TRANSLATION ERRORS OF SOFT DRINK PRODUCT LABELS FROM INDONESIAN INTO ENGLISH

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ABSTRACT

Translating soft drink product labels seems complicated because it shows many errors of translation. This fact really attracts us to investigate and search what types of translation errors are available in those labels. To answer the question, we conducted a descriptive qualitative research. In relation to this research we used four samples of soft drink product labels taken from the soft drink cans produced by factories in Indonesia. In gathering the data, we used documentation technique. The data were collected and documented, then classified based on the error classification in the form of data tabulation. After all data were gathered, they were analyzed by using content analysis data. In classifying the translation errors, we used the ATA's Framework for Standard Error Making. From the data analysis we found ATA the soft drink product labels translation had many errors. The dominant errors found in those labels were 1) Mistranslation into Target Language, 2) Addition, 3) Word choice, 4) Too free translated, 5) Too literal, word-for-word, 6) Grammar, 7) Punctuation, and 8) Spelling. From the findings we can conclude that the translation of soft drink product labels still have errors and a poor quality that can mislead consumers or readerships. There must be a strategy that can eliminate and reduce the errors in translation of soft drink product labels.

Keywords: Translation errors, soft drink product labels, ATA's Standard Errors, content analysis

Background of the Study

Error is human. Many people have ever made an error in their daily activity whether they are in the factory, office or school. Students who learn English, for example, may make some errors on their speaking or writing, such as in using grammar and structure, or pronouncing a new word. In the field of translation it can be found that translators sometimes make errors. We know that translation is not an easy task, especially when translating special pieces of text containing features not commonly found in English texts (Bázlik, 2009, p. 13). Nobody perfect and neither is translators. We all usually make errors or mistakes; however we must try to eliminate. These facts seem natural and possible happen to everybody in their life though sometimes errors or mistakes can lead to big problems or dangerous things. As good as possible we should avoid them in order to feel and see that everything runs well on the track.

In relation to errors, in this paper we are going to present translation errors occurred in our daily life. I found translation errors on some product labels of soft drink sold in mini market. This is an example of complicated problems easily found in our surroundings shows many errors of translation. This fact absolutely attracts us to analyze what types of translation errors are exactly available and made by translators in those labels, later in another separated research we are going to investigate why it happens. To answer the question, we conducted a research by collecting product labels from the soft drink cans. We then analyzed text by text to see errors available on it. We used four samples of soft drink product labels taken from the soft drink cans produced by some factories in Indonesia. We gathered research data by using documentation technique. After doing data collection, we documented all and classified them based on error classifications. Then we tabulated all data for data classification and analysis. We did error analysis on all data by using ATA's Framework for Standard Error Making (ATA, 2016).

Theoretical Review

What is error itself? Funder (1987) states that an error is a judgment of an experimental stimulus that departs from a model of the judgment process. If this model is normative, then the error can be said to represent an incorrect judgment. A mistake, by contrast, is an incorrect judgment of a real-world stimulus and therefore more difficult to determine (p. 75). According to Merriam-Webster's Learner's Dictionary, error is something that is not correct: a wrong action or statement. It is an act that through ignorance, deficiency, or accident departs from or fails to achieve what should be done such as (1): a defensive misplay other than a wild pitch or passed ball made by a baseball player when normal play would have resulted in an out or prevented an advance by a base runner (2): the failure of a player (as in tennis) to make a successful return of a ball during play, while mistake is to understand (something or someone) incorrectly or to identify (someone or something) incorrectly (http://www.merriam-webster.com/dictionary).

On the other hand, Hubbard in Presada and Badea (2013) states that genuine errors are produced by students' insufficient knowledge about L2 or "by incorrect hypotheses about it", mistakes are due to "temporary lapses of memory, confusion, slips of the tongue and so on. In relation to a foreign or second language learning, according to Touchie (1986), errors cover both interlingual and intralingual or developmental factors. The interlingual errors are caused mainly by mother tongue interference, intralingual or developmental errors are because of simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concepts hypothesized. Those definitions above are concepts of error in general that will be specifically different from errors in translation.

Apparently, the error also occurs in the world of translation. Translators on their jobs may do errors. If they make some errors on their translation, automatically the translation products they made also have some errors. We realize that the translators must have made a mistake in translating a text. This is confirmed by Sidwell (2015) who says that firstly even excellent translators make mistakes in translations. Secondly some errors are almost unavoidable given the fact that translators and interpreters inevitably have vocabulary and knowledge gaps (p. 52). Many experts of translation define translation errors variously depending on their points of view. The term error usually means something wrong. Errors are an indispensable part of language learning and learning to translate. They result from two psychological processes: transfer and simplification (Arabski, 1979). According to Olteanu (2012), translation errors are different from errors that would occur in spontaneous second language production. In translation, working with a source text induces errors under the influence of source language morphology whereas in spontaneous language production, native morphological system of language, learner tends to interfere with knowledge of the second language system. In the case of second language learner, identifying translation errors is tricky as translation errors may be mixed up with linguistic errors.

In relation to translation errors, Delisle et al. (1999) say that the translation errors are any fault in the TT, resulting from: 1) ignorance, 2) misinterpretation of a ST segment, 3) inadequate application of, or failure to apply trans. principles, rules, or procedures= methodological error or any fault in the TT, resulting from: nonsense, misinterpretation, incorrect meaning, calque, interference, loss, omission, under-translation, addition, over-translation, inappropriate paraphrase, transcoding, and word-for word translation. Some experts of translation put their comments variously on translation error classifications or types, for example, Vilar et al., 2006) are group translation errors into: 1) inflectional errors (an inflectional error occurs if the base form of the generated word is correct but the full form is not), 2) reordering errors (a word which occurs both in the reference and in the hypothesis that is considered as a reordering error), 3) missing words (a word which occurs as deletion), 4) extra words (a word which occurs as insertion), 5) incorrect lexical choice (a word which belongs neither to inflectional errors nor to missing or extra words is considered as lexical error).

The types of Translation errors used in this research are based on the ATA's Framework for Standard Error Making classifications (ATA, 2016). They are as follows:

1) Addition (A): An addition error occurs when the translator introduces superfluous information or stylistic effects.
2) Ambiguity (AMB): An ambiguity error occurs when either the source or target text segment allows for more than one semantic interpretation, where its counterpart in the other language does not.
3) Capitalization (C): A capitalization error occurs when the conventions of the target language concerning upper and lower case usage are not followed.
4) Cohesion (COH): A cohesion error occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors.
5) Diacritical marks/Accents (D): A diacritical marks error occurs when the target-language conventions of accents and diacritical marks are not followed. If incorrect or missing diacritical marks obscure meaning (sense), the error is more serious.
6) Faithfulness (F): A faithfulness error occurs when the target text does not respect the meaning of the source text as much as possible.
7) *Faux ami* (FA): A *faux ami* error occurs when words of similar form but dissimilar meaning across the language pair are confused.
8) Grammar (G): A grammar error occurs when a sentence in the translation violates the grammatical rules of the target language.
9) Illegibility (ILL): An illegibility error occurs when graders cannot read what the candidate has written.
10) Indecision (IND): An indecision error occurs when the candidate gives more than one option for a given translation unit.
11) Literalness (L): A literalness error occurs when a translation that follows the source text word for word results in awkward, unidiomatic, or incorrect renditions.
12) Mistranslation (MT): A mistranslation error occurs when the meaning of a segment of the original text is not conveyed properly in the target language.
13) Misunderstanding (MU): A misunderstanding error occurs when the grader can see that the error arises from misreading a word, for example, or misinterpreting the syntax of a sentence.
14) Omission (O): An omission error occurs when an element of information in the source text is left out of the target text. This covers not only textual information but also the author's intention (irony, outrage).
15) Punctuation (P): A punctuation error occurs when the conventions of the target language regarding punctuation are not followed, including those governing the use of quotation marks, commas, semicolons, and colons. Incorrect or unclear paragraphing is also counted as a punctuation error.
16) Register (R): A register error occurs when the language level or degree of formality produced in the target text is not appropriate for the target audience or medium specified in the Translation Instructions.
17) Spelling (SP) (Character (CH) for non-alphabetic languages): A spelling/character error occurs when a word or character in the translation is spelled/used incorrectly according to target-language conventions.
18) Style: (ST): A style error occurs when the style of the translation is inappropriate for publication or professional use as specified by the Translation Instructions.
19) Syntax: (SYN): A syntax error occurs when the arrangement of words or other elements of a sentence does not conform to the syntactic rules of the target language.
20) Terminology: (T): A terminology error occurs when a term specific to a special subject field is not used when the corresponding term is used in the source text.

21) Unfinished: (UNF): A substantially unfinished passage is not graded. Missing titles, headings, or sentences within a passage may be marked as one or more errors of omission, depending on how much is omitted.
22) Usage: (U): A usage error occurs when conventions of wording in the target language are not followed. Correct and idiomatic usage of the target language is expected.
23) Word form/Part of speech: (WF/PS): A word form error occurs when the root of the word is correct, but the form of the word is incorrect or nonexistent in the target language.

Methodology of the Study

In this research the researchers used a descriptive qualitative research. The sources of data were four soft drink product labels. They were gathered by documentation techniques. The types of data were words, phrases, and sentences. The data were classified and tabulated based the error types, then they were analyzed by using content analysis, that is error analysis. In tabulating and analyzing the data, the researchers used the following coding:

Table 1 Data Coding System Used in Translation Error Tabulation and Analysis

Name of Error	Code
Incomplete Passage	IP
Illegible	I
Misunderstanding of Original Text	MOT
Mistranslation into Target Language	MTL
Addition or Omission	AO
Terminology, Word Choice	TWC
Register	R
Too Free Translated	TFT
Too Literal, Word-for-Word	TLW
False Cognate	FC
Indecision, Giving More Than One Option	IGMTO
Inconsistency, Same Term Translated Differently	ISTT
Ambiguity	A
Grammar	G
Syntax (Phrase, Clause, Sentence Structure)	S
Punctuation	P
Spelling	SP
Accents and Other Diacritical Marks	AODM
Case (Upper/Lower)	C
Word Form	WF
Usage	U
Style	ST

Findings and Discussion

Based on the research, we have some findings related to the translation errors on the soft drink product labels. The findings can be seen in Table 2 and the analysis is described in the part of discussion paragraphs below.

Table 2 Log of Errors for Soft Drink Product Labels

	Translation of Soft Drink Product	Label 1	Label 2	Label 3	Label 4	Total #
Code #	**Criteria Description/#Error**	#	#	#	#	#
1.	Incomplete Passage	0	0	0	0	0
2.	Illegible	0	0	0	0	0
3.	Misunderstanding of Original Text	0	0	0	1	1
4.	Mistranslation into Target Language	4	2	5	6	17
5.	Addition or Omission	0	1	5	2	8
6.	Terminology, Word Choice	3	4	4	4	15
7.	Register	0	0	0	0	0
8.	Too Free Translated	1	2	2	0	5
9.	Too Literal, Word-for-Word	3	4	6	7	20
10.	False Cognate	0	0	0	0	0
11.	Indecision, Giving More Than One Option	0	0	0	0	0
12.	Inconsistency, Same Term Translated Differently	0	0	0	0	0
13.	Ambiguity	0	0	0	0	0
14.	Grammar	1	0	4	4	9
15.	Syntax (Phrase, Clause, Sentence Structure)	0	1	0	0	1
16.	Punctuation	2	2	0	3	7
17.	Spelling	1	0	1	1	3
18.	Accents and Other Diacritical Marks	0	0	0	0	0
19.	Case (Upper/Lower)	0	0	0	0	0
20.	Word Form	0	0	0	0	0
21.	Usage	0	0	0	0	0
22.	Style	0	0	0	0	0
	Total Errors	15	16	27	28	86

Based on the Table 2, it can be explained that label 1 has 15 errors, label 2 has 16 errors, label 3 has 27 errors, label 4 has 28 errors and totally there are 86 errors. The dominant error(s) in the label 1 is Mistranslation into Target Language (MTL) error, label 2 are Terminology, Word Choice (TWC) and Too Literal, Word-for-Word (TLW) errors, label 3 is Too Literal, Word-for-Word (TLW) error, and also label 4 is Word-for-Word (TLW) error. So, it can be said that the soft drink product labels dominantly have Word-for-Word (TLW) error.

Below we also provide examples of data analysis based on the findings on the translation errors above.

Data 1 (MTL/1):
ST   : *LASEGAR*® *adalah obat tradisional yang berkhasiat untuk membantu menyegarkan badan, membantu meredakan **panas dalam** yang disertai **tenggorokan kering** dan sariawan.*
TT   : LASEGAR® is a traditional drink that is effective in refreshing the body and relieving (MTL) ~~body~~ **heatiness** accompanied by (MTL) **sore throat** and gingivitis.

Data 2 (AO/3):
ST   : ***Larutan Penyegar ESPE*** *ini berguna untuk membantu meredakan **panas dalam** yang disertai **tenggorokan kering**, sariawan dan **membantu** menyegarkan badan.*
TT   : (AO) **The preparation** is a traditional medicine helpful for reducing **of** (AO) **body heatness** such as **sore throat**, gingivitis and (AO) **refresh the body**.

Data 3 (TWC/2):
ST   : ***KHASIAT DAN KEGUNAAN, ATURAN PAKAI***
TT   : (TWC) **INDICATIONS AND USAGE,** (TWC) **RECOMMENDED CONSUMPTION**

Data 4 (G/4):
ST   : *Orang dewasa **minum** 3 kali sehari ½ sampai 1 kaleng*
       Anak-anak minum 1 kali sehari ½ kaleng
TT   : **Adult** (G) **consume** ½ - 1 can, 3 times a day
       Children consume ½ can (G) **daily**

Conclusion and suggestion
From the findings above it can be concluded that the translation of soft drink product labels are still poor. It is indicated by the number and variety of errors occurred in those products. Mistranslation into Target Language (MTL), Terminology, Word Choice (TWC), Too Literal, Word-for-Word (TLW) are dominants errors that those translation products have. This translation problem is really serious. It needs a fast solution from publishers, factories and governments in order not to mislead consumers in understanding instructions stated on the product labels.

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