

## AN ERROR TRANSLATION USED IN "POOH'S NEIGHBORHOOD" STORYBOOKS CHILDREN

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**Abstract.** *There is a research available on analyzing error translation in "Pooh's Neighborhood" Storybooks Children translated by an amateur translator Wahidah Muriska. This paper aims to analyze what kind of error that the translator made in the storybook. Error in translating not only causing misinformation in the target language but also appearing ambiguity into the readers' perspective. After the researchers analyze the translation result, they found some errors in words, phrases, clauses and sentences. The detail errors found in those translations were modal, preposition, noun phrase, verb phrase, dependent and independent clause. The translator got difficulties in translating clause and phrase because most of error found in clause and phrase. The results showed that error translation might appear because the translator lacked of reading whole text of expert translators. In the other opinion, the errors happened because the translator did not master the particular part of speeches in which error appeared yet.*

**Key words:** *error translation, storybook, writing.*

### A. INTRODUCTION

In the present era of globalization, translation plays a major role in conveying messages from one language to another (Bielsa, 2015). In the world of globalization, every languages need to be translated to another language, so it can be understood by the people over the worlds. Therefore, Indonesian language, usually called *Bahasa*, also has its role as target language or source language in translation process. In the process of translation, either from Spanish, France, Thailand and Indonesian to any foreign languages or from any foreign languages to Indonesian, translators cannot ignore the errors happened in the translation. These errors often happen and must be overcome by translators. When reviewing translation, it is essential to understand the difference between a preference choice and an error. A translation *error* is a grammatical or spelling mistake or an incorrect word choice given the original words' meaning or the document's target audience (Leacock: 2010). Translation is similar with communication in a way that it transfers information from the sender to the receiver in written texts. In this process there are at least two factors involved, one is the sender or the one who wants to send the message to someone else, second is the receiver or the one who will receive the message.

The central issue is when writer thinks that the title here is interesting to talk to since the writer thinks that most of translators ever found some errors during read some translation result or paper. Not only translators who still begin their translation but also professional translators sometimes still face these errors. Errors in translation mostly result from the non-equivalence between the source and target languages (Baker: 1992). However, good translators with encyclopedic knowledge and linguistic knowledge of both the source and target languages know how to deal with them; therefore, errors can indicate the quality of a translation; moreover, they can reveal what is going on in the translator's thinking process.

Storybooks for children give a lot of benefit to them. Teaching English to Young Learners (TEYL) in English Education is the part of course that study not only about strategies, techniques and method to teach young learners, but also use storybooks to teach children (Sarah: 1993). The translator will give bad result when they do an error translation in translating storybooks from one to other languages. It is important to limit the error in translating the storybooks' children. Error can be defined in word, phrase, clause, and sentence. Besides, the process of translating is the same as the process of communication in the way that it exchanges or transfesr something from the Source Language to the Target Language or from the Sender to the Receiver (Newmark, 1988). The main difference is that in translating people do it in written form while in communication people do it orally. In translating the role of the translators are only as mediator or the one who knows how to transfer information from the Source Language to the Target Language.

Translation errors according to Sigrid Kupsch-Losereitin Nord (1997: 73) as an offence against: 1. the function of the translation, 2. The coherence of the text, 3. The text type or text form, 4. linguistic conventions, 5. Culture- and situation-specific conventions and conditions, and 6. the language system. Meanwhile, Wilssin Kartini (2013) describes a translation error as an offence against a norm in a linguistic contact situation. From these definitions about translation errors, it can be concluded that there are many aspects involved in translating, not only how to translate the text meaningful but also translators must pay attention to the context related to the culture and conditions that the text can be applied.

Errors in translation are usually interrelated to each other. So, this paper focused in how was the error in translation product that the writer found in the books? How was the right answer for error translation that found in the book. In this paper, the main aim was to find the sources of errors in translating from English to Indonesia in storybooks children entitled "Pooh's Neighborhood". The storybooks was translated by Wahidah Muriska Sari, she was an internship student from UNS.

### ***Error Translation in Storybooks Children.***

Teaching English to Young Learners (TEYL) in English Education is the part of course that study about strategies, techniques and method to teach young learners (Sarah: 1993). One of the ways to teach young learners or it can be called as children is using storybook. University of California Cooperative Extension in the web-article entitled "Type of Books to Read to Young Children" state that Reading stories with children introduces them to the complex nature of language and helps them in acquiring important language skills. Therefore, Teaching English to Young Learners (TEYL) using storybook can be a good media for children.

Stories play a vital role in the growth and development of children. The books they read and the characters they get to know can become like friends. It is also good for children to understand that books are a useful source of information. So, translation is the process of reproducing message from one language (SL) with the closest natural equivalence of another language (TL), in written or in oral form, first in terms of meaning and secondly in terms of style.

Storybooks' children entitled "Pooh's Neighborhood". The book was translated by Wahidah Muriska Sari, she was an internship student from UNS, which was called as an ammateur translator because the translator was being a student at that moment. There was an error translation while the translator translated the storybook.

## **B. RESEARCH METHOD**

The researchers used a descriptive qualitative research as stated by Lexy (2010) decriptive qualitative as a type of research which result the descriptive data in the form of written or oral word from observed object, with the strategy of case study in which analyzing the errors that translators made on translating from English texts (target language texts) into Indonesian texts (source language texts) in storybooks children entitled "Pooh's Neighborhood" which was bilingual translation book. The storybooks was translated by Wahidah Muriska Sari, she was an internship student from UNS.

The instrument used for this research is the whole main story from the storybooks. To obtain the data, the researchers collected data of translation written in the storybooks. The researchers only took translation request from English - Indonesia in form of the main story written in a storybook.

The data collected from the storybooks was analyzed by using error analysis technique of Miles and Huberman (1984) consisted of three stages: data condensation, data display and conclusion /verification.

## **C. DISSCUSSION & FINDINGS**

An error translation is defined as a failure to carry out the instruction simplified in the translation brief and as inadequate solutions to a translation problem then translation errors can be classified into four categories Nord (2005) pp. 174–175):

- Pragmatic translation problems stem from the different communicative situations surrounding the source and the target texts, which are independent of the languages and cultures involved in the translation or the direction of the translation. They can be identified along with the extra textual factors surrounding the source and the target texts (the author, the author's intention, the audience, the medium of communication, the place and time of text production and reception, and the motive for communication).
- Convention-related translation problems arise from the differences in the conventions (i.e. norms/habits) in the specific cultures and languages involved in the translation. They include problems related to different norms of text-production (e.g., genre conventions) or different culture-specific norms (e.g., measuring conventions, greetings).
- Linguistic translation problems result from the structural differences between the two languages involved in the translation, mainly in lexis and sentence structure.
- Text-specific translation problems arise from the particular text the students are dealing with (e.g., figures of speech, idiolects of individual authors).

In this storybook, the main error translation that found were error in word, error in phrase, and error in clausa. Error in word can be discovered in verb, adverb, modal and preposition. Then, error in phrase can be discovered in noun phrase and verb phrase. Error in clausa can be discovered in dependent clause, independent clause, noun clause and verb clause. The next was discussion of the error translation found on the text

### 1. Error In Words

01/M/2018

SL: I **could** take this path straight to Piglet's house.

TL: Aku **harus** berjalan lurus ke rumah Piglet.

Explanation:

In Indonesia, the word "could" means *bisa*.

Correct TL: Aku **bisa** berjalan lurus ke rumah Piglet.

02/ADV/2018

SL: Well, at the mention of the word "lunch," Pooh noticed that his tummy was feeling just the **tiniest bit** rumbly.

TL: Saat mendengar kata "makan siang," Pooh merasa perutnya keroncongan. (*not translated*)

Explanation:

Adverb "tiniest bit" was not translated into target language, so some messages in the target language were missing.

Correct TL: Saat mendengar kata “makan siang,” Pooh merasa perutnya **sedikit** keroncongan.

03/P/2018

SL: So they walked together until they came to an in the middle of the forest, and in the **middle** of this place was the old bee tree.

TL: Jadi mereka berjalan bersama hingga sampai ke tempat terbuka di tengah hutan dan di tempat itu ada pohon tua sarang lebah. (*not translated*)

Explanation:

The word “middle” was not translated into target language, so some messages in the target language were missing.

Correct TL: Jadi mereka berjalan bersama hingga sampai ke tempat terbuka di tengah hutan dan di **tengah** tempat itu ada pohon tua sarang lebah.

04/V/2018

SL: **Up, up, up** he climbed.

TL: Dia memanjat. (*not translated*)

Explanation:

The words “Up, up, up” were missing in the target language.

Correct TL: **Naik, naik, naik** dia memanjat

## 2. Error In Phrase

01/NP/2018

SL: “Now I’m off for **an owl’s-eye view!**”

TL: “Sekarang aku sedang **melihat pemandangan sekitar!**”

Explanation:

“For an owl’s-eye view” mean *untuk sebuah pengelihatan Burung Hantu.*

Correct TL: “Sekarang aku pergi **untuk sebuah pengelihatan Burung Hantu.**”

02/VP/2018

SL: As Owl **flew off.**

TL: Ketika Burung Hantu **pergi.**

Explanation:

In Indonesia, the correct translation of “flew off” in that sentence is *Terbang.*

Correct TL: “Ketika Burung Hantu **terbang.**”

03/NP/2018

SL: He took a honeypot out of his cupboard and tied **a nice blue ribbon around it.**

TL: Dia mengambil tempat madu di lemarnya dan menalinya dengan **pita biru.**

Explanation:

*Pita biru* in English mean “Blue ribbon”, whereas in the phrase “a nice” and “around it” are not translated.

Correct TL: Dia mengambil tempat madu di lemarnya dan menalnya dengan **sebuah pita biru bagus disekitarnya**.

04/NP/2018

SL: But when he reached **his Thoughtful Spot**,

TL: Tetapi ketika dia sampai di **tempat berpikirnya**,

Explanation:

The way the translator wrote target language made an ambiguity because of incorrect capitalization.

*T & B* in *tempat berpikirnya* should be capital, because in the source language, it is capital referenced to some particular places.

Correct TL: Tetapi ketika dia sampai di **Tempat Berpikirnya**

05/NP/2018

SL: pointing down **the very path by which Pooh had come**.

TL: menunjuk ke **sebuah jalan yang sangat kecil**.

Explanation:

There was mistranslation of noun phrase. One of closest correct translation was *jalan yang dilalui oleh Pooh*.

Correct TL: menunjuk ke **jalan yang dilalui oleh Pooh**.

06/P/2018

SL: Pooh noticed that his tummy was feeling just the **tiniest bit** rumbly.

TL: Pooh merasa perutnya keroncongan.

Explanation:

Adverb “tiniest bit” was not translated into target language.

Correct TL: Pooh merasa perutnya **sedikit** keroncongan.

07/VP/2018

SL: Pooh opened the jar, and Eeyore **peered in**.

TL: Pooh membuka kendinya, dan Eeyore **mengintainya**.

Explanation:

One of principles in translation was acceptable was target language, and that were something missing in the sentence. The word *mengintainya* was not commonly used in Indonesia when it came to “peered in” something small.

Correct TL: Pooh membuka kendinya, dan Eeyore **mengintipnya**.

08/VP/2018

SL: Pooh **peered in**.

TL: Pooh **mengintai**.

Explanation:

Same as (07/VP/2018).

Pooh **mengintip**.

09/NP/2018

SL: "The bees have been quite busy at **the old bee tree lately**,"

TL: "Lebah sedang sibuk **di pohon tua**,"

Explanation:

Two words in the noun phrase were not translated. "bee" & "lately"

Correct TL: "Lebah sedang sibuk **di pohon lebah yang tua belakangan ini**,"

10/NP/2018

SL: "**Our beautiful home!**"

TL: "**Madu manis kita!**"

Explanation:

Mistranslation, one of the closest meaning of "Our beautiful home" is *rumah indah kita*.

Correct TL: "**Rumah indah kita!**"

11/NP/2018

SL: "Oh, I can see poor Piglet out sweeping **his walk**," said Pooh.

TL: "Oh, aku dapat melihat Piglet yang kecil sedang menyapu," kata Pooh. (*not translated*)

Explanation:

The NP in this clause "his walk" was not translated.

Correct TL: "Oh, aku dapat melihat Piglet yang kecil sedang menyapu

### 3. Error In Clause

01/NC/2018

SL: "Which neighbor wood are **we talking about?**" asked Pooh.

TL: "Tentang hutan yang mana yang **kamu maksud?**" tanya Pooh.

Explanation :

We talked about at that sentence means "kamu maksud", but the correct translation was "yang kita bicarakan"

Correct TL: "Tentang hutan yang mana yang **kita bicarakan?**" tanya Pooh.

02/VC/2018

SL: And **sooner or later** the path would take me to Piglet's house, anyway. And that is what he did.

TL: Dan aku akan **segera** sampai di rumah Piglet. Dan itulah yang dia lakukan.

Explanation :

The reduction translation was not acceptable in this sentence, because "sooner or later" means *cepat atau lambat*. Whereas the word *segera*, as the translator's translation, means "soon".

Correct TL: Dan aku akan **cepat atau lambat** sampai di rumah Piglet. Dan itulah yang dia lakukan.

03/IC/2018

SL: **“I’m just on my way to deliver this neighborly present to Piglet.”**

TL: **“Aku akan ke rumah Piglet untuk member hadiah.”**

Explanation:

The structure of this sentence was different. In SL, to be “am” represents present event. Meanwhile in TL, “am” translated into *akan*, or in English means “will”. Futhermore, two words, that were not translated in the sentence, were “neighborly” and “to Piglet”.

Correct TL: **“Aku sedang dalam perjalanan untuk mengantarkan hadiah ini ke Piglet.”**

04/DC/2018

SL: Pooh said **he was feeling** a bit eleven o’clock; so they all went together,

TL: Pooh mengatakan ini sudah jam sebelas tepat; jadi mereka pergi bersama, *(not translated)*

Explanation:

“he was feeling” was not translated. Hence, the message for SL were not completely given in TL.

Correct TL: Pooh berkata **dia merasa** ini sudah jam sebelas tepat; jadi mereka pergi bersama,

05/DC/2018

SL: **“It seemed the neighborly thing to do,”**said Pooh proudly.

TL: **“Itulah yang dilakukan tetangga yang baik,”** kata Pooh dengan bangga.

Explanation:

Error translations from this sentence were the reduction of “seemed” and the addition of *baik* in TL.

Correct TL: **“Itu seperti hal baik yang bisa dilakukan,”** kata Pooh dengan bangga.

06/IC/2018

SL: But **I dont see why I couldn’t stop, just for a little while.”**

TL: **Tapi aku ingin istirahat sebentar.”**

Explanation:

Error translation in the sentence were the missing clause of “I don’t see why I couldn’t stop” and mistranslated of “..., just for a little while” into *tapi aku ingin istirahat sebentar*.

Correct TL: **Tapi aku tak mengerti kenapa aku tidak bisa berhenti untuk sesaat saja.”**

07/AC/2018

SL: He walked down the path through the Little Pine Wood and climbed over the gate into Eeyore’s Gloomy Place, **which was where Eeyore lived.**

TL: Dia berjalan melewati pohon cemara dan memanjat pagar ke tempat suram Eeyore. *(not translated)*



Explanation:

A message given in SL was missing because adjective clause “which was where Eeyore lived” was not translated.

Correct TL: Dia berjalan melewati pohon cemara dan memanjat pagar ke tempat suram Eeyore, **tempat dimana Eeyore tinggal.**

08/VC/2018

SL: Why, only four days ago Tigger **bounced me on his way to the swimming hole.**

TL: Mengapa, empat hari yang lalu Tigger **mengajakku berenang.**

Explanation:

Mistranslated of “bounced me” into *mengajakku*. When a close meaning of “bounced me” is *melewatiku*.

Correct TL: Mengapa, empat hari yang lalu Tigger **melewatiku dalam perjalanannya ke kolam renang.**

09/DC/2018

SL: He stumped off glumly, trying to think how he was going to tell Piglet about the neighborly present Piglet **was not going to get.**

TL: Dia bingung dan muram, dia memikirkan bagaimana cara menceritakan pada Piglet tentang hadiah **yang tak bisa ia dapatkan.**

Explanation:

Error in translating structure of the sentence. Because “going to” means akan, meanwhile in TL, it was translated into “bisa (can/could)”

Correct TL: Dia bingung dan muram, dia memikirkan bagaimana cara menceritakan pada Piglet tentang hadiah **yang tak akan ia dapatkan.**

10/DC/2018

SL: Pooh had almost arrived at the Place Where the Woozle wasn't and was deciding to take the long path around it, **just in case the Woozle was**, when he saw Owl flying over.

TL: Pooh hampir sampai dimana Woozle tidak ada dan memutuskan untuk mengambil jalan yang panjang memutarinya, ketika dia melihat Burung Hantu terbang. (*not translated*)

Explanation:

The dependent clause “just in case the Woozle was” was not translated.

Correct TL: Pooh hampir sampai dimana Woozle tidak ada dan memutuskan untuk mengambil jalan yang panjang memutarinya, **seperti yang dilakukan Woozle**, ketika dia melihat Burung Hantu terbang.

11/IC/2018

SL: **“Looks like he could use some company.”**

TL: (not translated)

Explanation:

One complete sentence (Independent clause) whiped out by the translator in TL, causing missing information.

Correct TL: **“Sepertinya dia bisa menggunakan pertemanan.”**

12/DC/2018

SL: **“I’d be happy to,”** he said.

TL: **“Baiklah,”**katanya.

Explanation:

Mistranslated of clause, and incorrect diction. The term “I’d be happy to,” can be meant “Aku akan dengan senang hati”.

Correct TL: **“Aku akan dengan senang hati”**katanya.

Based on the discussion above, the researchers collected the data as:

No.	Error	Number of data
1.	Word	(1) 01, 02, 03, 04.
2.	Phrase	(2) 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11.
3.	Clause	(3) 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12.
Total		27 Data

Based on the data above, the researchers found many errors in word, phrase, clause and sentence. Most of the errors were in the clause. So, the translator might do mistranslation because the lack of reading, incompatibility in grammar and syntax meaning, inconsistent translation.

#### D. CONCLUSION & SUGGESTION

The result was some translation errors were already discussed here with some examples that merely could happen and faced by the translator. In the “Pooh’s Neighborhood” storybooks children found many errors, such as errors in word amount 4 words, errors

in phrase amount 10 phrases and errors in clause amount 13 clauses. What can be concluded from these usual errors is that these errors happened because of lack of reading, either of the target text or any source of reading materials, because once translator has lack of reading, it will be impossible to translate the exact material in the target text. In addition, the way of using dictionary is a point that translator must have. Using dictionary does not mean that translator must translate word-by-word by consulting to the dictionary, because it will spend much time only by looking to the word being translated. Using the wise way of dictionary is the one that translator must achieve. Translator must gain and always acquire encyclopedic knowledge so that he/she will expand his/her knowledge not only in one subject, but also in different subjects, like knowledge in music, novels, politics, economics and also children's material. This will help them in their process of translating. The translator can reduce the errors by doing thorough research about the topic of book. For example in the children storybook, so the translator can look at the book translated by other translators that compatible in translation or professional translation.

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