

CONSIDERING THE BILINGUAL BOOKS' QUALITY IN INDONESIA: HOW DOES IT AFFECT ON CHILDREN'S FOREIGN LANGUAGE LEARNING

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ABSTRACT

There are many bilingual books spread in various bookstores in Indonesia. Bilingual books are not only used in schools but also used by parents to introduce foreign languages to children from an early age, in this case English. The basic question that arises is, with the wide distribution of the bilingual book, how is the quality standard or quality of the book? In the preliminary research conducted by the author, there were several findings that bilingual books have an English translation version that is not in accordance with the translation rules. This research aimed to describe in more detail these findings. This research was descriptive research with document analysis. The data source of this research was bilingual book. The results of this research indicated that there were inappropriate translations, which included, 1) errors in word selection (diction) 2) translations with Indonesian grammar so that they do not meet English rules 3) inconsistent in word use. These results provided recommendations on the importance of maintaining the quality or quality of bilingual books. In addition, the government needs to supervise publishers and provide assistance, especially in the publication process.

Keywords: bilingual books, children, foreign language learning

1) INTRODUCTION

Teaching children to recognize foreign languages is arguably a necessity today. There are some parties who state the advantages of a child to be bilingual, for example helping children to respond quickly. One of the benefits of providing bilingual education to children is that it helps them grow into responsive children. The reason is, as long as they use two languages, children are used to switching codes or switching languages in a short time. That is, the child's brain is used to multi-tasking in understanding two languages at one time. These abilities usually form other abilities that make them faster and more responsive to various situations. Therefore, usually children who have the ability to communicate bilingually are also good at doing other things that require multi-tasking abilities, for example, decision-making and problem-solving skills.

As quoted from English First (EF) article (2021), another advantage is that the options for further education are wider. Currently, there are many choices of bilingual schools for children. This indicates that bilingual education for children is quite important, especially in the field of education. When children understand two or more languages, the disclosure of information is even wider. This means that access to various information that children need to increase their knowledge and knowledge is wide open. This can be a gateway for children to continue their education to a higher level with a wider choice. For example, with good English or foreign language skills, options for higher education for children are not limited to national but also international

levels. In addition, children are easy to adapt. In learning a foreign language, children will also learn about the foreign culture. This is because language and culture are closely related. So, when teaching children a foreign language, the culture of that language is included. The reason is, understanding culture helps children understand the context of using the foreign language. When children understand various foreign cultures, children will better understand the differences and will survive with changes. Seeing the world that continues to change, children's bilingual abilities make it easier to deal with various changes that continue to occur. Bilingualism also increases a child's various abilities. When using two or more languages in daily communication, children usually become more sensitive to changes or changes. That's a sign that the child has high attention. This is certainly beneficial in its growth. In addition, children who understand two or more languages will get used to determining when to use a language, under what conditions and to whom. Of course, in determining these things, children will form good emotional skills for their development. In addition, in communicating bilingually, there are many other children's abilities that also develop or increase. For example, children will also have the ability to communicate with many people, be more confident, and more easily accept the variety or differences around them.

According to Baker (2000:12) that there are several potential benefits of bilingualism which include the following: 1. Communication advantages, it is wider communication and understanding two languages (literacy in two languages). Developing communication skills in children in bilingual use can communicate using the two languages studied or the language commonly used by children with family members and also with others. 2. Cultural advantages, it is the absorption of foreign cultures (broader enculturation) and having greater tolerance and less racism (Greater tolerance and less racism). The use of bilingualism in learning can help children get to know foreign cultures, because each language operates with a different system of behavior and culture. Through the introduction of language, children are able to understand the culture of the language, and form a child's tolerance for other people who have different cultures. 3. Cognitive advantages, it is creating creativity and sensitivity in communication (creativity, sensitivity to communication). The use of bilingualism is useful in spurring children's thinking skills, being more creative and having two or more words for each object and idea, and making children more careful in communicating with people who have different languages. 4. Personality benefits (character advantages: Raised self-esteem), namely increasing self-confidence and self-esteem. The benefits of bilingualism can grow and increase self-confidence in children, because by mastering two languages children are more daring to communicate and still feel safe in an environment that uses two languages that are understood by children. 5. The benefits of education (curriculum advantages) are increasing educational achievement and making it easier to learn a third language. The use of bilingualism will make it easier for children to learn a third language, when the child has mastered two languages. In addition, children's learning achievement increases because children acquire new words in English, for the same words in Indonesian.

From these advantages, quite a lot of parents are starting to introduce foreign languages to their children from an early age, one of which is using bilingual books for children. Bilingual books can be found in many shops. The highlight here is related to the ability of parents to choose bilingual books and the quality of the bilingual books distributed in bookstores. This short article explores some of the phenomena that were found, where there were several errors in the translation of Indonesian into English in several bilingual books that were found.

2) METHODS

This research was qualitative research. Qualitative research examined participant perspectives with multi-strategic, interactive strategies, such as direct observation, participatory observation, in-depth interviews, documents, complementary techniques such as photographs, recordings, and others. (Sukmadinata, 2017). The data sources used were from several bilingual books which were selected at random. After the data was collected, the data were classified into several categories

related to errors in translation from the source language, namely Indonesian, into the target language, namely English. After that, the researcher conducted an analysis and described it.

3) RESULTS

The following is a table of findings in several bilingual books, where the errors found were in the form of choice of words (diction), grammatical or tense errors, inconsistent use of nouns, and some parts of sentences that are not translated.

Table 1. Bilingual Book Entitled *Pertenggaran Anjing & Kucing*

| No. | Source Language | Target Language | Explanation |
|-----|--|---|---|
| 1 | Pada zaman dahulu kala, tersebutlah di sebuah hutan tinggal beberapa hewan. | Once upon a time, there was a forest lived a few animals. | |
| 2 | Salah satunya adalah anjing dan kucing. | One is a dog and a cat. | Sentence Tense |
| 3 | Kedua binatang itu, meski tinggal berdekatan namun selalu saja bertengkar. | Two animals, despite living close fight but always alone. | Diction Word sequence |
| 4 | Tak seekor binatang lainpun yang tinggal di hutan itu yang tahu, apa yang menjadi sebab sehingga kucing dan anjing itu bertengkar. | Not another beast was living in the woods who knows, what is the cause that cat and dog fight. | Sentence and diction Tense |
| 5 | Karena hamper setiap hari kucing dan anjing itu bertengkar, membuat binatang-binatang lain akhirnya tak peduli lagi dengan apa yang kucing dan anjing itu pertengkarkan. | Because almost every day cats and dogs that fight, make other animals finally do not care anymore what cats and dogs that were arguing. | Inconsistency noun Tense |
| 6 | Pagi ini, entah untuk yang keberapa kalinya, kembali kucing dan anjing itu bertengkar. | This morning, either for the umpteenth time that, again it's a cat dan dog fight. | Diction |
| 7 | Masing masing menghujat satu sama lain, takt ahu mana yang benar. | Each menhujat each other, do not know what is right and what is wrong. | Untranslated word Tense |
| 8 | "Nggak pernah ada kapoknya, selalu saja sombong. Dasar kalian itu anjing!" hardik seekor kucing betina dengan wajah menunjukkan kekesalan. | "It's never been a kapoknya, always arrogant. Your basis that dog!" Cried a female cat with a face showing annoyance. | Untranslated word Diction Diction |
| 9 | "Kalian itu sering sekali mengumpat. Dasar kucing, selalu saja rebut" Balas anjing tak mau kalah dan tak kalah geramnya. | "You crushed it every so often. Cats, always noisy" replied the dog did not want to lose and no less fury. | Diction To be |
| 10 | Wajahnya pun menunjukkan | Her face showed frustration. | |
| 11 | Ya, Si Rufi si Anjing dan si Pusi si Kucing pagi ini sedang kembali bertengkar. | Yes, the Rufi the Dog and the cat Poem being re-fight this morning. | The use of determiner Diction |
| 12 | Ya seperti biasanya. | Yes as usual. | |
| 13 | Meski tempat tinggal mereka bersebalahan, tetapi mereka selalu ribut. | Although they live next to each other, but they always fuss and fight. | |
| 14 | Seekor anak kodok yang sedang mengantuk setelah bermain sepanjang malam di tepi danau, berjalan pulang ke rumahnya mendekati mereka berdua. | A young frog is sleepy after playing all night on the shores of lake, walking back to his home close to | Incomplete sentence |
| 15 | "Permisi ya Bapak Anjing dan Ibu Kucing, saya numpang lewat" Kata Bonbon, si anak katak meminta izin. | "Excuse me, Yes Mr. Dog and Mrs. Cat, I ride through " said Bonbon, frog boy asking for permission. | Unneeded word Diction Diction |

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| 16. | Namun ucapan Bonbon tak ada yang menggubris. | But saying nothing menggubris Boncon. | Sentence Untranslated word |
| 17. | Anjing dan kucing itu tetap bertengkar. | Dog and cat fight was fixed. | Diction |
| 18. | “Kalau emang kucing itu pemberani, ayo kelahi sini, jangan Cuma banyak omong saja!” tantang si anjing. | “If the cat weve brave, let’s fights here, just do not talk much alone! ” challenged the dog. | Diction |
| 19. | Anjing itu Cuma bisa berkelahi, namun mereka semua taka da otaknya!” Balas si kucing tak mau kalah. | “The dog can only fight, because they are all no brains!” said the cat did not want to lose. | |
| 20. | Tetap dengan ejekan dan cemoohnya. | Stay with ridicule and cemoohnya. | Diction Untranslated word |
| 21. | “Maaf, Pak Anjing dan Bu Kucing, boleh saya mau lewat sini?” sekali lagi Bonbon meminta izin pada mereka. | “Sorry, Mr. and Mrs. Cats Dogs, perhaps I want to pass here? ” once again Bonbon ask their permission. | Diction Sentence |
| 22. | Bonbon berharap dan kucing itu sejenak berhenti. | Bonbon hope the dog and cat fight was momentarily stopped and gave him permission. | Tense Tense |
| 23. | Mereka tak menjawab pertanyaan Bonbon, mereka sudah siap untuk saling adu jotos, adu cakar, sampai adu panco sampai tiba tiba.... | They did not answer the question Bonbon , they were ready to fist fights with each other, fighting claws, to arm wrestle until a sudden.... | Sentence Diction, unneeded word Noun phrase Sentence |
| 24. | Maaf, kalua Bonbon boleh tahu, kenapa sih Pak Anjing bertengkar dengan Bu Kucing?” Tanya Bonbon kepada si Anjing. | “I’m sorry, if Bonbon should know, why the hell Mr. Bu cats Dogs fight with? ” Tanya Bonbon to the dog. | Diction Sentence |
| 25. | “Begini ya Nak... para hewan lain bilang kucing itu hewan licik, mereka suka mencuri persediaan makanan punya binatang yang lain” | “ Here ya boy... the other animals say the cat was wily animals, they like to steal food supply has other animals. | Untranslated word Diction Passive voice |
| 26. | “Huh..Enak syaja, bangsa kucing itu punya harga diri tahu! Justru kata nenek kucing, anjing tuh yang suka merampas makanan bangsa kucing!” balas si kucing. | “Huh.. syaja tasty , the cat people have pride to know! Precisely Grandma said cat, dog food tuh rob people who love cats! ” Replied the cat. | Diction Diction Diction Sentence Sentence |
| 27. | Bonbon si anak katak termenung bingung. | Bonbon pensive boy frog confused. | Sentence |
| 28. | “Jadi Bu Kucing tidak mencuri makanan milik pak Anjing?” Tanya Bonbon. | “So mom cats do not steal food from Mr. Dog?” Tanya Bonbon. | Diction Untranslated word |
| 29. | “Ya nggak lah!” Jawab Kucing. | “ Ya do not lah! ” said cat. | Sentence |
| 30. | “Jadi kalua begitu, Pak Anjing yang merampas makanannya Bu Kucing ya?” Bonbon berkata pada si Anjing. | “Well, then, Mr. Bu dog food robs cats ya? ” Bonbon said to the dog. | Sentence |
| 31. | “Tidak” Jawab Rufi si Anjing. | “No” replied the Dog Rufi. | Sentence |
| 32. | “Jadi Pak Anjing tidak merampas makanan Bu Kucing dan Bu Kucing juga tidak mencuri makanan Pak Anjing?” Bonbon kembali bertanya. | “So Mr. Dog is not depriving food and Bu Bu cats Ctas nor Dogs steal food Sir? ” Bonbon asked again. | Untranslated word Diction |
| 33. | “Iya!” Jawab | “Yes!” they answered in unison. | Diction |

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| 34. | “Jadi tidak ada makanan yang hilang?” lagi lagi Bonbon bertanya dengan wajah semakin menunjukkan keheranan dan ketidakmengertian. | “So there’s no missing food?” again, Bonbon asked to face increasingly showing surprise and lack of understanding. | Diction |
| 35. | “Emm...Tidak ada!” Jawab mereka bersamaan. | “Emm.. Nol!” they said almost . | Diction |
| 36. | Kalua begitu, kenapa kalian bertengkar?” Tanya Bonbon sambil menahan kantuknya. | “Then, why are you arguing about?” Tanya Bonbon while holding sleepily . | Untranslated word Diction |
| 37. | Bonbon benar benar tak mengerti dan tak habis pikir pada sikap anjing. | Bonbon really do not understand and could not believe the attitude of the dog and cat. | Tense |
| 38. | Si Anjing dan si Kucing pun kebingungan manjawab pertanyaan Bonbon. | The dog and cat Bonbon answer any confusion. | Sentence |
| 39. | Keduanya kemudian saling pandang, seakan saling bertanya satu sama lain. | Both then looked at each other, asking each other as if each other . | Sentence |
| 40. | Tak kuasa menahan kantuk dan mulutnya yang terus menguap, membuat Bonbon memutuskan melanjutkan perjalannya ke rumah untuk tidur, meninggalkan | Could not resist sleep and his mouth continued to evaporate , making Bonbon decided to continue his journey home to sleep, leaving those still confused. | Sentence Diction |

Table 2. Bilingual Book Entitled *Bona dan Boni*

| No. | Source Language | Target Language | Explanation |
|-----|---|--|---|
| 1 | Pagi itu seluruh penghuni hutan tengah berjalan meninggalkan hutan tempat tinggalnya, sebab hutan yang menjadi tempat tinggal mereka telah rata dengan tanah. | That morning was walking around the forest dwellers of the forest where he lives, because the forest they live temat been razed to the ground. | Sentence Untranslated word |
| 2. | Mereka semua berencana pindah ke hutan seberang untuk memulai kehidupan baru. | They all plan to move across the forestry to start a new life. | Tense |
| 3. | Pemimpin rombongan mengingatkan “Kita harus tiba di hutan seberang sebelum petang! Ingat jangan sampai kalian terpisah. | Group leader warned “We have arrived at the opposite woods before dusk! Remember do not be apart” | |
| 4. | Sayang, dalam rombongan tersebut ada seekor gajah betina yang sedang mengandung. | But unfortunately, in the group there was a female elephant who was pregnant. | |
| 5. | Bona si anak gajah itu mengkhawatirkan ibunya “Apakah ibu baik baik saja?” | The elephant Bona child concerned mother “Is mom okay?” | Sentence |
| 6. | “Jangan khawatir saying, ibu akan baik baik saja.” Jawab ibunya meyakinkan Bona. | “Do not worry baby, the mother will be fine.” Replied her mother assured Bona. | |
| 7. | “Bu, jika dik lahir nanti, bolehkah aku memberinya nama Boni?” Tanya Bona. | “Mom, if sister was born later, may I memeberinya Boni name? ” Bona asked. | Diction Untranslated word Noun phrase |
| 8. | “Tentu saying.” Jawab sang Ibu. | “Yes Dear.” Replied the mother. | |
| 9. | Namun beberapa saat berselang, terjadi sesuatu yang mengejutkan rombongan. | But moments later, there was something of a surprise party . | Sentence |

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| 10. | Ibu Bona melahirkan bayinya. | Bona mother gave birth to her baby. | Noun phrase |
| 11. | “Horee...sekarang aku menjadi seorang kakak.” | “Hooray.. Now I’m being a big brother” | |
| 12. | Perjalanan terpaksa terhenti dan rombonganpun mulai cemas sebab sebentar lagi senja akan datang. | Trip was forced to stalled and entourage else began to anxious because briefly again twilight will be come. | Diction To be |
| 13. | Karena haru semakin senja Pak cula si Ketua rombongan pun membuat usul. | Because it was getting dusk chairman of the group was about providing cula proposal. | Diction Diction Sentence |
| 14. | “Bu Gajah, maafkan kami harus meninggalkanmu, | “ Mom elephants, sorry we had to leave” | Diction |
| 15. | Boni, ayo berdirilah, kamu pasti bisa.” Kata Bona memberi semangat adiknya. | “Boni, let stand, you certainly can.” Bona said encouragingly to her sister. | Diction |
| 16. | “Adikmu masih lemah Bona.” | “Your sister is still weak Bona” | |
| 17. | “Jangan paksa adikmu Bona, kasihan dia masih lemah, sebaiknya kamu susul rombongan” Kata Bu Gajah. | “Do not force your sister Bona, pity he’s still weak, should you meet another group” said Mrs. Elephant. | Diction |
| 18. | Dengan enggan Bona melangkah meninggalkan ibu dan adiknya. | Bona stepped reluctantly leaving his mother and sister. | |
| 19. | Boni yang masih lemah terus berlatih berjalan. | Boni is still weak keep practicing walking. | Tense |
| 20. | “Lihat kak aku sudah bisa berjalan” Terika Boni gembira. | “Look sis , I was able to walk.” Terika Boni excited. | Tense Diction |
| 21. | Hap..hap..hap..terdengar langkah Boni bersemangat mengikuti langkah ibu dan kakaknya, meski sesekali ia terjatuh. | Hap..hap..hap.. Boni sounded eager to follow the step mother and step brother , though occasionally he fell. | Untranslated word Sentence Diction Inconsistency in using pronoun |
| 22. | Di tengah perjalanan Bu Gajah melenguh Panjang. | Amid the long journey Miss elephant trumpeted. | |
| 23. | Untuk memberitahukan kabar gembira ini kepada rombongan yang ada di depan. | Meberitahukan good news for the group in front. | Untranslated word |
| 24. | Semua bergembira dengan kelahiran Boni. | All delighted with the birth of Boni. | |

Table 3. Bilingual Book Entitled *Anak Beruang Belajar Mandiri*

| No. | Source Language | Target Language | Explanation |
|-----|---|---|------------------------------|
| 1 | Berry adalah beruang kecil berumur dua tahun lebih, dan seharusnya beruang seusianya sudah harus belajar hidup mandiri. | Berry is a small bear was two years older, and should bear his age already have to learn to live independently. | Tense Sentence |
| 2. | Oleh karena itu setiap malam bu Berra selalu membacakan kisah perjuangan para beruang, agar Berry bisa meneladaninya. | Hence every night bu Berra always read the story of the struggle of the bears, so Berry could follow suit . | Untranslated word Diction |

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|-----|--|--|--------------------------------|
| 3. | Suatu pagi Berry diajak ibunya ke laut untuk mencari makanan. | Berry asked his mother one morning to go to sea in search of food. | Sentence |
| 4. | Dalam perjalanan mereka bertemu dengan paman Beru tetangga mereka. | On the way they met with their neighbors Beru uncle. | |
| 5. | “Hai Paman Beru apa kabar? Paman apa yang paman bawa?” Sapa Berry. | “Uncle Beru Hi how are you? Uncle, uncle bring what? ” Berry asked. | Sentence |
| 6. | “Ini kan salmon yang sudah diawetkan Berry, rasanya sangat enak, apa kamu mau?” | “ Thus salmon that has been preserved Berry, it is very nice, what you want? ” | Diction |
| 7. | Sesampainya di laut mereka langsung menceburkan diri “Berry ayo sini kita berenang.” Ajak ibu Berra. | Arriving at sea they immediately throw themselves “Berry here let us swim.” Invite Bu Berra. | Tense Untranslated word |
| 8. | Tapi Berry menggelengkan kepala, ia hanya diam di tepian. | But Berry shook his head, he was silent on the edge. | |
| 9. | Setelah puas bermain dan berburu ikan salmon, keduanya lalu naik ke permukaan sambil mengeringkan bulu bulunya. | Once satisfied playing and hunting salmon, both then go up to the surface while drying its feathers. | Inconsistency in using pronoun |
| 10. | “Perutku belum kenyang, aku masih ingin makan.” Kata Berry. | “My stomach is not full, I still want to eat..” Said Berry. | |
| 11. | Berry terus merengek. | Berry continued to whine. | |
| 12. | Sementara itu di kejauhan terlihat titik titik hitam ke arah mereka. | Meanwhile the black dot in the distance seen moving towards them. | Passive voice |
| 13. | Titik hitam yang mereka maksud semakin mendekat ke arah mereka, ternyata itu adalah seekor anjing laut yang berjalan terseret seret sendirian. | Black dot mean that they approached to them , it turns out it was a sea dog who walks alone dragged. | Sentence Tense |
| 14. | Dengan sigap ibu Berra meloncat dan menerkam kepala anjing laut itu. | Berra mother deftly leaping and pouncing on the seal head. | Diction |
| 15. | Melihat ibunya mendapatkan buruannya Berry bersorak kegirangan. | Berry saw his mother get his quarry cheered with joy. | Tense Diction |
| 16. | Pagi itu ketika bangun tidur Berry tidak mendapati ibunya di sampingnya lagi. | That morning upon upon awakening Berry not find her mother beside her again. | Diction Tense |
| 17. | Ia keluar gua dan mencari ibunya. | He exited the cave and find his mother. | Diction |
| 18. | Berry terus berteriak mencari ibunya, ia menuju ke arah laut karena ia berpikir mungkin saja ibunya sedang mencari makanan. | Berry kept screaming for his mother, he was heading out to sea because he thought she might be looking for food. | |

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|-----|--|--|--------------------------------|
| 19. | Tapi ia kecewa karena sesampainya di laut ia tidak menemukan ibunya. | But he was disappointed when he got in the sea because he could not find his mother. | |
| 20. | Mendadak ia dikejutkan oleh lemparan bola salju kecil di kepalanya. | Suddenly he was struck by a small snowball in his head. | |
| 21. | Berry menoleh ke belakang, ia mendapati ikan salmon sedang terjepit di antara retakan salju. | Berry looked back, he found salmon being sandwiched in between the cracks of snow. | Diction |
| 22. | Ikan salmon itu bergerak gerak berusaha melepaskan diri. | Salmon were moving trying to escape. | |
| 23. | Berry yang sejak tadi lapar segera mendekati ikan salmon itu dan meloncar menceburkan diri. | Berry who had been hungry soon approaching salmon that he jumped dedicated themselves. | Diction |
| 24. | Berry terperosok dan masuk ke dalam air. | <u>Berry and plunged into the water.</u> | Untranslated word |
| 25. | Ia berenang dan menyelam melanjutkan berburu ikan salmon. | <u>He swam and dived continue hunting salmon.</u> | Sentence |
| 26. | Setelah berhasil mendapatkan beberapa ikan salmon ia keluar dari dalam air untuk menikmati hasil buruannya. | Having managed to get some salmon he was coming out of water to enjoy the fruits of his quarry. | Diction |
| 27. | Pagi itu Berry dikejutkan dengan suara yang menyuruh bangun, itu seperti suara ibunya. | <u>Berry in the morning with a surprise vote her up,</u> it was like her mother's voice. | Sentence |
| 28. | Berry terus mengikuti suara itu, suara itu menuju ke arah laut dan ia terus mengikutinya tapi suara itu terus terdengar. | Berry continued to follow the sound, the sound was heading out to sea, and he continued to follow her but the voice continued to be. | |
| 29. | Berry mengira itu ibunya, sambil berlari ia mengejarnya dan tanpa sadar ia menabrak sesuatu. | Berry thought it was her mother, she ran after him and he unconsciously he hit something. | Inconsistency in using pronoun |
| | | | Pronoun |
| 30. | Ia menabrak seekor beruang yang sedang menelungkup sambil menutup hidungnya. | He hit a bear who was lying face down while holding his nose. | |
| 31. | Berry menghampiri beruang tersebut "Hey.. apa yang sedang kau lakukan?" | Berry approached the bear "Hey..what are you doing" | |
| 32. | Beruang itu menyahut perlahan "Jangan berisik...ada mangsa sedang mendekat ke arah kita." | The bear slowly replied "Do not be noisy.. no prey were coming toward us." | Diction |
| 33. | Ia segera menelungkup sambil menutup hidungnya. | He immediately slumped, closing his nose. | |
| 34. | Seekor anjing laut mulai mendekat ke arah mereka. | Sea dog started coming toward them. | |
| 35. | Meskipun pelan tapi pasti. | Though slowly but surely. | |
| 36. | "Ayo Ted, terkam dia" Teriak berry. | "Come on Ted pouce him" Shouted Berry. | Diction |

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| 37. | Tapi melihat Ted yang masih ragu ragu Berry langsung ikut memburu si anjing laut, Berry berhasil menggigit bokongnya dan Ted menggigit kepalanya. | But looking at the Ted Berry still undecided langsung join the hunt seals, Berry managed to bite her ass and Ted bitting his head. | Untranslated word Parallelism |
| 38. | Dengan lahap Ted dan Berry menikmati hasil buruan mereka. | Ted Berry voraciously and enjoy the fruits of their quarry. | Sentence |
| 39. | Kedua anak beruang itu segera akrab, ketika hari menjelang sore Berry membuat lubang untuk tempat tinggalnya Teddy pun membantunya, Berry sengaja membuat rumah tak jauh dari rumah Teddy. | Both cubs will soon be familiar, when the late afternoon Berry mak hole for Teddy was helping her residence, Berry intentionally make a home not far from rumh Teddy. | Sentence Untranslated word Tense Untranslated word |
| 40. | Karena kini mereka bersahabat. | For now they are friends. | |
| 41. | Ya tempat tinggal sendiri. | Ya own place. | Sentence |
| 42. | Tak jauh dari rumah baru Berry, bu Berra tampak tersenyum bangga “Selamat menempuh hidup mandiri anakku, kini ibu yakin kamu benar benar dapat hidup mandiri” Kata ibunya sambil berbalik pergi. | Not far from the new home Berry, bu Berra smiled proudly “Congratulations lead on independent life, my son, the mother is now convinced you really can live independently” His mother said as she turned away. | Sentence Untranslated word Diction |

4) DICUSSION

Book is a collection of paper or other materials that are bound together at one end and contain writing or pictures. Each side of a sheet of paper in a book is called a page. The definition of bilingual in the Big Indonesian Dictionary (1996) is able or accustomed to use two languages well and is concerned with or contains two languages. Examples of Bilingual in the implementation of learning are Indonesian and English. According to Hurlock, (1993: 238), bilingualism is the ability to use two languages. This ability is not only in speaking and writing but also the ability to understand what others are communicating orally and in writing. Children who have bilingual abilities understand foreign languages as well as children who understand their mother tongue. Children are able to speak, read and write in two languages with the same ability. The implementation of bilingual learning makes children able to have an understanding of oral communication and can speak in two languages.

According to Baker (2000:12), bilingualism has an impact on the lives of children and their parents. Bilingual or monolingual will affect a child's identity as an adult, namely, school, work, marriage, area of residence, travel and way of thinking. Bilingual ability is not just having two languages, but also has educational, social, economic, and cultural consequences. Baker (2000:12) also says that there are many advantages and very few disadvantages with mastering bilingualism. Mastering bilingualism enables the child to communicate with other family members in the same language as the family member because the child masters two languages. Children who have bilingual abilities have the opportunity to communicate with other people of different nationalities and ethnicities in a wider and varied scope than children who are monolingual. Furthermore, another advantage in communicating bilingually is when children learn in two languages, as adults can access two literatures, understand different traditions, as well as ways of thinking and acting. While the disadvantage of being bilingual is that people who use two languages extensively can

change the pronunciation subtly in some communications between the two languages (Caramazza, 1973:421).

Despite there was different perspective regarding the bilingualism and multilingualism (Hidayati, 2020), Children or adults who have bilingual abilities will have two or more experiences in the world, because each language operates with a different system of behavior, ancient sayings, stories, history, traditions, ways of communicating, different literature, music, forms of entertainment, religious traditions, ideas and beliefs, ways of thinking, and forms of caring. With two languages, it will get a wider cultural experience and it is very possible to produce greater tolerance between different cultures and will dilute the sense of racism. Monolinguals can also recognize cultural differences, but to know different cultures requires the language of that culture. Having bilingual skills provides a greater opportunity to actively get to know a culture, because mastering the language of that culture.

Apart from the social, cultural, economic, personal relationship and communication advantages, research has shown that bilingualism provides certain advantages in thinking, children who are bilingual will have two or more words for each object and idea. When there are different associations in each word, children who have bilingual abilities can think sharper, flexible, creative, and can lead someone to be more careful in communicating with people of different languages.

These advantages encourage parents to introduce foreign languages to their children from an early age. However, what needs to be considered is that there is a need for guidance and assistance, there are several studies that examine the translation of folklore, for example Rahmadani (2021) with the title Human Translation and Google Translate Performance in the Bilingual Book Malin Kundang: The Errors and the Translation Strategies. Previously, Rachmawati (2016) had conducted research with the title Translation Errors in Bilingual Books of Indonesian Folklore. This research has the result that there are 32 books collected, but only 24 books are chosen as the primary data. Qualitative method is applied to gain the result. The finding shows that linguistic errors mostly occur and errors in grammar lead other types in linguistics errors. The result of the analysis indicates that the translation errors found because the translator's ignorance and lack of comprehension about English.

5) CONCLUSION

Basically, introducing foreign languages to children from an early age is a good thing and brings quite a lot of benefits to children. However, both teachers and parents need to pay attention. When using bilingual books as a medium for teaching foreign languages, the selection of the right and quality books needs to be considered. The findings in this short paper can also be input for publishers to pay more attention to quality in the translation process. In addition, the government can also provide assistance so that the bilingual books produced are of good quality.

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