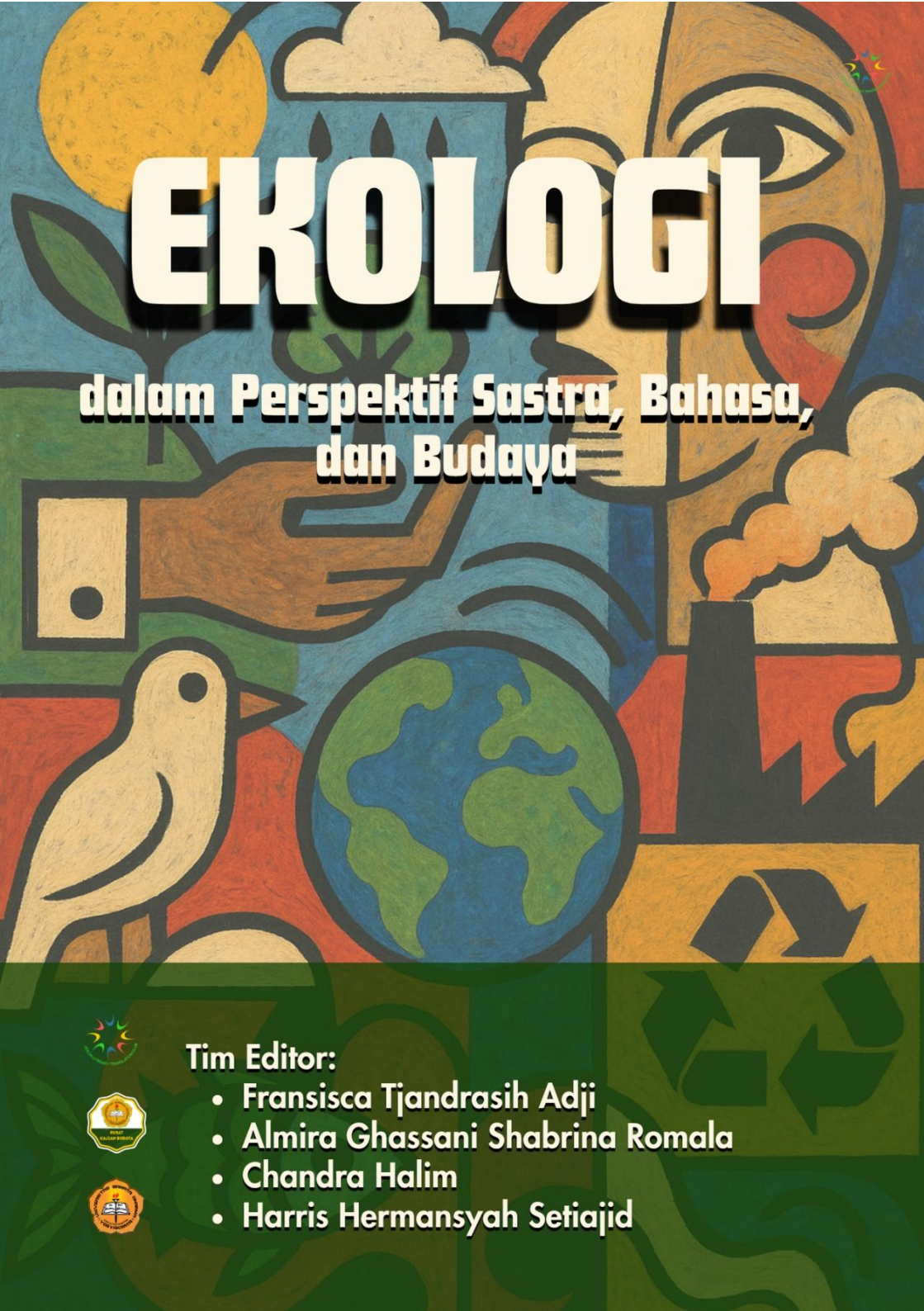




EKOLOGI

**dalam Perspektif Sastra, Bahasa,
dan Budaya**



Tim Editor:

- Fransisca Tjandrasih Adji
- Almira Ghassani Shabrina Romala
- Chandra Halim
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Ekologi dalam Perspektif Sastra, Bahasa, dan Budaya

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Fostering Environmental Awareness Through the Children's Storybook *Pilus Rumput Laut Untuk Rasi* and Its English Translation

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A. Introduction

Environmental awareness is a fundamental value that must be instilled early to cultivate a generation committed to preserving planet Earth. Introducing environmental awareness during childhood expands children's ecological perspectives, fosters proactive care for the environment, and elucidates the connection between modern lifestyles and environmental challenges (Sawitri, 2017). As the future generation of the Earth, children might face pressing ecological issues such as climate change, pollution, and deforestation. Literature, particularly children's storybooks, has been identified as an effective medium for introducing environmental awareness. Previous studies have shown that using children's books to promote environmental understanding and biodiversity awareness significantly enhances students' environmental knowledge while providing an engaging and entertaining experience (Aurélio et al., 2021).

Children's storybooks, primarily picture books, are compelling tools for fostering environmental awareness (Neupane, 2023). They captivate young readers, deepen their understanding of ecological issues, and strengthen their



connection to nature. Beyond entertainment, these books serve as educational platforms that shape children's personalities, behaviours, and habits. Through imaginative storytelling, children are introduced to moral values and social issues, including environmental concerns. For instance, narratives featuring characters who clean the environment, plant trees, or protect wildlife can inspire children to emulate these actions daily.

Moreover, storybooks with captivating narratives and visuals can nurture children's empathy towards nature by illustrating the consequences of human behaviour on the environment and emphasizing the importance of conservation. Such books also encourage critical thinking, prompting children to question environmentally harmful actions and consider sustainable alternatives.

In addition to influencing behaviour, children's storybooks play a pivotal role in fostering positive attitudes toward the environment. Stories emphasizing cooperation, responsibility, and love for nature help children internalize these values as part of their identity. For example, a story about children working together to clean a park can inspire readers to engage in similar activities within their communities.

Storybooks' impactful yet straightforward messages can also cultivate daily habits supporting environmental conservation, such as proper waste disposal, water conservation, or reusable shopping bags. Repeated exposure to these ideas through engaging narratives increases the likelihood that children will integrate them into their routines.

On a global scale, translated children's storybooks broaden the dissemination of environmental values across cultural boundaries. These crucial messages can be adapted through translation to remain culturally relevant and comprehensible to diverse audiences. As such, translated



storybooks function as linguistic conduits and tools for nurturing a generation with global environmental awareness. However, questions remain about whether translations can effectively preserve the narrative power, moral values, and environmental messages necessary to influence children's personalities and awareness across cultures. Ensuring that the messages resonate with readers from diverse cultural and linguistic backgrounds is critical.

This study examines the translation of the Indonesian children's storybook Adani & Intifada's *Pilus Rumput Laut untuk Rasi* and its English version, *Berli and the Sea*. It explores how the translation methods employed in the English adaptation retain the narrative power, moral values, and effectiveness of the environmental messages in shaping children's awareness and behaviour across cultures.

B. Environmental Awareness Messages in *Pilus Rumput Laut untuk Rasi* and its English Translation

Pilus Rumput Laut untuk Rasi, written by Nabila Adani and illustrated by Salma Intifada, is a children's storybook that narrates the adventures of Berli, a young girl living on Belitung Island, Indonesia. The story focuses on Berli's efforts to address the environmental challenges faced in her community, particularly the declining seaweed harvest caused by rising sea temperatures and the environmental degradation from tin mining. Inspired by her curiosity and concern for the sea's health, Berli created a social media account named *Jaga Laut or Sea Defender* to raise awareness about these issues. Through her journey, the story touches on themes of friendship, responsibility, and the impact of human activities on nature. The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia initially published the storybook in 2022. Then, it was translated into English in 2024 by



Mahmud L. Hutasuht under the same publisher. Both book versions are free at <https://buku.kemendikdasmen.go.id/> by the Center for Book Affairs of the Agency for Standard, Curriculum, and Assessment in Education of the Ministry of Primary and Secondary Education of the Republic of Indonesia.

The book highlights the importance of environmental awareness by presenting relatable scenarios for children, such as Berli's realization of the interconnectedness of ecosystems and her proactive steps to educate her peers. It subtly integrates key lessons about biodiversity conservation, sustainable practices, and the value of teamwork in addressing ecological problems. In other words, *Pilus Rumput Laut untuk Rasi* aligns with the characteristics of effective ecological storybooks for children, which should incorporate realism as the genre, an explicit environmental theme, a picture book format, human characters, a conflict between nature and humans, and a positive, conclusive ending. These elements are essential for educating children about current environmental crises and inspiring them to address these challenges (Kurnia et al., 2022).

The story of *Pilus Rumput Laut untuk Rasi* is an educational tool for introducing environmental awareness to young readers by presenting complex ecological issues in a straightforward, engaging narrative. Through Berli's experiences, children are encouraged to think critically about their actions and how they impact the environment. Using relatable characters and culturally specific elements—such as seaweed snacks, traditional batik, and the island's biodiversity—simultaneously allows the story to introduce Indonesia's unique ecological and cultural heritage.

Furthermore, the translation of *Pilus Rumput Laut untuk Rasi* into English must ensure that its message reaches a



global audience, transcending linguistic and cultural boundaries. By doing so, the book educates children worldwide about the importance of environmental conservation and introduces them to Indonesia's biodiversity and cultural richness. The translated version must retain the narrative's educational and cultural essence, making it an effective tool for promoting global environmental awareness while celebrating Indonesia's unique identity.

This story is a prime example of how children's literature can serve as a medium for education and cultural exchange, encouraging a generation of environmentally conscious and culturally aware individuals.

C. Translation Methods for Conveying Environmental Awareness in the English Translation of *Pilus Rumput Laut untuk Rasi*

Considering text type, genre, and target audience is essential in the translation process, mainly when translating children's storybooks that aim to convey educational messages, such as environmental awareness. Children's literature possesses distinctive characteristics, including simple language, engaging narratives, and clear moral messages. As such, translators must select a translation method that prioritizes linguistic accuracy and suitability for younger audiences, who may have varying levels of language comprehension. In light of the educational objectives and the readers' specific needs, translators must choose an appropriate method to ensure the effective transmission of the intended message.

In this context, Newmark proposes several translation methods that can be adapted to the type of text and the target audience. These methods include word-for-word translation (which has the most substantial emphasis on SL), literal



translation, faithful translation, semantic translation, communicative translation (in which the focus on TL starts to dominate), idiomatic translation, free translation, and adaptation (which has the most substantial emphasis on TL). Methods emphasising meaning, such as the semantic and communicative translation methods, offer a flexible framework to ensure the message is comprehensible to young readers (Mardliyah et al., 2024). The communicative translation method, for example, is especially valuable in children's literature as it focuses on conveying a clear and accessible message while preserving the nuances of the original text. This approach allows the translator to adjust the language to align with children's cognitive abilities, facilitating their understanding of the message.

On the other hand, the semantic translation method emphasizes an accurate transfer of meaning from the source text to the target language with minimal alteration in sentence structure. This is crucial when maintaining fidelity to the content, and core messages, such as moral values and environmental awareness, are essential. However, when translating for children, this method must be applied carefully to ensure that the language remains simple and easily comprehensible for younger readers. The adaptation method also allows translators to modify cultural elements that may be unfamiliar or difficult for the target audience to grasp. In the case of environmental-themed children's stories, this method allows translators to replace local elements with more universally recognizable references without altering the fundamental environmental message.

The selection of an appropriate method based on the text type and target audience plays a critical role in determining the success of the translation. By strategically employing these methods, translators can ensure critical



environmental messages are understood and inspire action among young readers. In this way, translating children’s storybooks can be a powerful tool for fostering more profound and widespread environmental awareness.

Furthermore, semantic and communicative translation methods are employed to translate the environmental awareness message in the English translation of *Pilus Rumput Laut untuk Rasi*, as seen in the following table.

Table 1. Data conveying the information of declining seaweed harvest in *Pilus Rumput Laut untuk Rasi* and its English translation

No.	ST	TT	Translation Method
1	Akhir-akhir ini, Ayah dan Ibu sering membicarakan produksi rumput laut yang berkurang dan kualitasnya menurun.	Lately, Mom and Dad often talk about reduced seaweed production and its declining quality.	Semantic
2	Aku tidak tahu apa sebabnya, tapi aku tidak khawatir.	I don’t know why it’s happening, but I’m not worried.	Semantic
3	Toko ini sudah menjadi Andalan, pasti ada jalan.	This shop has become a pillar of the community as its name, Andalan, suggests, so there must be a way.	Communi- cative

(Adani & Intifada, 2022, 2024, p. 3)

The data presented in Table 1 provides insight into how the environmental issue of declining seaweed harvest is conveyed in the narration of *Pilus Rumput Laut untuk Rasi*. This



issue is central to the story, reflecting broader concerns regarding environmental degradation and its impact on local communities. The first datum illustrates the application of semantic translation, as demonstrated by the phrase *produksi rumput laut yang berkurang dan kualitasnya menurun*, which translates into English as “reduced seaweed production and its declining quality.” This translation effectively captures the core message of the original, maintaining the accuracy of the environmental issue being addressed.

However, a slight modification occurs when the translator adds the possessive “its”, transforming the phrase into “reduced seaweed production and its declining quality.” This addition enhances the clarity of the sentence and ensures the text flows naturally in English. The possessive “its” connects the decline in production with its associated quality, making the phrase more coherent and easier for readers to understand. Significantly, this change does not alter the underlying meaning; instead, it reinforces the relationship between seaweed production and its quality, which is essential for the environmental message the story aims to convey.

A similar translation method is employed in datum number 2, where the clause *Aku tidak tahu apa sebabnya, tapi aku tidak khawatir* (“I don't know what the cause is, but I'm not worried”) is translated into “I don't know why it's happening, but I'm not worried”. The translation introduces a slight modification by changing the word *sebabnya* (“what the cause”) to “why it's happening”. According to the KBBI Daring VI, *sebab* refers to what causes something to happen, making the translation of *sebabnya* as “why it's happening” both acceptable and contextually accurate. This shift does not alter the core meaning of the original text, as both phrases convey the idea of uncertainty about the cause of a situation, while maintaining the speaker's calmness. The change in phrasing also



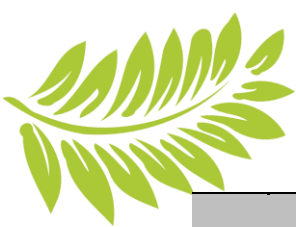
demonstrates the translator's effort to make the language more natural and relatable to an English-speaking audience. Such adaptations are beneficial when translating for children, as they help ensure the message is clear and accessible. By choosing the translation as “why it’s happening”, the translator preserves the essence of the original message while ensuring the sentence sounds more conversational and familiar to young readers. This approach exemplifies how minor translation adjustments can enhance the text’s fluency without compromising the intended meaning, making it more engaging and easier for the target audience to understand.

Unlike datum numbers 1 and 2, datum number 3 employs the communicative translation method, as it includes an explanation of the name of Berli’s parents’ shop, Andalan. According to the KBBI, *andalan* means something that can be trusted, relied upon, or considered a foundation. Therefore, translating it as “a pillar of the community, as its name, Andalan, suggests,” maintains the connection to the original meaning but adds further clarification to ensure that readers of the English version can fully grasp the significance of *andalan* in Indonesian. While the source text (ST) also contains an internal rhyme with the words Andalan and *jalan*, the translator prioritizes conveying the meaning of the shop over preserving the rhyme and wordplay, as it would be challenging to maintain both the rhyme and the accurate meaning in the English translation. This choice reflects the translator's emphasis on ensuring clarity for the target audience, even at the expense of linguistic features like rhyme, which may not be as significant in the context of the translation’s educational and communicative goals. Furthermore, the other environmental awareness messages in *Pilus Rumput Laut untuk Rasi* are about the rising sea surface temperature information, as seen below.



Table 2. Data conveying the information of the raising sea surface temperature in *Pilus Rumput Laut untuk Rasi* and its English translation

No.	ST	TT	Translation Method
4	Kak Alin tertawa, kemudian ia menjelaskan bahwa suhu air laut itu sangat memengaruhi kehidupan di dalamnya.	Kak Alin laughed. She then explained that the temperature of the seawater greatly affects the life in it.	Semantic
5	Suhu permukaan air laut yang baik untuk wilayah di sini ada di antara 27–31 derajat celcius.	An ideal sea surface temperature for this area ranges from 27 to 31 degrees Celsius.	Semantic
6	Pada suhu itu berbagai macam jenis tanaman dan hewan di laut bisa hidup dengan baik.	“At those temperatures various types of plants and animals in the sea can live well.	Semantic
7	Kondisi suhu laut yang baik juga menyebabkan ekosistem lebih seimbang sehingga risiko badai, erosi, dan bencana lainnya lebih kecil,” jelas Kak Alin.	Good sea temperature conditions also make the ecosystems more balanced so that the risks of storms, erosion, and other disasters is reduced,” explained Kak Alin.	Semantic
8	Raut wajah Kak Alin langsung berubah serius.	Kak Alin looked at me seriously.	Communicative
9	“Biota laut sangat sensitif terhadap perubahan suhu	“Marine biota, such as coral reefs and seaweed, is very sensitive to	Communicative



No.	ST	TT	Translation Method
	meskipun hanya setengah derajat. Contohnya, terumbu karang, rumput laut”	changes in temperature, even if it’s only half a degree.”	
10	Eh, rumput laut? Pantas saja hasil panen rumput laut jumlahnya menurun dan hasilnya kurang baik	Uh, seaweed? No wonder seaweed harvests have been decreasing lately and the seaweed quality has been poor.	Communi- cative
11	Sementara itu, aku masih belum bisa menerima lautku yang sakit. Suhu 0,5 derajat celcius saja sudah berbahaya	In the meantime, I still found it hard to accept the fact that the sea near my hometown was unwell.	Communi- cative

(Adani & Intifada, 2022, 2024, pp. 18-19)

In data numbers 4 to 11, the translator combines semantic and communicative translation methods. The sentence structure of the data, in which the semantic translation method is employed, has not been significantly altered. In contrast, the communicative translation method is predominantly used when sentences in the source text (ST) can be simplified without changing their meaning. It is also applied when longer sentences are condensed to create a more compact structure or when clarification is needed to ensure the target audience quickly understands the message. This approach helps maintain clarity and accessibility in the translation while preserving the intended message of the original text.



In datum 8, the clause *Raut wajah Kak Alin langsung berubah serius* ("The look on Kak Alin's face immediately turned serious") is translated using the communicative translation method as "Kak Alin looked at me seriously" to ensure the naturalness and acceptability of the target text (TT). The noun phrase *raut wajah* is translated as the verb "looked at" to simplify the sentence. Similarly, in datum 9, simplification is achieved by merging two sentences into one, translating *biota laut* as marine biota such as coral reefs and seaweed. While the ST introduces examples separately, the TT combines them into a more concise sentence.

In datum 10, the communicative translation method adds the word "lately" in "seaweed harvests have been decreasing lately" to emphasize the current environmental issue of rising seawater temperature, while further clarifying *hasilnya kurang baik* ("the production is poor") into "the seaweed quality has been poor". This addition helps contextualize the environmental issue more clearly for the reader. On the other hand, datum 11 employs a different strategy in using communicative translation. Instead of translating *Suhu 0,5 derajat Celsius saja sudah berbahaya* ("A temperature of just 0.5 degrees Celsius is dangerous"), the information is implied in the TT, where the sea is described as "unwell," suggesting that the rising temperature is already understood. Moreover, datum 11 expands *lautku* ("my sea") into "the sea near my hometown" to emphasize that the "unwell sea" is located explicitly in Belitung, Berli's hometown, offering additional context to clarify the significance of the environmental issue. Not only conveying the information of the rising sea surface temperature and its effects on environmental damage, *Pilus Rumput Laut untuk Rasi* also tells the readers of the efforts made by Berli to raise awareness of the health of the sea, which can also inspire young



readers to realize these issues, as can be seen in the following excerpt, along with their translation.

Table 3. Data conveying Berli's efforts to raise awareness of the health of the sea in *Pilus Rumput Laut untuk Rasi* and its English translation

No.	ST	TT	Translation Method
12	Wah, peningkatan suhu air laut walau hanya sedikit dari suhu maksimum bisa berbahaya sekali!	Wow, it turns out that even a slight increase in seawater temperature is very dangerous!	Communicative
13	Bukan hanya bagi binatang dan tumbuhan laut, melainkan juga bagi manusia.	The increase will endanger not only marine animals and plants, but also humans.	Communicative
14	Ya, aku harus mengingatkan teman-teman	I just have to tell my friends about this!	Communicative
15	Setelah berpikir lama, akhirnya kupilih nama Jaga Laut karena aku ingin menjaga suhu air laut agar tetap aman.	After spending quite some time, I finally decided to use the name Jaga Laut, or Sea Defender, because I wanted to defend the health of the sea and keep the water temperature safe.	Communicative

(Adani & Intifada, 2022, 2024, pp. 20-23)

In datum 12, the author wants the readers to realize that even a slight increase in seawater temperature is very dangerous. Therefore, the communicative method is employed



to translate an essential message in the story concerning the dangers of rising seawater temperatures in datum 12. Since this passage represents a central theme in *Pilus Rumput Laut untuk Rasi*, an appropriate translation method is required. The translator adopts a communicative approach to render the idea that even a slight increase in seawater temperature can be extremely dangerous, expressing it in a natural and conventional style and structure in English. This choice demonstrates the translator's effort to ensure the environmental message is conveyed clearly and easily understood by the target readers. Furthermore, the communicative method observed in datum 13 also reflects the translator's effort to highlight and make explicit the word "increase", which does not appear in the source text. By doing so, the translation directs readers' attention to the dangers of the increase itself and emphasizes the danger of rising seawater temperatures.

In the translation of *Ya, aku harus mengingatkan teman-teman* into "I just have to tell my friends about this!" in datum 14, the translator also applies a communicative method. While the source text uses a straightforward declarative sentence, the translation adds emphasis by inserting the word "just" and the exclamatory marker. This adaptation shifts the tone from a neutral reminder to a more urgent and engaging utterance, aligning with children's English literature's expressive style. This effort also further ensures that the environmental message is delivered in a lively and accessible manner for young readers (Romala, 2025).

In the case of datum 15, *Setelah berpikir lama, akhirnya kupilih nama Jaga Laut karena aku ingin menjaga suhu air laut agar tetap aman*, translated into "After spending quite some time, I finally decided to use the name *Jaga Laut*, or Sea Defender, because I wanted to defend the health of the sea and keep the



water temperature safe,” the translator combines foreignization and communicative method. The cultural term *Jaga Laut* is retained in the target text but immediately clarified with an explication (“or Sea Defender”). Therefore, readers will become more connected with *Jaga Laut* as they will know what it means. Moreover, the translator expands the ecological dimension of the message by shifting “menjaga suhu air laut agar tetap aman” into a broader phrase, “defend the health of the sea and keep the water temperature safe.” This addition clarifies the environmental advocacy embedded in the source text and enhances the readability and resonance of the ecological message for the target audience. Besides her efforts to raise awareness of the health of the sea, Berli also advocates for other environmental issues to raise awareness through her platform, *Jaga Laut*, which can be seen in the following table.

Table 4. Data conveying Berli’s efforts to raise environmental awareness in *Pilus Rumput Laut untuk Rasi* and its English translation

No.	ST	TT	Translation Method
16	Ia kemudian bercerita lagi bahwa pemanasan suhu air laut disebabkan salah satunya oleh penambangan yang berlebihan, terutama aktivitas lepas pantai yang tidak terkontrol dengan baik.	She told me again about the warming seawater temperature caused by excessive mining and other offshore activities that were not properly controlled.	Semantic
17	Gara-gara suhu air laut naik, panen rumput laut	I told her about the rising sea temperature that had caused the	Communi- cative



No.	ST	TT	Translation Method
	jadi menurun ... Lingkungan juga menjadi rusak dan tanaman serta binatang laut juga terancam.	decreasing harvest of seaweed ... The mining has also damaged the environment and threatened marine plants and animals.	
18	Aku banyak menemukan informasi tentang sampah plastik yang mencemari laut. Plastik baru bisa hancur sekitar 50–100 tahun. Nah, plastik yang dibuang ke laut dikira makanan oleh ikanikan laut, padahal sangat berbahaya bagi mereka. Bisa beracun!	I found a lot of information about plastic waste that pollutes the sea. Plastics can take anywhere from 50 to 100 years to decompose. The plastics thrown into the sea are mistaken for food by fish, and it's very dangerous for the fish to consume them! They can even be poisonous!	Communicative
19	Ada temannya yang membuat plastik dari rumput laut. Namanya biopac. Plastik ini bisa hancur dengan mudah.	That reminded him of his friend who makes plastic from seaweed, which is called Biopac. This kind of plastic can decompose easily.	Communicative
20	Pewarna pakaian dan industri mode juga banyak menyumbang limbah berbahaya. Ah, jadi ingat, Ibu pernah membeli batik ini di toko batik khas Belitung di dekat rumah.	Fabric dyes and the fashion industry also contribute a lot of hazardous waste. But, I remember Mom once bought this traditional fabric, Batik, at a shop selling typical Belitung	Semantic



No.	ST	TT	Translation Method
	Pakaiannya berwarna warni, tapi warnanya alami dari tumbuh-tumbuhan.	Batik near our house. The clothes sold there are very colorful, but the colors are made from natural ingredients from plants.	
21	Aku jadi teringat bagaimana Rasi kerap mengingatkan agar tidak menyentuh terumbu karang dan tidak mengangkat bintang laut terlalu lama dari air.	I also remember how Rasi used to remind me not to touch coral reefs and not to take starfish out of the seawater for too long.	Semantic

(Adani & Intifada, 2022, 2024, pp. 27—43)

The semantic method is employed to translate the cause of rising seawater temperature in datum 16. The explanation of excessive mining and other offshore activities that were not properly controlled as the cause of rising seawater temperature captures the idea of the original text, aktivitas lepas pantai yang tidak terkontrol dengan baik. Furthermore, the communicative method is utilized to translate the effects of the rising seawater temperature and excessive mining, such as the decreasing harvest of seaweed, damage to the environment, and threatened marine plants and animals in datum 17.

Moreover, in datum 18, the translator uses a communicative method. The message is transferred with natural fluency and supported by the addition of the emphatic construction “They can even be poisonous!”, which is more expressive than the relatively brief “Bisa beracun!” in the source text. This intensification not only dramatizes the



ecological danger but also adapts the tone to suit the stylistic expectations of English-speaking child readers. Such a choice reflects the translator's ecological responsibility to ensure that the environmental lesson in the original text is understood and memorable while delivered in a lively and accessible manner for young readers. In datum 19, the translator also employs the communicative translation method. The explication, i.e., the insertion of the clause "That reminded him," is not present in the source text but provides smoother narrative cohesion for English readers. Furthermore, the loanword *Biopac* is retained and capitalized, signaling an essential term while simultaneously clarified with a brief explanation ("plastic from seaweed").

Furthermore, the translator adopts a semantic translation method in datum 20. The Indonesian cultural word *batik* is retained and accompanied by the explication "this traditional fabric, Batik" to convey its cultural significance while making it intelligible for readers unfamiliar with the term. The semantic method preserves the traditional craft's cultural nuance and local identity. By maintaining lexical fidelity to the source while adding a brief explanation, the translator ensures that the ecological value of using natural dyes and the cultural heritage of *batik* are highlighted in the target text. Therefore, the linguistic meaning of batik is preserved, the cultural specificity of Belitung identity is foregrounded, and the ecological message about sustainable dyes is effectively conveyed in the translation.

Like datum 20, the translator applies the semantic translation method in datum 21. The cultural and ecological terms *terumbu karang* "coral reefs" and *bintang laut* "starfish" are rendered directly into English equivalents without simplification or substitution. This choice reflects the translator's intention to preserve the ecological and scientific



specificity of the source text, staying close to its lexical and referential meaning. Rather than opting for a more communicative alternative—such as simplifying and generalizing *terumbu karang* and *bintang laut* into just “sea animals”—the semantic method maintains accuracy and ecological nuance. By retaining precise terminology, the translation foregrounds environmental education and emphasizes the ecological values embedded in the text. This method safeguards the environmental information and cultural knowledge of marine life while remaining comprehensible to young readers of the target text.

D. Conclusion

Moreover, this translation choice highlights the importance of context and the need for adaptation in the translation process, especially when dealing with specialized topics like environmental awareness. In translating texts for children, such modifications in communicative translation methods play a crucial role in ensuring that complex issues, such as environmental degradation, are presented in a way that is both linguistically accurate and accessible to young readers. Using the semantic translation method, the translator effectively preserves the thematic integrity of the original while ensuring that the message is clear and engaging for the target audience. This approach demonstrates how translation techniques can bridge languages and cultures, making important educational themes—such as environmental awareness—more universally comprehensible.

The analyses demonstrate that the translator strategically employs communicative and semantic methods to balance readability with cultural and ecological fidelity. Communicative translation is used to adapt expressions into natural and engaging English, ensuring accessibility for young



readers, while the semantic method, one of which preserves ecological terminology and cultural references with minimal alteration. These translation methods reflect an ecotranslatological orientation, in which the translation decisions are guided by linguistic equivalence, environmental responsibility, and cultural representation. Ultimately, the translator's choices also illustrate how translation can serve as a medium for environmental education and local cultural identity preservation. Through careful selection of methods, translation communicates ecological messages to young readers and retains cultural expressions tied to local traditions. In this way, translation can function as both an educational tool and a vehicle for environmental and cultural sustainability.

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Ekologi bukanlah suatu ilmu yang hanya menjadi persoalan ranah disiplin ilmu eksakta, khususnya biologi. Salah satu hal yang terkait dengan persoalan ekologi adalah interaksi manusia dengan alam lingkungannya. Sastra, bahasa, dan budaya merupakan disiplin ilmu yang erat kaitannya dengan berbagai aspek kehidupan manusia. Hal ini tentu saja sangat mungkin pula berkaitan dengan interaksi manusia dengan alam lingkungannya.

Pemikiran-pemikiran terkait kelestarian alam muncul dalam kajian-kajian sastra, bahasa, dan budaya. Perilaku tokoh-tokoh dalam karya sastra-karya sastra yang mengusung permasalahan ekologi banyak diminati para pemerhati sastra. Hal ini dilatarbelakangi pandangan bahwa apa yang diusung sastrawan dalam karyanya sangat mungkin menjadi cerminan atas realita hidup manusia.



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