Product Label Translation in Indonesia: Mistakes, Quality and Solutions

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In this increasingly modern world, we cannot be separated from information and communication both oral and written. The result of translation is a form of written information and communication media for many people. A good and correct translation will provide accurate information about the message delivered. On the contrary, misinformation will mislead readers and be very dangerous and detrimental to many people. In regards to this, we found many grammatical, sentence structure, phrase structure, word choice, and spelling mistakes in the translation of product packaging labels. The translation quality is often inaccurate and unacceptable. This is why we investigate a variety of mistakes, qualities of translation and provide solutions for better packaging label translations. This research used a descriptive qualitative approach with a case study design. We used four documents of soft drink product labels produced in Indonesia. The data were analysed using content analysis referring to the American Translators Association (ATA's Framework for Standardized Mistake Marking). Based on the results of the study it was found that the product label translation had a misunderstanding of original text, mistranslation into the target language, addition or omission mistakes, defection in selecting a term or word choice, too much literal translation and word by word translation, mistakes in grammar, defects in punctuation and mistakes in spelling. It also showed fair quality in content and presentation of text and poor quality in mechanics.

Keywords: *product label translation, translation mistakes, translation quality, Indonesian translation, English translation.*

Introduction

Humans make mistakes. Everyone has made mistakes both big and small in their daily lives. These mistakes occur because of several factors, one of which is due to lack of knowledge, due to carelessness, and rooted bad habits. Students who learn English often make mistakes, for example mistakes in using grammar, sentence structure, how to pronounce new words or words that are difficult to remember or to pronounce. In the field of translation, mistakes also often occur when someone mistakenly determines the exact equivalent of a word or grammar that is appropriate to the target language. We know that translation is not an easy task, especially when translating special pieces of texts containing features not commonly found in English texts (Bázlik, 2009, p. 13). Indeed, in this world there is no perfect person without who makes no mistakes; therefore, mistakes are part of being human. When we make a mistake, we must realise that we have made a mistake and must strive to correct those mistakes. If we are always making mistakes and making them over and over again, then that will harm ourselves and others and can even endanger other people. So, we must try to avoid making mistakes and being careful so that all parties will feel happy because they are not disadvantaged.

According to Funder (1987), a mistake is a judgment of an experimental stimulus that departs from a model of the judgment process. If this model is normative, then the mistake 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 Dictionary, a mistake 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; and, (2): the failure of a player (as in tennis) to make a successful return of a ball during play, while the mistake is to understand (something or someone) incorrectly or to identify (someone or something) incorrectly.

On the other hand, Hubbard in Presada and Badea (2013) states that genuine mistakes 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 foreign or second language learning, according to Touchie (1986), mistakes cover both interlingual and intralingual or developmental factors. The interlingual mistakes are caused mainly by mother tongue interference while intralingual or developmental mistakes are because of simplification, overgeneralisation, hypercorrection, faulty teaching, fossilisation, avoidance, inadequate learning, and false concepts hypothesised. Some of the above mistakes are general definitions that differ from mistakes in the translation field. Even

though the world of translation does not recognise the word "wrong" but "incorrect", "unacceptable" or "unreadable".

In the process of translation, translators do not escape from making mistakes. They often make mistakes in determining accurate grammar, correct sentence structure, the correct choice of words and spelling. If they make these mistakes in their translations, automatically the translation products they make also have some mistakes. Those mistakes will bias the meaning, distort the message, and mislead the information for the users of the translation results. This context has a close relation to Sidwell's argument (2015) who says that even excellent translators make mistakes in translations. Secondly, some mistakes are almost unavoidable given the fact that translators and interpreters inevitably have vocabulary and knowledge gaps (p. 52). Many experts of translation define translation mistakes variously depending on their points of view. The term mistake usually means something wrong. Mistakes are an indispensable part of language learning and learning to translate. They result from two psychological processes: transfer and simplification (Arabski, 1979). Olteanu (2012) states that translation mistakes are different from mistakes that would occur in spontaneous second language production. In translation, working with a source text induces mistakes under the influence of source language morphology whereas in spontaneous language production, a native morphological system of language, learner tends to interfere with knowledge of the second language system. In the case of the second language learner, identifying translation mistakes is tricky as translation mistakes may be mixed up with linguistic mistakes.

In relation to translation mistakes, Delisle et al. (1999) say that the translation mistakes are any fault in the translation, resulting from: 1) ignorance, 2) misinterpretation of an ST-segment, 3) inadequate application of, or failure to apply translation principles, rules, or procedures, methodological mistakes or any fault in the translation, 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 classify translation mistakes into: 1) inflectional mistakes (an inflectional mistake occurs if the base form of the generated word is correct but the full form is not), 2) reordering mistakes (a word which occurs both in the reference and in the hypothesis that is considered as a reordering mistake), 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 mistakes nor to missing or extra words is considered as lexical mistake) (Vilar et al., 2006).

The types of translation mistakes used in this research are based on the ATA's Framework for Standard Error Marking classifications (Doyle, 2003, pp. 22-23). They are as follows:

1) **Misunderstanding of Original Text (MOT):** This category applies when the grader can see (usually by back-translating the target language text) that the error arises from misreading a word, for example, or misinterpreting the syntax of a sentence. In other words, the result is wrong because the translation was based on a misunderstood source text.

2) **Mistranslation into Target Language (MTL):** The meaning of the original text is not conveyed properly in the target language. For example, a term in the translated text might be much more general (scientists instead of researchers; protein instead of albumin) or more specific (stallion instead of horse) than the original term. Mistranslations can also involve the choice of preposition, the use of definite and indefinite articles, the choice of verb tense, and mood.

3) **Addition or Omission (A/O):** Something is inserted that is not clearly expressed in the original text, or something essential to the meaning is left out. The tendency to insert 'clarifying' material should generally be resisted. It is permissible to shorten the ponderous modes of expression that are common in some source texts, so long as the meaning does not suffer.

4) **Terminology, Word Choice (TWC):** This error often involves terms used in various technical, legal, and financial contexts, where words often have very specific meanings. In more general texts, the candidate might not have selected the most appropriate word among several that have similar (but not identical) meanings.

5) **Too Freely Translated (TFT):** Candidates are asked to translate the meaning and intent of the source text, not to rewrite or improve upon it. The grader will carefully compare the translation to the source text. If a 'creative' rendition changes the meaning, an error will be marked. If recasting a sentence, i.e. altering the order of its major elements-destroys the flow, changes the emphasis, or obscures the author's intent, an error may be marked.

6) **Too Literal, Word-for-Word (TLWW):** Translations that follow the source text exactly may result in awkward, often incorrect renditions. Translate literally when it works, but not at the expense of clarity and natural syntax.

7) **Grammar (G):** Grammatical errors include lack of agreement between subject and verb, nouns, incorrect verb forms, incorrect case of nouns, pronouns, or adjectives, and use of an adjective where an adverb is needed.

8) **Syntax (Phrase/Clause/Sentence Structure):** the arrangement of words or other elements of a sentence should conform to the rules of the target language. Errors in this category include sentence fragments, improper modification, lack of parallelism, and unnatural word order. If incorrect syntax changes or obscures the meaning, the error is more serious.

9) **Punctuation (P):** The convention of the target language should be followed, including those governing the use of quotation marks, commas, semicolons, and colons. Incorrect and unclear paragraphing is counted as an error.

10) **Spelling (SP)**: There is less tolerance of spelling errors in some languages and others, for reasons that derive from language itself as well as from the national culture. In all languages, a spelling error that causes confusion about the intended meaning is more serious (e.g. principle/principal, systemic/systematic, peddle/pedal, dear/deer, bear/bare, sight/site, tasa/taza, vasto/basto). Context is a factor as well.

Mistakes in translating will cause poor translation results; therefore, a translator must try to avoid the smallest mistakes as much as possible. Translators who are always careful in choosing words that are commensurate, use accurate grammar, and pay attention to correct writing mechanisms, will produce high-quality translations. In this study two things that are closely related to errors or mistakes with the quality of translation are examined together. We recognise that translating is difficult and complicated (Soemarno, 1988). This statement is very relevant to the process of translation faced by translators when they translate texts from one language to another. The difficulties can be seen or investigated through translation products we find almost every day, especially when we read some manuals or instructions printed on food boxes or soft drink cans. The translation quality sometimes seems poor. This is because of problems on the equivalent words and grammatical complexity in the process of translation that makes results less accurate, unnatural and difficult to understand. The same problem also happened in the translation of product labels on soft drink cans marketed in many supermarkets in Indonesia (Hartono & Priyatmojo, 2016).

In relation to the translation of product labels, we found mistranslation of lexical, grammatical and structural aspects (Hartono and Purwanto, 2016). This translation problem causes less accurate translation which is unnatural, difficult to understand (Nida and Taber, 1982; Larson, 1984; Silalahi, 2009) and looks unqualified. This phenomenon of translation can be seen on the cans of soft drinks, food labels, medicinal instructions, detergent packages, and electrical appliance manuals.

Translation of product labels, such as the packaging label of soft drinks, belongs to pragmatic translation. This translation is frequently encountered in some types of text that are directly used in daily life by the users of translations. Pragmatic subtitles are usually made in the form of a bilingual text (bilingual language). We often find these texts, for example, in leaflets, booklets, product packaging labels, magazines, instruction manuals for electronic equipment, and other such sources. The pragmatic translation is provided as essentially a practical use of the information or instructions which can be used by consumers (House, 2001).

Soemarno (1983) argues that the focus of translation problem usually lies on the pragmatic translation accuracy of the information in the source language (pp. 25-26). This translation is not so concerned with the linguistic aspects of the source text. Examples of this pragmatic translation can be encountered in the form of technical documents. These documents of

technical terms are useful for engineers to read for example, an instruction manual for assembling a machine (Arnold, Balkan, Humphreys, Meijer, & Sadler, 1994).

In addition, Nababan (2003) adds that the pragmatic translation refers to the transfer of the mandate with emphasis on the accuracy of information delivery in the target language corresponding to the information in the source language (p. 34). This translation is not so concerned with aspects of language and the aesthetic source language. Examples of translation can be seen in the translation of technical documents and commercial information and facts.

The following is an example of translating a product label on a kids' shampoo. Once after the word 'Soap' translated into 'healthy' is analysed, it is not a good and true phrase because it is not yet a compound sentence intact. Therefore, we recommend the target text insert the verb 'make' in-between 'Vitamin E' and 'your skin', thus it becomes a compound sentence: 'Soap Master Kids is formulated with Triclosan, Aloe Vera Extract, D Panthenol and Vitamin E makes your skin so clean, fragrant, soft, and stay healthy'.

Reima and Jarf (2010) state that mistranslation can lead to misunderstanding. It happens when mistakes or errors are available in translation products. Similar cases are found in bilingual translations (Indonesian English) on soft drink packaging labels produced by several factories in Indonesia (Hartono & Priyatmojo, 2016).

This shows that the producers of food and soft drinks in Indonesia have not paid attention to a good and correct translation. The wrong translation can mislead the customer on the information contained in the manual instructions or instructions for use. In this case the translators also neglect the results of the translation. The product label appears only as an accessory, even though the quality of the translation must be number one. If the written information is not accessible, it will harm the customer (Darwish, 2004).

Larson (1991) proposed that there are at least three reasons for assessing translation products (p. 532). First, the translation must be accurate. This means that the results of the translation must be able to convey the message properly and correctly, so that the translation can be an effective written communication medium. So, through translation, translators must be able to communicate the same meaning from the source text to the target text, so that readers can capture information accurately. A translator may not deviate from the meaning and turn the message back. If he is having difficulty finding words or equivalent meanings, then he can add, insert, explain, or reduce words in sentences that are too long, so the message will be clearer to the reader. If not controlled, sometimes mistakes can be made when analysing meanings or in the process of transitioning meaning. Therefore, assessing the level of accuracy is very important to do.

Second, the translation must be clear. It means that the target readers must understand and comprehend the translation well. Another term of clarity is readability that is the state of translation that can be read well by readers (Cronin, 2013). In connection with the level of readability or clarity of translation, then a translation must be able to be read and understood by readers easily. This means that the reader can understand the contents of the translation, can answer questions about the contents of the translation, even the reader can retell the contents of the translation to others. This legibility also includes the clarity of letters, writing, colours, and printouts. Translations that cannot be read because the letters are too small or the print is faded or the writing colour is not clear can be categorised into readability problems. Therefore, the target text used must be elegant, simple and easy to understand. In addition, to ensure that the translation is well understood, the translator must ask the reader to express the content or information or message conveyed in the translation (Boche & Henning, 2015). Translators must obtain information whether the translated text is easy to understand or not, so if there are parts of the text that are difficult to read or understand, it means the translation has not reached the expected level of clarity. Thus, it is a must for the translators to do the re-checking before the translation is published or displayed (Mariana, 2014).

Third, the translation must be natural. It means that the translation must be in accordance with the standard grammar or style used by the target language users (Gow, 2008). What is meant by natural translation is translation that can be accepted in the target language and is customary in accordance with the culture of the target community. The translation really looks natural, supple, like the original text. The translation is not rigid and standard in the target text. Translators need to know whether the translation makes sense or not, so that the target reader feels that the translation is truly natural as if reading the original text. Therefore, there must be an effort to test whether the translation has used natural language or not. If the translation does not reach the level of naturalness, then a revision must be made. Translators should let translations results be reasonable. So, it can be said that a good translation is a translation that just retells the properties of the original language into the target language. The translations should contain language adaptation, which still maintains the shape of the source language to the impression of news content (Sadtono, 1985, p. 9).

So, accuracy, clarity, and naturalness are three important points that should be shot in the evaluation of translation (House, 2009). Accuracy tests check whether the meaning transferred from the source text is the same as the one in the target text. A good translator is able to communicate meaning accurately. Translators should not ignore, add or subtract the message contained in the source text, influenced by the shape of the formal target language. To express the meaning accurately, the translator may change the shape or structure of the grammar (Series, 2002). The message should order a priority because the content is

paramount. This means that certain rather radical deviation from the formal structures is allowed or even required (Nida and Taber, 1982, p. 13).

The readability test is intended to express the degree of ease of whether a translation is easy to understand the meaning or not. Writing with high readability is easier to understand than low. Conversely, lower writing is harder to read. It includes the choice of words (diction), sentence construction, the structure of paragraphs (paragraph organisation), the grammatical elements, fonts (size of type), punctuation, spelling, spacing between rows (spaces between lines) and size of the margins (Larson, 1984, pp. 499-500). The purpose of the translation is to produce an idiomatic translation that is as the same as the source language meaning and is stated in reasonable shape in the target language. Thus, the purpose of the test of naturalness itself is to see whether it is natural or form of translation is appropriate or not in the style of the target language (Larson, 1984, p. 10).

In this study, we assessed the translation quality of the soft drink products labels by using a rubric (see Table 1) with the judging criteria including three main components, namely: Content, Presentation, and Mechanics. The scores for each component are as follows: 1) Poor (5 points), 2) Fair (10 points), and Good (15 points) (Rcampus, 2016).

Table 1: Translation Quality Assessment Rubric

Components	Quality		
	Poor 5 points	Fair 10 points	Good 15 points
Content	*Poor* The translation does not explain the original author's main points, but only some of them. Many ideas are left out.	*Fair* The translation does explain all the points the original author makes, but is incomplete or confusing.	*Good* The translation hits all major points the original author makes. The translation completely renders every idea and does not leave anything out.
Presentation	Typewriting, cross outs and white out used, and the presentation looks rushed with many mistakes.	It is clear and neat, but it looks unprofessional handwriting	The presentation looks like it has gone through 2 or more drafts. There are no cross outs and the typewriting is clear and can be easily understood.
Mechanics	There are many	There are some	There are no spelling

spelling and grammar mistakes. Commas, periods, and quotation marks are left out. Capital letters are used incorrectly.	spelling and grammar mistakes, but the author uses commas, periods, and quotation marks correctly most of the time.	mistakes, no grammar mistakes, and all punctuation is used correctly.

Modified from https://www.rcampus.com/rubricshowc.cfm?code=L388XC&sp=yes&

Method

In this study we used qualitative method (Gall, Gall, and Boorg, 2007). We investigated types of mistakes in product label translation and its translation quality. We used four bilingual product labels installed or printed on the cans. To assess the translation quality of four product labels we involved 50 students as judges. There were several steps undertaken during the study. First, we went to mini-market to search for and buy some canned soft drinks. There were many kinds of canned soft drinks there, however, we only used four cans that have different texts of bilingual product labels. All the products are produced by different factories in Indonesia. Second, we retyped bilingual labels and printed them. Third, we analysed the mistakes based on the ATA's Framework for Standard Mistake Making classifications (ATA, 2016). We classified and counted the mistakes based on the classification. The number of mistakes or errors were tabulated and analysed. Fifth, we assessed the translation quality based on Rcampus's Translation Quality Assessment Rubric (2016). The translation quality of four product labels was assessed on the content, presentation, and mechanics. Sixth, all assessment results were tabulated and displayed in the table and analysed and finally we drew conclusions (Huberman, 1984, p. 23).

Finding and Discussion
Translation Errors or Mistakes

Based on the document analysis and checking questionnaires done by the judges, these are the results:

Table 2: Distribution and Level of Translation Errors of Four Soft Drink Product Labels

Translation of Soft Drink Product Labels		Label 1	Label 2	Label 3	Label 4	Total #
Code	**Criteria Description**	#	#	#	#	
MOT	Misunderstanding of Original Text	0	0	0	1	1
MTL	Mistranslation into Target Language	4	2	5	6	17
A/O	Addition or Omission	0	1	5	2	8
TWC	Terminology, Word Choice	3	4	4	4	15
TFT	Too Free Translated	1	2	2	0	5
TLWW	Too Literal, Word-for-Word	3	4	6	7	20
G	Grammar	1	0	4	4	9
S	Syntax (Phrase, Clause, Sentence Structure)	0	1	0	0	1
P	Punctuation	2	2	0	3	7
SP	Spelling	1	0	1	1	3
Total of Mistakes		15	16	27	28	86

Based on table 2 above it is known that the type of mistakes for each label is different. Label 1 has 15 mistakes, Label 2 contains 16 mistakes, Label 3 has 27 mistakes, Label 4 has 28 mistakes and overall there are 86 mistakes. The most dominant mistake in Label 1 is Mistranslation into Target Language (MTL), in Label 2 are Terminology, Word Choice (TWC) and Too Literal, Word-for-Word (TLW) mistakes, in Label 3 are Too Literal, Word-for-Word (TLW) mistake, and in Label 4 is Word-for-Word (TLW). Thus, it can be said that the most dominant type of mistake in the translation of the four soft drink product labels is Word-for-Word (TLW). The following are examples of translation mistakes found in the soft drink product labels 1-4.

Data 1/MOT/Label 4 (Misunderstanding of Original Text)

ST:	*Untuk Selanjutnya*
TT:	**To Maintain**

A Misunderstanding of Original Text (MOT) occurs when the grader can see that the mistake arises from misreading a word, for example, or misinterpreting the syntax of a sentence (Doyle, 2003). Based on Data 1, the translator did not understand that the phrase '*Untuk Selanjutnya'* is not similar to 'To Maintain'. According to the context, the nearest equivalent phrase should be "The next step" because of '*Untuk Selanjutnya'* means 'henceforth' or 'henceforward'. In this case, the translator made an error because the result is wrong because the translation was based on a misunderstanding of the source text (Doyle, 2003).

Data 2/MTL/Label 1 (*Mistranslation into Target Language*)

ST:	*Anak-anak **minum** 3 kali sehari ¼ kaleng sampai ½ kaleng.*
TT:	Children **consume** ¼ - ½ can 3 times <u>daily</u>.

In Data 2, the translator translated the word '*minum'* into 'consume'. Although principally both have the same activity of putting things in a mouth the context is too different. The word '*minum*' refers to 'drink' while 'consume' means '*memakan*' that is equivalent to 'to eat'. The product is drinking not food, so it is better to use 'drink' or 'take' instead of using 'consume'. The translator mistranslated into the target language because the meaning of a segment of the original text is not conveyed properly in the target language (Doyle, 2003).

Data 3/A/O/Label 2 (*Addition or Omission)*

ST:	*Bila setelah 2 hari demam/panas tidak menurun segera <u>hubungi</u> dokter atau **unit pelayanan** kesehatan*.
TT:	Immediately contact doctor or **medical unit**, if the fever doesn't decrease in 2 days.

The problem in data 3 can be grouped into a translation error because of the translator omitted the word '*pelayanan*' that is very significant in the context of meaning. It should be inserted or used in the target language, so the meaning can be complete and communicative. The translator should insert the word 'service' for '*pelayanan*' instead of omitting or deleting it, so the phrase can be 'health service unit' or 'medical service unit'. In this case, the translator did omit (delete) one important word because an element of information in the source text is left out of the target text (Doyle, 2003).

Data 4/TWC/ Label 4 (*Terminology, Word Choice*)

ST:	***Larutan** X membantu meredakan panas dalam, sariawan, **tenggorokan kering** dan membantu menyegarkan badan.*
TT:	X **preparation** helps to relieve body heatiness, gingivitis, **sore throat** and helps to refresh body.

What happened in data 4? The translator chose less precise terminologies for the terms '*larutan'* translated into 'preparation' and '*tenggorokan kering*' translated into 'sore throat'. The term '*larutan*' in this context exactly means 'herbal water' or 'herbal solvent' not 'preparation'. The word 'preparation' means '*persiapan*' in Indonesian language and does not match to the term '*larutan*'. The second term is '*tenggorokan kering*'. This term is really not equivalent to 'sore throat' because 'sore throat' itself means '*sakit tenggorokan*' not '*tenggorokan kering*'. So, the translator made a mistake in word choice or terminology because a term specific to a special subject field is not used when the corresponding term is used in the source text (Doyle, 2003).

Data 5/TFT/Label 2 (*Too Free Translated*)

ST:	*ATURAN PAKAI*
TT:	**RECOMMENDED CONSUMPTION**

Based on data 5 it can be seen that the translator translated the phrase '*ATURAN PAKAI*' into 'RECOMMENDED CONSUMPTION' too freely. The phrase '*ATURAN PAKAI*' means 'how to use', while the phrase 'RECOMMENDED CONSUMPTION' means '*konsumsi yang direkomendasikan*'. The better equivalent for the phrase '*ATURAN PAKAI*' is 'INSTRUCTIONS FOR USE' or 'HOW TO USE'. In this case, the translator made an error in translating the phrase freely because his creativity to produce a new term changed the meaning of the phrase (Doyle, 2003).

Data 6/TLWW/Label 2 (*Too Literal, Word-for-Word*)

ST:	*Obat penurun demam hanya mengurangi gejala penyakit, tapi tidak mengobati penyakit yang mendasari atau penyebab penyakit.*
TT:	**Antipyretic is only used to decrease disease's symptoms but doesn't cure the basic disease or the disease cause.**

Data 6 shows too literal or even word-for-word translation. The English sentence pattern much follows Indonesian sentence pattern. *Obat penurun demam* **(Subject)** *hanya mengurangi* **(Verb)** *gejala penyakit* **(Object***), tapi* **(Conjunction)** *tidak mengobati* **(Verb)** *penyakit yang mendasari atau penyebab penyakit* **(Object)**. The sentence has the pattern *Subject + Verb + Object*. Compare to the English sentence: **Antipyretic** (Subject) **is only used to decrease** (Verb) **disease's symptoms** (Object) **but** (Conjunction) **doesn't cure** (Verb) **the basic disease or the disease cause** (Object). Other examples of the translation are in the following analysis: '*hanya mengurangi*' à 'only used to decrease' (Word-for-word), '*gejala penyakit*' à 'disease's symptoms' (Literal), '*tapi tidak mengobati*' à 'but doesn't cure' (Word-for-Word), '*penyakit yang mendasari*' à 'the basic disease' (Literal), and '*atau penyebab penyakit*' **à**'or the disease cause' (Literal). From this case it can be said that the translator made an error because he followed the source text exactly may result in awkward, often incorrect renditions (Doyle, 2003).

Data 7/G/Label 4 (*Grammar*)

ST:	*Orang dewasa **minum** 1 kali **sehari** 1 kaleng.*
TT:	Adult **consume** 1 can **daily.**

Grammatical errors occur in data 7. First, the translator translated the verb '*minum*' into the verb 'consume' but he did not adjust the verb based on the concord/agreement between the subject and the verb. The sentence should be 1) 'Adult consumes 1 can daily' or 2) 'Adults consume 1 can daily'. Second, he translated '*sehari*' into 'diary' but it should be 'a day', so

the better translation is '*1 kali sehari 1 kaleng*' translated into '1 can one day' or a can a day'. It can be said that the translator made errors in grammar because the sentence translation is a lack of agreement between subject and verb, and constructed an incorrect case of a noun (Doyle, 2003).

Data 8/S/Label 2 (*Syntax: Phrase, Clause, Sentence Structure*)

ST:	*3 kali sehari 1 kaleng*
TT:	**1 can 3 times a day**

Data 8 shows an error in syntax. We can see that the translation of '*3 kali sehari 1 kaleng'* into '1 can 3 times a day' has a wrong arrangement of words. It should be 'One can three times a day'. The translation does not conform to the rules of the target language. The translator made an unnatural word order (Doyle, 2003).

Data 9/P/Label 4 (*Punctuation*)

ST:	*Dewasa minum 3 kali sehari 1-2 kaleng*
TT:	**Adults consume 1-2 can 3 times daily**

Though it is very simple, it can disturb readers' eyes. A lack of a full stop can be a mistake or error. Being aware of it or not, it is a fault done by the translator or editor. Both sentences are printed on the product label without full stop. It is a little error but it can be a big problem of writing mechanism. Here, the translator made an error because they did not govern the use of full stop (Doyle, 2003). Both the source text and target text must have a full stop. See the correction: ST: *Dewasa minimum 3 kali sehari 1-2 kaleng.* TT: Adults consume 1-2 can 3 times daily.

Data 10/SP/Label 3 (*Spelling*)

ST:	*... membantu meredakan **panas dalam** yang disertai tenggorokan kering ....*
TT:	… helpfull for reducing of body **heatness** such as sore throat ….

Doyle (2003) says that there is less tolerance of spelling errors in some languages and others, for reasons that derive from language itself as well as from the national culture. However, a spelling error can cause confusion about the intended meaning. An example of a spelling error can be seen in data 10. The translator translated '*panas dalam*' into 'heatness' that must be written in a correct spelling 'heatiness' not 'heatness'.

Translation Quality

The following table represents the average score of translation of four product labels translated from Indonesian into English. In assessing this translation products we used 50

students of English Language and Literature Department who took part in Translation classes as the judges.

**Table 3:** The Average Score of Translation of Four Product Labels

No.	Label	Content Point(s)	Presentation Point(s)	Mechanics Point(s)
1	1	10.4	10.2	8.32
2	2	11	8.92	9
3	3	7.96	11	7.4
4	4	10.8	13	10.9

From Table 3, first we can see that Label 1 has 10.4 points for the content, 10.2 points for the presentation, and 8.32 points for mechanics. If all components are calculated, the average score of the whole text is 9.64 points. It means that the translation quality of Label 1 is almost fair. Second, Label 2 has 11 points for the content, 8.92 points for the presentation, and 9 points for mechanics. If all components are calculated, the average score of the whole text is 9.64 points. It means that the translation quality of Label 2 is almost equal to Label 1. Third, Label 3 has 7.96 points for the content, 11 points for the presentation, and 7.46 points for mechanics. If all components are calculated, the average score of the whole text is 8.8 points. It means that the translation quality of Label 3 is poor. Finally, Label 4 has 10.8 points for the content, 13 points of the presentation, and 10.9 points of mechanics. If all components are calculated, the average score of the whole text is 11.5 points. It means that the translation quality of Label 4 is fair. If we calculate all four product labels, thus the translation quality score is 9.89 on average. It means that the translation quality is rather poor or almost fair.

Translation Steps of Product Label

In connection with the matter of translating product labels, we introduce a model that has four simultaneous steps. This is an alternative solution to overcome problems of translating product labels, especially for translating soft drink product labels. It is hoped that the customers will not be confused in reading the labels (Riccardi, 2002).

Figure 1. Product Label Translation Model
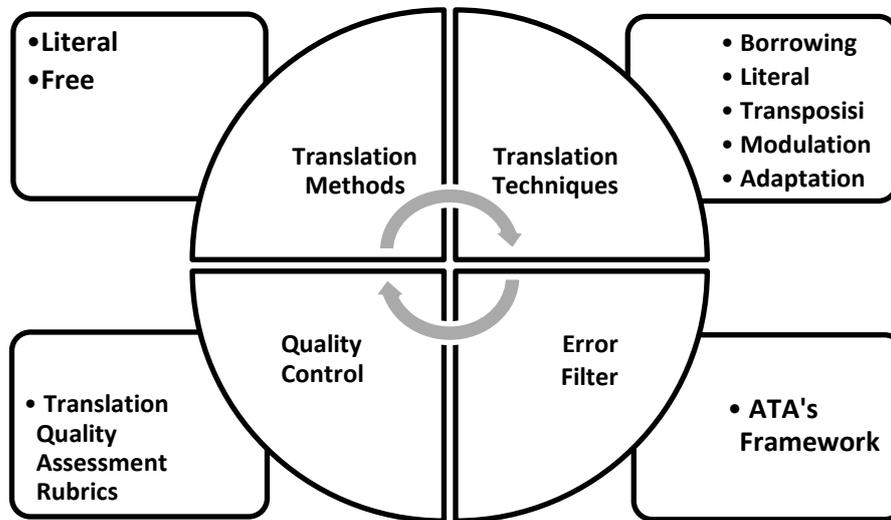
Based on the analysis of four aspects or variables of the study on the translation of soft drink product labels, we introduce a translation model shown in Figure 1. It is an alternative solution to translate a product label better. This translation model can be described in the following steps:

1) Determine an appropriate method of translation before you translate the whole text. See what text type or genre you are going to translate. As the publisher, you may find it necessary to translate based on customer demands.
2) Choose suitable techniques for translation during the translation process. Be smart to analyse word by word, phrase by phrase, or sentence by sentence before you translate the text and decide to choose the appropriate techniques. You can choose or select the translation techniques based on your needs even by mixing or combining some techniques so that you can choose the equivalent words, phrases, or sentences in the target text.
3) Conduct the error filter during the translation process by referring to the standard guidelines mistakes, for example, the American Translators Association (ATA's Framework for Standardized Mistake Marking).
4) Control the quality of translation by seeing the whole text of translation based on three components of translation quality: Content, Presentation, and Mechanics.

Conclusion

From the results of the above study it can be concluded that the translation of the four packaging labels has a variety of serious errors. This needs serious handling from product producers, writers and translators and editors of bilingual packaging labels so that the

packaging labels are free of errors or zero errors both in grammar, sentence structure, word choice, and writing mechanism.

Because there are so many mechanical errors, inaccurate choice of words, incorrect sentence structure, and grammatical errors, automatically the quality of translations is very poor. Of the four packaging labels, only label 4 has a pretty good quality, while the quality of labels 1, 2, and 3 is poor. Therefore it is very necessary to find alternative solutions to avoid translation errors and improve the quality of translations. So we introduce the Product Label Translation Model as an alternative solution.

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Appendix

Table 1: Data of translation mistake analysis of product label 1

INDONESIAN TEXT	ENGLISH TEXT
<u>KHASIAT</u>DAN KEGUNAAN: X adalah <u>obat</u> tradisional yang berkhasiat untuk membantu menyegarkan badan, membantu meredakan **panas dalam** yang disertai *tenggorokan kering* dan sariawan.	(TWC) INDICATION USE: (LWW) X is a traditional <u>drink</u> that is effective in refreshing the body and relieving (MTL) ~~body~~ (SP) **heatiness** accompanied by (MTL) (TWC) *sore throat* and gingivitis.
<u>CARA PEMAKAIAN:</u> Anak-anak **minum** 3 kali **sehari** ½ - 1 kaleng Dewasa **minum** 3 kali **sehari** 1-2 kaleng	(FT) (TWC) *RECOMMENDED CONSUMTIONS:* (LWW) Children (MTL) **consume** ½ - 1 can 3 times (G) **daily** (P) (LWW) Adults (MTL) **consume** 1-2 *can* 3 times (G) **daily** (P)

Table 2: Data of translation mistake analysis of product label 2

INDONESIAN TEXT	ENGLISH TEXT
KHASIAT DAN KEGUNAAN: *Membantu* meringankan gejala *masuk angin* seperti demam, pusing, dan mual.	(LWW) (TWC) ***INDICATIONS AND USE:*** (LWW) (G) *Helpful* to ease the symptoms of (TWC) *trapped wind* such as fever, dizziness, and nausea.
ATURAN PAKAI: 3 kali sehari 1 kaleng	(FT) (TWC) ***RECOMMENDED CONSUMPTION:*** 1 can 3 times a day (P)

PERHATIAN: Bila setelah 2 hari demam/panas tidak menurun segera **hubungi** dokter atau ***unit pelayanan kesehatan***. Obat penurun demam hanya mengurangi **gejala penyakit**, tapi tidak mengobati penyakit yang mendasari atau penyebab penyakit.	(TWC) ***ATTENTION:*** (LWW) Immediately **contact** (MTL) doctor or (AO) *medical unit*, if the fever doesn't decrease in 2 days. (LWW) Antipyretic is only used to decrease (S) (P) **disease's symptoms** but doesn't cure the basic disease or (MTL) **the** disease cause.

T able 3: Data of translation mistake analysis of product label 3

INDONESIAN TEXT	ENGLISH TEXT
KHASIAT DAN KEGUNAAN: **X** ini berguna untuk ***membantu*** meredakan ***panas dalam*** yang disertai ***tenggorokan kering***, sariawan dan ***membantu*** menyegarkan badan.	(LWW) (TWC) ***INDICATIONS AND USE***: (LWW) (AO) (TWC) **The preparation** is a *traditional medicine **helpfull** for reducing* (MTL) **of** (AO) *body*(SP) *heatness* such as (TWC) ***sore throat***, gingivitis and (AO) **refresh** the body.
CARA PEMAKAIAN: **Untuk Pengobatan:** · Orang dewasa **minum** 3 kali sehari ½ kaleng sampai 1 kaleng. · Anak-anak minum 3 kali sehari ¼ kaleng sampai ½ kaleng. **Untuk Pencegahan:** · Orang dewasa **minum** 1 kali sehari 1 kaleng. · Anak-anak **minum** 1 kali sehari ½ kaleng.	(FT) (TWC) ***RECOMMENDED*** (SP) ***CONSUMTION***: (FT) **For Treatment** (AO) **Purpose:** (LWW) Adults (MTL)**consume** ½ can – 1 can 3 times (G)***daily***. (LWW) Children (MTL) **consume** ¼ - ½ can 3 times (G) ***daily***. (FT) **For Precaution** (AO) **Purpose:** (LWW) Adults (MTL) **consume** 1 can (G) ***daily***. (LWW) Children (MTL) **consume** ½ can (G) ***daily***.

Table 4: Data of translation mistake analysis of product label 4

INDONESIAN TEXT	ENGLISH TEXT
Khasiat dan Kegunaan: **Larutan** X membantu meredakan ***panas dalam***, sariawan, ***tenggorokan kering*** dan ***membantu*** menyegarkan badan.	(LWW) (TWC) ***Indications and Use***: (LWW) X (TWC) **preparation** helps to relieve (AO) ~~body~~ (MTL) (SP) ***heatiness***, gingivitis, (TWC) ***sore throat*** and (AO) ~~helps to~~ refresh (MTL) **body**.
Cara Pemakaian:	(TWC) ***Direction***:

· Orang dewasa **minum** 3 kali sehari ½ sampai 1 kaleng · Anak-anak **minum** 3 kali sehari ¼ sampai ½ kaleng ***Untuk Selanjutnya***: · Orang dewasa **minum** 1 kali sehari 1 kaleng · Anak-anak minum 1 kali sehari ½ kaleng	(LWW) *Adult* (MTL)(G) **consume** ½ - 1 can, 3 times a day (LWW) Children (MTL) **consume** ¼ - ½ can, 3 times a day (P) **(MOT)** ***To Maintain***: (LWW)*Adult*(MTL)(G) **consume** 1 can (G) ***daily*** (P) (LWW) Children (MTL) **consume** ½ can (G) ***daily*** (P)