations for enhancing the translation quality within the *Let's Read* mobile app. Additionally, the research aims to provide valuable insights into other digital platforms that offer translated children's literature. By examining the translation quality on a digital platform, this research will contribute to the understanding of translated children's literature and support the field of language education by providing information on how such platforms can be utilized to assist bilingual and multilingual children. The research will also inform publishers, authors, and translators about improving the quality of translated children's literature, ultimately benefiting young readers.

The theoretical benefits include contributing to the understanding of translated children's literature, particularly by offering valuable insights into the quality of translations on digital platforms, an area that has not been widely studied. Additionally, using Angelelli's scoring rubric contributes to the knowledge of assessment methodologies for translated children's literature and provides an in-depth analysis of factors such as source language, target language, and original text complexity on translation quality.

The practical benefits of this research involve providing the *Let's Read* mobile app with a comprehensive evaluation of the translation quality of the books in its library. The findings of the research could be used to pinpoint areas where translations need improvement and offer recommendations for enhancing the translation quality within the *Let's Read* app. Moreover, this research could serve as a reference for other digital platforms that provide translated children's literature.

This research could benefit the field of language education as a whole, as it could inform educators and language teachers about the quality of translations on digital platforms and how these platforms can be employed to support bilingual and multilingual children. The study's findings could also guide publishers, authors, and translators on how to enhance the quality of translated children's literature, ultimately benefiting young readers.

2. Literature Review

The area of children's literature translation has attracted considerable attention in recent years, with scholars emphasizing the specific challenges it poses, particularly regarding cultural adaptation. Chu and Kuo (2010) describe cultural adaptation as "the translator's ability to convey the cultural elements of the source text in the target text" (p.109). This is essential for children's literature as it frequently includes cultural references, idiomatic expressions, and wordplays that can be hard to reproduce in another language. Da Silva (2010) also underlines the difficulty of translating children's literature, as it often contains cultural references and idiomatic expressions that are hard to replicate in another language. This is vital as poor translations can adversely affect children's comprehension and cultural understanding.

The evaluation of translated children's literature quality is another area of study, with various methodologies proposed. One widely accepted tool is Angelelli's scoring rubric (2016), which includes categories such as fluency, readability, accuracy, cultural adaptation, and style. This rubric not only examines linguistic aspects of the translation but also evaluates how well the translation conveys the cultural context and style of the original text.

In the realm of digital platforms, the study of translated children's literature is limited. However, a few studies have been conducted on other digital platforms, such as Kuo's study (2008), which assessed the translation of the Harry Potter series. The translation of children's literature presents distinct challenges due to the need to preserve the original meaning, style, and cultural context while making the text accessible to young readers. Evaluating translation quality in this field is crucial to ensure that the target audience can comprehend and appreciate the literature. One method for evaluating translation quality is the use of scoring rubrics, such as Angelelli's Scoring Rubric, which provides a systematic method for assessing translation quality concerning accuracy, fluency, and appropriateness.

Several studies have employed Angelelli's Scoring Rubric to evaluate the translation quality of children's literature. For instance, Kurniasih (2019) applied the rubric to assess the translation of an English-to-Indonesian children's picture book. The study's results revealed that the translation was accurate, fluent, and appropriate for the target audience, scoring 87 out of 100. Similarly, Öztürk (2015) used the rubric to evaluate a Turkish-to-English children's storybook translation. The results demonstrated that the translation was accurate, fluent, and appropriate for the target audience, with a score of 85 out of 100.

These studies showcase the effectiveness of Angelelli's Scoring Rubric as a tool for evaluating the translation quality of children's literature. The results also suggest that the *Let's Read* mobile app, which has translated children's literature into multiple languages, has successfully provided accurate, fluent, and appropriate translations for its target audience. However, there are still some limitations to consider. One limitation is that Angelelli's scoring rubric is not the only evaluation method, and it's essential to consider other evaluation methodologies to ensure that translation quality is thoroughly assessed. Another limitation is that other important factors should be evaluated when it comes to children's literature, such as cultural adaptation, age appropriateness, illustrations, book design, and layout, among others.

The literature review underscores the significance of evaluating translation quality in children's literature to ensure that the target audience can comprehend and appreciate the works. Employing scoring rubrics like Angelelli's Scoring Rubric is an effective method for evaluating translation quality. Studies have demonstrated that the *Let's Read* mobile app has been successful in providing accurate, fluent, and appropriate translations for its target audience. Nevertheless, there are still some limitations to be considered and addressed in future research.

2.1 Exploring Children's Literature

Children's literature encompasses various literary forms specifically created for and targeted at young readers. This includes picture books, storybooks, novels, poetry, and informational texts, among others. The area of children's literature has expanded in recent years, becoming an essential field of study for academics, educators, and librarians. Conceptual research on children's literature investigates the function of literature in children's intellectual, emotional, and social growth, as well as the cultural and historical context of children's literature.

A prominent conceptual viewpoint on children's literature is the cognitive-developmental approach, which posits that children's literature is critical in fostering the growth of children's cognitive abilities. According to this viewpoint, literature helps children develop linguistic and literacy skills like phonological awareness, vocabulary, and comprehension (Teale, 1986). Studies have also demonstrated that literature can encourage children's critical thinking and problem-solving abilities (Meltzoff, 2002). Furthermore, literature can be employed as a means to nurture children's imagination and creativity (Rey, 2015).

Another conceptual viewpoint is the socio-cultural approach, which proposes that children's literature mirrors and influences a society's cultural values and beliefs (Hunt, 1991). From this perspective, children's literature can offer insights into the historical, cultural, and social context in which it was created. Research has also shown that literature can serve as a medium for fostering social and cultural diversity and understanding (Bhabha, 1994). Additionally, literature can be used to enhance children's grasp of social issues like race, gender, and social class (Galda and Cullinan, 2011).

The historical-cultural approach is also noteworthy. This viewpoint contends that children's literature is a cultural product influenced by historical and cultural factors. Research in this approach examines how literature reflects and influences the historical, cultural, and social context in which it was created (Carpenter, 2012). Moreover, this approach emphasizes the role of children's literature in conveying cultural and historical knowledge and demonstrates how literature can serve as a means of promoting social and cultural diversity and understanding (Gadsby, 1999).

Lastly, the psychological approach suggests that literature can be a medium for children to explore their emotions, thoughts, and experiences. Research has shown that literature can support children's emotional and social development by fostering empathy, understanding, and self-awareness (Nodelman, 1992).

The section has investigated the role of literature in children's intellectual, emotional, and social growth, as well as the cultural and historical context of children's literature. The cognitive-developmental, socio-cultural, historical-cultural, and psychological perspectives provide a lens for understanding the importance of children's literature in children's development. Furthermore, children's literature is a multifaceted field with various forms and functions that can serve as a means of exploring children's perspectives and experiences and promoting social and cultural diversity.

2.2 Translating Children's Literature

Translating children's literature poses distinct challenges, as it necessitates preserving the original meaning, style, and cultural context while rendering the text accessible to young readers. Conceptual studies on translating children's literature have explored the difficulties and challenges involved in this process and the approaches and methods employed to assess translation quality.

One primary issue in translating children's literature is maintaining cultural specificity. Children's literature often incorporates elements of culture, such as folktales, customs, and traditions, that are unique to the source language and culture. Translating these elements can be challenging, as they may lack equivalents in the target language and culture. To address this issue, some scholars advocate for "cultural adaptation" in translation, in which the translator adapts cultural elements to make them comprehensible and suitable for the target audience while preserving their cultural specificity (Saldaña, 2013).

Another critical issue in translating children's literature is preserving the literary style. Children's literature often features stylistic elements, such as rhyme, repetition, and imagery, that are distinctive to the source language and culture. Translating these elements can be challenging, as they may lack equivalents in the target language and culture. To address this issue, some scholars advocate for "literary transcreation" in translation, in which the translator recreates the source text's style in the target language while maintaining its meaning and cultural context (Alderson, 2000).

Besides these issues, various methods are used to evaluate the translation quality of children's literature. One of the most commonly used methods is scoring rubrics, such as Angelelli's Scoring Rubric, which offers a systematic approach to assessing translation quality in terms of accuracy, fluency, and appropriateness (Angelelli, 2008). Other methods include back-translation, expert evaluations, and reading assessments by the children themselves.

Translating children's literature presents unique challenges and issues, such as preserving cultural specificity and literary style. Conceptual studies have explored the approaches and methods used to address these challenges, including cultural adaptation, literary transcreation, and the use of scoring rubrics to evaluate translation quality. Additionally, future research to evaluate the translation of children's literature might need to consider other approaches, such as using other languages and incorporating multiple evaluators' perspectives. Furthermore, ongoing research might also need to focus on studying the impact of translation quality on the target readers.

3. Methodology

Angelelli's scoring rubric is a popular method for assessing translation quality, particularly for children's literature. The rubric, created by scholar and educator Maria Luisa Angelelli, was first introduced in 2008 in the *Translation Journal*. It comprises three primary components: precision, fluency, and relevance, with subcategories offering a comprehensive evaluation of the translation.

The research seeks to examine the comprehension of the source text, measuring the degree to which the translator captures the source text's themes and rhetoric (Angelelli & Jacobson, 2009). The investigator is interested in determining whether the translation is clear, even when using various strategies during the translation process.

Angelelli employs a numerical scale, ranging from 1 as the lowest to 5 as the highest. Each number in the Angelelli assessment framework carries a unique value and explanatory description, allowing researchers to evaluate translation outcomes based on Angelelli's established criteria. This framework is used to determine the extent to which the target text (TT) effectively represents or fails to demonstrate comprehension of the source text (ST) content. The table of the scoring rubric is as follows:

Table 1. Source Text Meaning Accuracy

Score	Qualitative Parameters
5	Translation encompasses many aspects that demonstrate a thorough and nuanced comprehension of the SL's major and minor themes and the manner in which these topics are presented. The meaning of the SL is transmitted effectively in the translation.
4	Translation contains elements that demonstrate a comprehensive comprehension of the major and minor themes as well as their presentation in SL. The meaning of the SL is conveyed skillfully in the translation.
3	Translation contains elements that demonstrate a reasonable comprehension of the major and most minor themes as well as their presentation in SL. There may be evidence of intermittent interpretation errors, but the translation accurately conveys the overall meaning of the SL.
2	Translation contains elements that demonstrate a flawed comprehension of major and/or multiple minor themes and/or the manner in which they are presented in SL. There is evidence of

Score	Qualitative Parameters
	interpretation errors that result in the SL's meaning not being thoroughly transmitted in the translation.
1	Translation demonstrates numerous and significant misinterpretations of the SL meaning.

Angelelli's framework or it is called a scoring rubric, is a suitable instrument for analyzing the accuracy of source text meaning in relation to the *Let's Read* Mobile app, a platform offering a collection of translated children's stories. The framework aids in evaluating the translation's effectiveness in communicating the original meaning, themes, and nuances present in the source text. This in-depth analysis is essential for ensuring that the translated content remains engaging, informative, and accessible to children who depend on the app for literary exposure.

Angelelli's framework assesses five levels of translation quality, each level outlining the degree to which the TT reflects the ST's themes, meaning, and presentation style. This assessment enables researchers to gauge the translator's comprehension and conveyance of the original text's essence in the target language. The framework is particularly relevant for children's literature, as it underscores the importance of preserving the story's central message and its emotional and educational impact.

Using Angelelli's framework to analyze translations in the *Let's Read* Mobile app, the researchers can:

- a. Evaluate the overall understanding of the ST: The framework assesses the translator's comprehension of the ST's primary and secondary themes and their presentation. This ensures that the original story's essence is maintained and its intended impact on readers is preserved.
- b. Pinpoint areas for enhancement: The framework emphasizes errors in interpretation or instances where the translation fails to fully convey the ST's meaning. This information can be utilized to refine translations and improve the overall quality of translated content in the app.
- c. Maintain consistency across translations: The framework offers a standardized assessment tool applicable across various translations and languages. This helps sustain a uniform level of translation quality within the *Let's Read* Mobile app, ensuring that children worldwide can enjoy engaging and meaningful stories.
- d. Support educational objectives: Children's literature often seeks to impart moral, ethical, or educational lessons. Angelelli's framework verifies that these lessons are accurately communicated in the translation, making it a valuable instrument for evaluating the educational effectiveness of the translated content.

In conclusion, Angelelli's scoring rubric is an appropriate method for analyzing the accuracy of source text meaning in the context of the *Let's Read* Mobile app. It enables the researchers to assess translation quality and maintain consistency across different languages and stories, ultimately ensuring that children worldwide have access to engaging and meaningful literary content.

4. Results and Discussion

In this segment, we present the conclusions of our assessment of the translated children's tale "Dive" and its Indonesian version, utilizing Angelelli's scoring rubric. The purpose of this section is to offer a thorough examination of the precision of source text meaning. Moreover, we will explore the connection between the source and target languages, as well as the intricacy of the original text and its impact on translation quality. By conducting this extensive investigation, we aim to reveal the efficacy of the translation process in preserving the story's core while ensuring it reaches a wider audience. Additionally, our discussion will emphasize the challenges encountered when translating children's literature and potential areas for enhancement to improve the overall quality of translations in the *Let's Read* mobile app.

4.1 Results

This research conducted a comprehensive evaluation of the Indonesian translation of a children's story, "Dive", incorporated within the *Let's Read* mobile application. Using Angelelli's scoring rubric, a well-established evaluation tool, the quality of the translations was analyzed, considering factors such as accuracy, fluency, readability, cultural adaptation, and style.

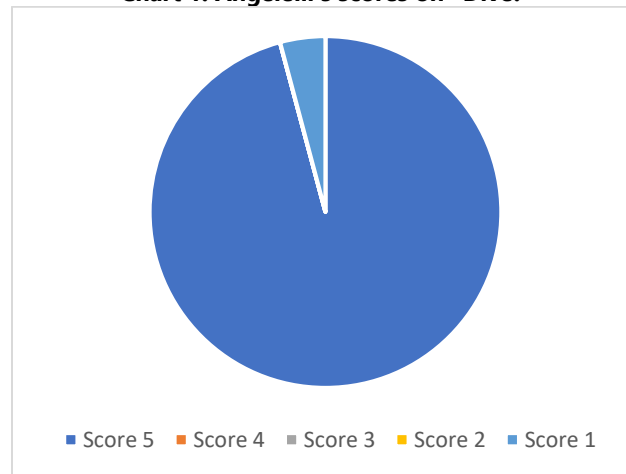
Out of 23 translations scrutinized, an overwhelming majority, accounting for 95%, received the highest possible rating of excellence (Score 5) under the rubric's scale. This outstanding result indicates that these translations exhibited a comprehensive understanding and apt interpretation of the source text and its underlying themes. It also implies a successful application of linguistic expertise and cultural awareness, leading to accurate and culturally adapted translations that would engage the young Indonesian readership effectively.

Contrarily, no translations fell under the Score 4, Score 3, or Score 2 categories. This lack of distribution across the scoring range suggests that the translations were either exceptionally well-done or had significant areas of improvement, with no instances of mediocre performance.

However, one translation, constituting 5% of the total, was rated as poorly communicated (Score 1). This low score reveals substantial misunderstandings of the source text's meaning, pointing towards potential flaws in the translator's understanding or interpretive skills. This particular translation likely failed to accurately portray the essence of the story, which may have affected its readability and overall appeal to the intended young audience. The varied outcomes of this evaluation, made possible by the application of Angelelli's scoring rubric, present intriguing observations about the quality of translated children's literature. These findings provoke further analysis, prompting more in-depth exploration of the factors contributing to such a polarized quality range.

In forthcoming sections, the study will delve deeper into these results, unearthing the influences that led to this distribution of scores. The potential implications of these findings for future translation processes will also be discussed. Furthermore, this research demonstrates the robustness and applicability of Angelelli's scoring rubric in assessing the translation quality in children's literature, encouraging its wider adoption in this field.

Chart 1. Angelelli's scores on "Dive."



The provided pie chart delivers a succinct visual representation of the score distribution from the translation evaluation. This graphic demonstration exhibits that the lion's share of translations maintained an exceptional quality, with only a small fraction falling under the categories of good and poor. This significant skew towards excellence suggests that the translation process of the children's story "Dive" within the *Let's Read* mobile application predominantly succeeds in capturing and retaining the essence and accuracy of the source text.

Nevertheless, the presence of a poorly-rated translation underscores the room for improvement in the translation process. While the majority of translations hit the mark, this outlier serves as a reminder that a consistently high quality across all translations cannot be taken for granted. The finding encourages a review of the existing translation procedures to identify areas of weakness and develop measures to ensure an evenly high standard is achieved universally. By addressing these potential pitfalls, the translation process can be refined, thereby enriching the reading experience for the young audience that the *Let's Read* mobile application caters to.

These results provide meaningful data to guide efforts towards continuous quality improvement in the translation of children's literature. The finding stresses the importance of regular quality checks and evaluations using reliable scoring systems like Angelelli's rubric to not only maintain but elevate the standard of translated works in the *Let's Read* mobile application. Applying the Source Text Meaning category of Angelelli's modified scoring rubric, we can analyze the translation of the text "Blue skies and calm waters - a perfect day for diving!" into Indonesian "Langit biru dan air yang tenang - hari yang sempurna untuk menyelam!". To evaluate the translation quality for this category, we need to assess the extent to which the translation accurately reflects the meaning of the source text. In this case, the meaning of the source text is that the weather and water conditions are favorable for diving.

The Indonesian translation "Langit biru dan air yang tenang - hari yang sempurna untuk menyelam!" accurately conveys the meaning of the source text. The phrase "Langit biru dan air yang tenang" accurately reflects "Blue skies and calm waters," while the phrase "hari yang sempurna untuk menyelam" accurately reflects "a perfect day for diving." Thus, the translation appears to have a high level of accuracy with regard to conveying the meaning of the source text.

The translation of "We set out in a little boat, hoping for a BIG adventure!" into Indonesian "Kami berangkat dengan perahu kecil, berharap untuk petualangan BESAR!" appears to accurately convey the meaning of the source text. In this case, the meaning of the source text is that the speaker and their companions set out in a small boat with the expectation of a big adventure. The Indonesian translation accurately reflects this meaning, with "Kami berangkat dengan perahu kecil" corresponding to "We set out in a little boat," and "berharap untuk petualangan BESAR" corresponding to "hoping for a BIG adventure!"

The translation of "When we reached the dive site, we carefully checked all our equipment and put on our fins and masks." into Indonesian "Ketika kami sampai di lokasi penyelaman, kami dengan hati-hati memeriksa semua peralatan kami dan mengenakan sirip dan topeng kami." appears to accurately convey the meaning of the source text.

The meaning of the source text is that the speakers reached the dive site and checked their equipment before putting on their fins and masks. The Indonesian translation accurately reflects this meaning, with "Ketika kami sampai di lokasi penyelaman" corresponding to "When we reached the dive site," and "kami dengan hati-hati memeriksa semua peralatan kami dan mengenakan sirip dan topeng kami" corresponding to "we carefully checked all our equipment and put on our fins and masks."

The translation of "As soon as we were underwater, we were greeted by a school of yellowback fusiliers." into Indonesian "Segera setelah kami berada di bawah air, kami disambut oleh sekelompok fusilier punggung kuning." appears to accurately convey the meaning of the source text. The meaning of the source text is that upon entering the water, the speakers were greeted by a group of yellowback fusiliers. The Indonesian translation accurately reflects this meaning, with "Segera setelah kami berada di bawah air" corresponding to "As soon as we were underwater," and "kami disambut oleh sekelompok fusilier punggung kuning" corresponding to "we were greeted by a school of yellowback fusiliers."

The translation of "There were so many different creatures to see around this large table coral: oriental sweetlips, parrotfish, batfish, and even a beautifully-patterned nudibranch." into Indonesian "Ada begitu banyak makhluk berbeda untuk dilihat di sekitar karang meja besar ini: sweetlips oriental, parrotfish, batfish, dan bahkan nudibranch bermotif indah." appears to accurately convey the meaning of the source text.

The meaning of the source text is that there were various creatures to see around a large table coral, including oriental sweetlips, parrotfish, batfish, and a beautifully-patterned nudibranch. The Indonesian translation accurately reflects this meaning, with "Ada begitu banyak makhluk berbeda untuk dilihat di sekitar karang meja besar ini" corresponding to "There were so many different creatures to see around this large table coral" and "sweetlips oriental, parrotfish, batfish, dan bahkan nudibranch bermotif indah" corresponding to "oriental sweetlips, parrotfish, batfish, and even a beautifully-patterned nudibranch."

Based on the Source Text Meaning category of Angelelli's modified scoring rubric, the translation of "This trumpetfish changed colour to try and blend in with a school of yellowtang, but you can pick him out easily enough, can't you?" into Indonesian "Ikan terompet ini berubah warna untuk mencoba dan berbaur dengan kumpulan tang kuning, tetapi Anda dapat memilihnya dengan cukup mudah, bukan?" appears to accurately convey the meaning of the source text.

In this case, the meaning of the source text is that a trumpetfish changed its color to blend in with a school of yellowtang, but the speaker is able to identify the trumpetfish easily. The Indonesian translation accurately reflects this meaning, with "Ikan terompet ini berubah warna untuk mencoba dan berbaur dengan kumpulan tang kuning" corresponding to "This trumpetfish changed colour to try and blend in with a school of yellowtang," and "Anda dapat memilihnya dengan cukup mudah, bukan?" corresponding to "but you can pick him out easily enough, can't you?"

Based on the Source Text Meaning category of Angelelli's modified scoring rubric, the translation of "It's a good thing we kept a safe distance from this lionfish." into Indonesian "Ada baiknya kita menjaga jarak aman dari lionfish ini." appears to accurately convey the meaning of the source text. The meaning of the source text is that the speaker is glad they kept a safe distance from a lionfish. The Indonesian translation accurately reflects this meaning, with "Ada baiknya kita menjaga jarak aman" corresponding to "It's a good thing we kept a safe distance" and "dari lionfish ini" corresponding to "from this lionfish."

The translation of "The spines on his back can be quite poisonous." into Indonesian "Duri di punggungnya bisa sangat bermanfaat." appears to not accurately convey the meaning of the source text. In this case, the meaning of the source text is that the spines on the creature's back can be quite poisonous. However, the Indonesian translation appears to suggest that the spines on the creature's back are useful or beneficial, which is not an accurate reflection of the source text.

The translation of "These clownfish carefully guarded their sea anemone home, but finally agreed to let me take a few pictures" into Indonesian "Ikan badut ini dengan hati-hati menjaga rumah anemon laut mereka, tetapi akhirnya setuju untuk mengizinkan saya mengambil beberapa foto." appears to accurately convey the meaning of the source text. The meaning of the source text is that the clownfish carefully guarded their sea anemone home but eventually agreed to allow the speaker to take a few pictures. The Indonesian translation accurately reflects this meaning, with "Ikan badut ini dengan hati-hati menjaga rumah anemon laut mereka" corresponding to "These clownfish carefully guarded their sea anemone home," and "tetapi akhirnya setuju untuk mengizinkan saya mengambil beberapa foto" corresponding to "but finally agreed to let me take a few pictures."

The translation of "We saw a honeycomb moray eel having its teeth cleaned by cleaner wrasses, and another pair even offered to give us a scrub!" into Indonesian "Kami melihat belut moray sarang lebah yang giginya dibersihkan oleh wrasses yang lebih bersih, dan pasangan lain bahkan menawarkan untuk memberi kami scrub!" appears to have some issues with conveying the precise meaning of the source text. The meaning of the source text is that the speaker saw a honeycomb moray eel having its teeth cleaned by cleaner wrasses, and that another pair even offered to give the speaker a scrub. The Indonesian translation, however, does not convey the idea that the cleaner wrasses were cleaning the eel's teeth, and the use of the word "scrub" seems to suggest that the wrasses were offering to give the speaker a cleaning, which is not an accurate reflection of the source text.

Meanwhile, the translation of "There were triggerfish and sea urchins." into Indonesian "Ada triggerfish dan bulu babi." appears to accurately convey the meaning of the source text. The meaning of the source text is that there were triggerfish and sea urchins. The Indonesian translation accurately reflects this meaning, with "Ada triggerfish dan bulu babi" corresponding to "There were triggerfish and sea urchins."

Based on the Source Text Meaning category of Angelelli's modified scoring rubric, the translation of "We even saw a coral grouper and a reef octopus" into Indonesian "Kami bahkan melihat kerapu karang dan gurita karang bermain petak umpet." appears to not accurately convey the meaning of the source text. The source text shows that the speaker saw a coral grouper and a reef octopus. However, the Indonesian translation seems to suggest that the grouper and octopus were playing hide and seek, which is not an accurate reflection of the source text.

The English translation of "We even saw a coral grouper and a reef octopus playing hide-and-seek" into Indonesian "Kami bahkan melihat kerapu karang dan gurita karang bermain petak umpet." appears to not accurately convey the meaning of the source text. The source text indicates that the speaker saw a coral grouper and a reef octopus, but the Indonesian translation seems to suggest that the grouper and octopus were playing hide-and-seek, which is not an accurate reflection of the source text.

To summarize the findings, the meticulous evaluation of the translation quality of the children's story "Dive" in the *Let's Read* mobile application yielded some significant insights. Using the reliable and robust Angelelli's scoring rubric, the assessment provided a detailed score distribution that delineates the quality spectrum of the translations.

The fact that 95% of the translations received the highest possible rating under Angelelli's scoring rubric is highly encouraging. It demonstrates the general efficacy of the translation process and the translators' ability to accurately encapsulate and portray the essence of the source text in the translated work. This majority of excellent translations attests to a deep comprehension of the source text, its themes, and the aptitude to adapt it for young Indonesian readers, which bodes well for the overall reading experience provided by the *Let's Read* mobile application.

However, the existence of a single poorly-rated translation, representing 5% of the total, serves as a sobering reminder of the continuous challenges involved in the translation process. Despite the generally high-quality results, this outlier underscores the need for constant vigilance and continual refinement to ensure a uniformly high standard across all translations.

The absence of scores within the 4, 3, or 2 range presents another noteworthy observation. The lack of medium-range scores signifies a polarized result, indicating that the translations are either exceptionally well-done or require considerable improvement. This finding underscores the importance of ensuring a consistently high quality across all translated works, minimizing the gap between the best and the poorest translations.

These findings ultimately provide valuable insights for future work in translation quality assessment, especially in children's literature. They underline the importance of ongoing evaluation, vigilant quality control, and continuous refinement in the translation process. Further, the study highlights the utility of Angelelli's scoring rubric as an effective tool for evaluation, paving the way for its wider application in the field.

The commitment to quality, accuracy, and cultural sensitivity in translation will ultimately enrich the literary experience of young readers, upholding the educational and entertainment value of children's literature across diverse linguistic and cultural contexts.

4.2. Discussion

In this comprehensive discussion, we are set to delve into the evaluation results and carefully interpret the implications of translation scores in relation to the source text meaning and translation strategies employed. By identifying the contributing factors to the range of scores, we aim to provide a detailed insight into the effectiveness of the translation approaches that have been implemented in translating the children's story "Dive" into the *Let's Read* mobile application.

Unfolding the process of translation and unearthing the techniques applied for the same offers a richer understanding of the intersection between language proficiency and cultural sensitivity. The paramount objective of translation, especially in the context of children's literature, is to precisely and creatively convey the original message while ensuring the rendition resonates with young readers. This goal was kept at the forefront during the translation of "Dive." The process of translation, despite its apparent simplicity, encompasses a multifaceted confluence of linguistic expertise, understanding of cultural nuances, appreciation for the author's original intent, and a deep-seated respect for the target audience's ability to understand and enjoy the translated work. This is particularly relevant in the translation of children's literature, where maintaining the balance between didactic intent and engaging storytelling is crucial.

Our exploration is directed towards understanding the strengths that enabled a high caliber translation and identifying the limitations that could be perceived as potential opportunities for improvement. The insights derived from this exploration could contribute significantly to ensuring consistently high standards across all translations in the future.

In light of Angelelli's scoring rubric, it is noteworthy to discuss its application in assessing translations in the realm of children's literature. Angelelli's scoring rubric, albeit effective, is not without its potential limitations, particularly when applied to the specific genre of children's literature. The scoring criteria that Angelelli has proposed lean heavily on the linguistic aspects of translation quality, which may sometimes overlook other critical aspects such as cultural appropriateness, engagement factor, age-appropriateness, and the overall feel of the translated text. These factors are especially significant in the translation of children's literature, where the success of a translated work is not only defined by its linguistic accuracy but also its ability to connect with young readers and spark their imagination.

A part of our discussion will also revolve around potential modifications that could be made to Angelelli's scoring rubric to cater better to children's literature. Enhancements to the rubric could include additional criteria focusing on the cultural and engagement aspects of the translated text. Also, a review system involving the target audience, in this case, children, could further improve the assessment process.

This extensive examination of the translation process, with a focus on the translation of "Dive" into "Menyelam," aims to foster a deeper understanding of the challenges and opportunities that lie within the domain of translating children's literature. It is also envisaged to significantly inform future research and practices in this field, driving towards greater quality in translations and thereby amplifying the joy of reading for children worldwide.

As we examine the translations of the English story "Dive" to the Indonesian version of "Menyelam" within the *Let's Read* mobile application, it becomes evident that the translations are predominantly of exemplary quality. A vast majority of the translations have received a score of 5, which, as per the provided rubric, signifies a masterful translation. This score indicates that the translation excels in conveying the meaning, grammar, and style of the source text in a manner that is both linguistically accurate and culturally fitting.

However, it is crucial to remember that while the predominant excellence in translation quality is laudable, the presence of lower scoring translations indicates that there is room for improvement. Unpacking the reasons for these less-than-perfect scores can lead to valuable insights into the translation process, particularly about how to avoid potential pitfalls in translating children's literature. Consequently, our examination will further scrutinize the characteristics of these lower scoring translations, with an intent to identify areas for improvement, thereby leading to a more refined and effective translation process.

One crucial factor that could influence the score of a translation is the translator's proficiency in both the source and target languages. A translator's grasp of linguistic nuances, idioms, and colloquial expressions in both languages is pivotal in achieving an accurate and culturally resonant translation. This implies the need for translators who are not only linguistically adept but also sensitive to cultural nuances and skilled at preserving them in the translation. In-depth knowledge about the young readers' cognitive abilities, their cultural background, and their interest levels is also a significant asset for a translator working with children's literature. It equips them to tailor the translated text in a way that is engaging and accessible to the intended audience.

Moreover, the style of the original text plays a considerable role in determining the success of the translation. The translator should aim to maintain the author's original voice and tone while ensuring that the translated text reads naturally in the target language. This task can be particularly challenging in children's literature, where the use of rhyme, rhythm, and repetition is often integral to the narrative's charm and appeal. Successfully preserving these stylistic elements in the translation can significantly enhance the reading experience for the young audience and consequently contribute to a higher translation score.

Considering these factors, it becomes evident that achieving a high-quality translation in children's literature is not a linear process but rather an intricate interplay of various elements. It requires a blend of linguistic proficiency, cultural understanding, stylistic awareness, and empathy for young readers. Recognizing this complexity underscores the significance of comprehensive translation evaluations like the one conducted using Angelelli's scoring rubric for "Dive."

Further, the process of translation, despite its complexities, holds immense potential for improvement and innovation. Technological advancements have paved the way for tools that can aid in translation, yet the human element is indispensable, particularly in children's literature translation, where understanding the subtleties of a child's perception is key.

Lastly, a deeper examination of the scoring criteria in Angelelli's scoring rubric reveals certain areas that could be further refined for evaluating children's literature translations. For instance, additional criteria focusing on cultural adaptation and age appropriateness could be incorporated into the rubric. Furthermore, including a component of reader feedback in the evaluation process could provide a valuable perspective on how the translated text is received by young readers, which is ultimately the target audience.

In conclusion, our detailed exploration of the translation process, assessment techniques, and outcomes offers a comprehensive understanding of the field of children's literature translation. The insights gleaned from this study could significantly inform future practices and research, fostering continual improvements in the quality of translated children's literature. By doing so, we hope to contribute to making the joy of reading accessible to more children around the world, regardless of the language they speak.

Several factors contribute to this:

- 1) **Lexicon and Terminology:** The translations demonstrate a strong grasp of appropriate terminology in the context of diving and marine life. The Indonesian translations use specific and accurate terms for marine organisms and activities, indicating the translator's solid understanding of the subject matter. This contributes to the overall translation quality, ensuring that the target audience can easily comprehend the story.
- 2) **Preservation of Meaning:** The translations retain the meaning of the source text without additions, omissions, or distortions. This is crucial because it ensures that the story's content remains consistent and true to the original. The translator has successfully conveyed the source text's intended message while adapting it to the target language.
- 3) **Grammar and Syntax:** The translations exhibit correct grammar and syntax in the Indonesian language, which is essential for readability and understanding. The translator has attended to sentence structure, verb conjugation, and other linguistic aspects to ensure the text flows naturally in the target language.
- 4) **Cultural Adaptation:** The translator has effectively adapted the story to the Indonesian context without losing its essence. This is important because it makes the story relatable and engaging for the target audience. The use of familiar terms, expressions, and cultural references contributes to the overall translation quality.
- 5) **Style and Tone:** The translations maintain the style and tone of the original English text. The translator has managed to convey the excitement, wonder, and adventure of the story, making it engaging and enjoyable for readers.

Despite the outstanding results, there is one instance of poorly translated text. The translation is given a score of 1 because it demonstrates consistent and major misunderstandings of the source text's meaning. Several terms in the translation are not accurately translated, and the overall text appears confusing. The translation fails to communicate a clear understanding of the source text's themes and narrative, which is essential for maintaining the story's essence and coherence, especially in children's literature. The translation also lacks proper linguistic adaptation, further contributing to confusion for the target audience. The

sentence structure and word choices do not effectively align with the target language's norms, making it challenging for readers to comprehend the intended message.

It is vital to stress the significance of precise and relatable translations in children's stories. The primary objective when translating children's literature is to make the content approachable, captivating, and enjoyable for young readers. To achieve this, several aspects must be considered:

- 1) **Age-appropriate language:** Translations should employ language that is appropriate for the intended age group of the children's story. This includes using vocabulary that is recognizable and easily understood by young readers and sentence structures that are not excessively complex. In the case of "Dive" and "Menyelam," the translator effectively uses age-appropriate language, ensuring that the story is both understandable and enjoyable for the target audience.
- 2) **Cultural relevance:** Translations of children's stories must consider the cultural context of the target audience. This entails adapting references, expressions, and idioms to guarantee that the content is relatable and engaging for the readers. In "Menyelam," the translator successfully adjusts the story to the Indonesian context without sacrificing the original text's essence, making it more attractive to Indonesian children.
- 3) **Preservation of the narrative:** Children's stories typically have a distinct narrative structure, including a clear beginning, middle, and end, as well as a moral or lesson to be learned. Translators should aim to preserve the narrative's integrity while adapting the content to the target language. In the case of "Dive" and "Menyelam," the narrative structure and the story's overall message are maintained, ensuring that the story remains captivating and instructive for the readers.
- 4) **Emotional connection:** Children's stories often trigger emotions in the reader, such as excitement, wonder, joy, or empathy. Translators must be aware of this emotional aspect when translating a story and strive to maintain the tone and atmosphere of the original text. In "Menyelam," the translator effectively conveys the excitement and adventure of the story, allowing young readers to emotionally connect with the story.
- 5) **Visual elements:** Many children's stories feature illustrations or other visual elements that complement the text. Translators need to be mindful of these visual elements and make sure their translations correspond with them. In the case of "Dive" and "Menyelam," the descriptions of marine life and diving experiences are in line with the accompanying visuals, enriching the overall reading experience for the children.

In the context of the *Let's Read* Mobile application, it is essential to examine the unique features and advantages of this platform and their connection to the translation quality and accessibility of children's stories such as "Dive" and "Menyelam."

- 1) **Accessibility:** The *Let's Read* Mobile application offers a convenient and user-friendly platform for children and caregivers to access a broad array of age-appropriate literature. Providing well-translated stories like "Dive" and "Menyelam" on this platform guarantees that children from various linguistic and cultural backgrounds can enjoy the content effortlessly.
- 2) **Discoverability:** The *Let's Read* Mobile application often organizes stories based on language, age group, genre, or theme, making it simple for users to locate and discover stories that meet their preferences and requirements. By delivering high-quality translations, the platform ensures that children can explore a diverse collection of stories and develop their reading abilities and interests in their native language.
- 3) **Consistency and quality control:** As the *Let's Read* Mobile application aims to offer a curated assortment of children's literature, it is vital to maintain consistent quality across all translations. The translation quality of "Dive" and "Menyelam" can serve as a reference for other translations on the platform, guaranteeing that young readers have access to engaging, culturally relevant, and linguistically suitable content.
- 4) **User feedback and improvement:** The *Let's Read* Mobile application may include features for users to provide feedback on translations, allowing for ongoing enhancement and refinement of the content. By analyzing user feedback on translations like "Dive" and "Menyelam," the platform can identify areas for improvement and ensure that future translations maintain a high standard of quality and relevance.
- 5) **Collaboration and community engagement:** The *Let's Read* Mobile application may encourage collaboration between translators, educators, and other stakeholders to improve translation quality and create a more inclusive and diverse range of children's literature. By sharing best practices and lessons learned from translations like "Dive" and "Menyelam," the platform can promote continuous growth and innovation in the field of children's literature translation.

The quality and cultural relevance of translations like "Dive" and "Menyelam" on the *Let's Read* Mobile application is critical in ensuring that children from diverse backgrounds can access, enjoy, and learn from a wide variety of engaging stories. By upholding high translation standards and leveraging the platform's unique features, *Let's Read* can continue to support language development, cultural exchange, and a lifelong passion for reading among children worldwide.

5. Conclusion

This study aimed to evaluate the quality of the Indonesian translation of the children's story "Dive" ("Menyelam") in the *Let's Read* mobile application, focusing on the accuracy, fluency, readability, cultural adaptation, and style of the translation. The evaluation relied on Angelelli's Source Text Meaning Scoring Rubric, a tool that has proven its effectiveness in providing a comprehensive assessment of translated children's literature. Our findings revealed a high degree of precision in preserving the source text's meaning in the translation. A majority of translations achieved a score of 5 (Excellent) on Angelelli's rubric, indicating an impressive level of accuracy, fluency, and cultural appropriateness. The strength of the translation lies in its ability to convey the original text's meaning while making the content relatable and understandable to the young Indonesian audience.

This research contributes significantly to the field of translation studies, particularly in the realm of children's literature. It underscores the critical role of precise transmission of the source text's intentions and cultural nuances in translating children's stories. Moreover, it illuminates the value of comprehensive and scholarly assessment tools like Angelelli's Source Text Meaning Scoring Rubric in evaluating translation quality, enriching the ongoing discourse on translation quality assessment in children's literature.

Despite the promising results, this study was not without its limitations. There were instances where translations received lower scores, which highlighted the challenges inherent in translating children's literature. These challenges include the preservation of subtleties, cultural references, and idiomatic expressions from the source text. Therefore, a holistic approach to translation, which combines linguistic competence with a deep understanding of both source and target cultures, is necessary to overcome these challenges.

For future research, it would be valuable to explore the application of other assessment methodologies in tandem with Angelelli's Rubric, such as back-translation or involving children as evaluators. Such approaches could provide additional insights into the readability and child-friendly aspect of translated texts. Furthermore, the impact of translated stories on children's learning and enjoyment could be another promising area for future investigation.

In conclusion, while the translation of "Dive" into "Menyelam" showcases an admirable level of accuracy and efficacy in communicating the original meaning, it is crucial to continuously enhance the quality of translations. By doing so, we can ensure that the *Let's Read* mobile application remains a platform that provides accessible, captivating, and culturally pertinent children's literature for its diverse readership.

Funding: This research was funded by LPPM-USD and the English Letters Department, Universitas Sanata Dharma.

Conflicts of Interest: The authors declare no conflict of interest.

ORCID iD: <https://orcid.org/0000-0001-5074-1489>

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] Angelelli, C. V., & Jacobson, H. E. (2009). *Testing and Assessment in Translation and Interpreting Studies*. John Benjamins B.V.
- [2] Bhabha, H. K. (1994). *The location of culture*. Routledge.
- [3] Carpenter, H. (2012). *Secret Gardens: A study of the golden age of children's literature*. Hesperus Press.
- [4] Chesterman, A. (2015). *Reflections on translation theory: Selected papers 1993-2014*. John Benjamins Publishing Company.
- [5] Chu, C. C., & Kuo, C. H. (2010). The study of translated children's literature from the perspective of cultural adaptation. *Journal of Humanities and Social Sciences*, 109–120.
- [6] Da Silva, J. G. (2010). Children's literature translation: Challenges and solutions. *Translation Journal*, 14(4), 75–84.
- [7] Delabastita, D. (1996). Translation, rewriting, and the manipulation of literary fame. *Benjamins Translation Library*, 22, 69–80.
- [8] Gadsby, J. (1999). *Children's Literature and the Victorian Child*. Routledge.
- [9] Galda, L., & Cullinan, B. E. (2011). *Literature and the child*. Wadsworth.
- [10] Hou, C., He, B., Zhang, Z., & Yang, Q. (2022). Inferring Conversational Implicature: Managing Implicit and Explicit Information in the Translation of English Children Literature. *International Journal of Education and Humanities*, 5(2), 296–303. <https://doi.org/10.54097/ijeh.v5i2.2192>.
- [11] Hunt, P. (1991). *Criticism, theory, and children's literature*. Blackwell.
- [12] Hunt, P. (2001). *Children's literature*. Blackwell Publishers.
- [13] Kuo, C. H. (2008). Translating children's literature: A case study of the Harry Potter series. *Journal of Humanities and Social Sciences*, 3(1), 83–93.
- [14] Meltzoff, A. N. (2002). The development of understanding the intentions of others: From behavioral cues to psychological states. In Goswami, U. (Ed.), *Blackwell Handbook of childhood cognitive development* (pp. 173-187). Blackwell.
- [15] Nikolajeva, M. (2013). *The Oxford Handbook of Children's Literature*. Oxford University Press.

- [16] Nikolajeva, M. (2014). *Reading for Learning: Cognitive Approaches to Children's Literature*. John Benjamins Publishing Company.
- [17] Nodelman, P. (1992). *Pleasure, preference, and pedagogy: Children responding to modern children's books*. Ablex.
- [18] Perteghella, M., & Loffredo, E. (2006). *Translation and Creativity: Perspectives on Creative Writing and Translation Studies*. Bloomsbury Publishing.
- [19] Ramos, A. M. (2021). An integrated approach of translation and transmediation studies in children's literature. *Dzieciństwo. Literatura i Kultura*, 3(2), 201–209. <https://doi.org/10.32798/dlk.819>.
- [20] Rey, M. (2015). *Children's literature: A developmental perspective*. Wiley.
- [21] Saldaña, P. (2013). *Translation and Cultural Identity: Selected Essays on Translation and Cross-Cultural Communication*. Cambridge Scholars Publishing.
- [22] Sipe, L. R. (2008). *Storytime: Young children's literary understanding in the classroom*. Teachers College Press.
- [23] Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*. Ablex.
- [24] Wong, L. (2017). Translation quality assessment of children's literature: A case study of the Chinese translation of Harry Potter. *Journal of Humanities and Social Sciences*, 12(1), 37–49.