

TRANSLATION ERRORS IN BASIC ENGLISH CONVERSATION VIDEOS FOR CHILDREN ON YOUTUBE

NURLAELA¹, DIMAS ADIKA²

^{1,2} Program Studi Sastra Inggris Bidang Minat Penerjemahan, Fakultas Ilmu Hukum Sosial dan Ilmu Politik,
Universitas Terbuka, Indonesia
elanurlaelarustandi.en@gmail.com

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Abstract

This study examines how translation errors in YouTube videos, which focus on teaching basic English conversation to children, affect their learning. The research method employed a qualitative approach to analyze translation errors in English conversation practice videos on the LucyMax English Channel. By utilizing translation theory, language learning theory, and communication theory, the study aimed to identify and categorize translation errors and their concrete impact on children's second language learning. Data collection included video transcriptions and translation evaluations to identify errors, followed by qualitative analysis to recommend improvements for translation quality in educational videos. The results of the study provide insights into the importance of accurate translations in educational content on YouTube to enhance children's language learning. The findings emphasize the need for content creators to ensure accurate translations. These translations should align with the learning objectives of second language acquisition for children. This research contributes to the understanding of the impact of translation errors on children's language learning through YouTube videos, highlighting the significance of providing accurate and supportive educational content for effective language acquisition.

Keywords: Language learning, Translation errors, YouTube videos

INTRODUCTION

In general, language is defined as a communication tool used by humans, between speakers and interlocutors. A child who has mastered their mother tongue is very likely to have a second language that is used alongside their mother tongue when communicating later on. The second language is acquired not only through environmental influences but also through continuous activities.

Many mediums can be used as learning tools, but currently, the most popular medium for children is YouTube. Maryani, Khosiah, and Amaliah (2022) state that children who watch YouTube can improve their communication skills. This is because YouTube videos commonly consist of a mix of character visuals and songs that they enjoy. The use of YouTube by 5-6-year-old children should consider the frequency and duration of access to avoid negative effects on health and social interactions.

Humans when interacting with other humans do verbal language and body language (Riyanti, 2020). Experts say language as a means of communication both oral and written to express to the interlocutor. Children's language cannot be separated from LAD (Language Acquisition Device) or language acquisition tools that every human being has since birth is considered part of the brain specifically for the natural language process. During the children's first language acquisition process, little by little will open their lingual genetically.

General linguistics displays the technicalities of language used in communication, there are thousands of languages and each language has its structure called grammar. Language variations such as idiolects, dialects, and language varieties are studied in linguistics, with a focus on documenting linguistic facts and theories. Linguistics has influenced various fields such as teaching, and translation. Linguistics provides a basis for understanding a second language and its structure, helping in language acquisition. Language acquisition depends on children receiving linguistic input during the golden period. The golden period is defined as the time when children around twelve years old can acquire a first language. Children must receive adequate linguistic input including phonology (speech sounds), semantics (vocabulary and meaning), grammar (syntax or word order and morphology or grammatical markers), and pragmatics (usage and context) before the golden period for acquiring their first language ends. If linguistic input is inadequate, children will never fully acquire language.

Listiani, Suwastini, Dantes, Adnyani, and Jayantin (2021) discuss the benefits of using YouTube as a learning resource for children. Literature focusing on the use of YouTube in education for young bilingual learners. YouTube can be a valuable learning resource for them, with the positive impact of using YouTube to enhance English language skills in children. It is regrettable that YouTube as a video-sharing platform and its popularity, along with the weaknesses caused by YouTube in automatic translation as a source of English learning for children, impacts the vocabulary of young learners, listening comprehension performance, and strategies are needed to optimize the use of YouTube as a source for young bilingual learning.

YouTube has been found to make learning English more effective and engaging, preventing students from feeling bored during the learning process. Using YouTube as a media in English language learning can have significant effects (Sagita, 2021). YouTube videos capture students' attention, motivate them, build relationships, nurture creativity, enhance understanding, and eliminate boredom in the learning process.

YouTube plays a significant role in enhancing multicultural competence among students (Kim & Kim, 2021). It is important to build professional development training for educators to effectively integrate technology-supported curricula and support student multilingual and multicultural understanding. YouTube significantly contributes to language and cultural diversity, highlighting the need for policymakers to collaborate in developing virtual learning infrastructure prioritizing multicultural education in learning.

YouTube is not just an entertainment media, but it can also support learning and learning media sources. using YouTube learning does not become boring because it displays very interesting visuals and audio, and is very attractive to young people, especially children the study provides insights into translation errors in educational contexts (Hendra, Afriyadi, Tanwir, Hayati, Supardi, Laila, Prakasa, Hasibuan, Asyhar 2023). That's media is very easy to access by all groups can be used anytime and anywhere, no doubt increasing interest in learning.

Along with the development of YouTube the existence of electronic media such as tv is getting dimmer and dimmer Syahrudin, Mahdar, Sarlan, Asmurti, Muslan (2023). Allegedly video content on YouTube is the most watched globally, YouTube is like a second google as a data search engine. there are various forms of information delivery media available therein.

The purpose of machine translation is to facilitate translation from the source language to the target language, but there are many hidden problems in machine translation. The evolution of language in the digital age is a significant topic of discussion (Crystal, 2024). This is due to the lack of sufficiently sophisticated linguistic theory with translation equivalents. One of the environmental factors that influence children's development is the provision of foreign language viewing. Therefore, based on the explanation above, the researchers want to examines how

translation errors in YouTube videos, which focus on teaching basic English conversation to children, affect their learning.

METHOD

This study uses a qualitative approach to analyze translation errors in basic English conversation videos for children, focusing on the YouTube channel "LucyMax English". This approach allowed the researchers to explore the impact of translation errors on children's second language comprehension and learning, by integrating translation theory, language learning theory, and communication theory. The research was conducted in the context of using YouTube as a learning resource, where the videos analyzed were selected based on popularity and relevance of the content to the learning objectives. The research subjects consisted of five videos containing basic English conversations, with a duration of between 5 and 10 minutes each, which were selected using a purposive sampling technique. The instruments used included a video transcription to convert the dialogue into text, a translation evaluation to assess the accuracy of the translation, and a questionnaire to collect feedback from the children regarding their understanding of the content. Data analysis was conducted qualitatively with steps including identification of translation errors, categorization by error type, and interpretation of the results to provide recommendations for improvement in the educational video content. Thus, this study aims to improve the quality of English language learning for children through in-depth analysis of translation errors that occur in videos.

Video Material

In this study, a basic English conversation practice video for children from the YouTube channel 'Lucymax English' was used as the experimental material. This 51-minute video features children's conversations with various themes presented in the form of cartoons or animations that appeal to children. However, Google Translate, as highlighted in Prasetio & Wahyuningsih, (2023) research, has limitations in performing accurate automatic translation. Therefore, it is important for educational content creators to reconsider using human translators. By doing so, translation errors that can affect children's learning can be minimized, and the quality of second language learning content via YouTube can be improved.



Error analysis of the impact of translation error on YouTube videos

Error analysis presented in the conversation video into the text to be attached. the video was uploaded on Lucymax English Channel on 07 June 2023. the translated text is automatically translated by google translate into English. comparison between automatic translation and manual translation by human. Here are some examples of translation errors identified in English learning videos on the Lucymax English Channel:

At time 0.37 (Theme: Do you want some cookies?)

Situation overview in conversation: The mum who struck up a conversation with her son who had just come home from school to offer him a snack of cookies.



- SL : (1) “Do you want some cookies?”
- : (2) “Yes, where are they”?
- Automatic translation TL : “*Apakah anda ingin beberapa cookie?*”
- : “*Ya, di mana mereka?*”
- Revised TL : “*Apakah kamu ingin kue?*”
- : “*Ya, Di mana kuenya?*”
- Analysis : An error occurred in the translation of the word ‘they’ which should refer to ‘cookies’ not ‘*mereka.*’

At time 3.50 (Theme: How many dolls do you have?)

Situation overview in conversation: Two girls in the playground area, talking about their dolls



- SL : (1) "Do you have a doll?"
: (2) "Yes, I do"
- Automatic translation TL : "*Apakah kamu punya boneka?*"
: "*Ya, saya bersedia*"
- Revised TL : "*Apakah kamu punya boneka?*"
: "*Ya, saya punya*"
- Analysis : An error was made in translating the word 'do' which should refer to possession rather than willingness.

At time 28.04 (Theme: what time is it?)

Situation overview in conversation: A girl who was talking to a boy playing in her yard and was interested in the watch the boy was wearing.



SL	: (1) "This is my watch"
	: (2) "It's cool"
Automatic translation TL	: " <i>ini jam tangan saya</i> "
	: " <i>Itu keren</i> "
Revised TL	: " <i>ini jam tangan saya</i> "
	: " <i>keren</i> "
Analysis	: An error was made in translating the word 'it's' which should refer to 'watch' not 'itu'"

Griffin, (2018) reveals that in principles of translation theory educational content creators can better understand how to correct translation errors that may arise in learning videos such as the following:

Translation Theory:

Translation theory helps in analyzing translation errors that occur in the context of second language learning videos. In the first case at time 0.37, there is an error in translating the word "they" which should refer to "kue" not "mereka". By applying the principles of translation theory, such as appropriate word choice and understanding the context, the educational content creator can correct the translation error to be more accurate and faithful to the original message.

Theory of Second Language Learning:

Second language learning theory is also relevant in analyzing the impact of translation errors on kids' comprehension. At 3.50, there is an error in translating the word "do" which should refer to possession not willingness. This kind of error can affect kid's understanding of sentence structure in English. In the context of the opinions of Indonesian language experts, Sukyadi, a linguistics and language learning expert, highlighted the importance of a deep understanding of second language learning theory in the context of translation errors. He emphasized that translation errors that occur in educational materials can have a negative impact on children's understanding of sentence structure and meaning in English. By understanding second language learning theory, educational content creators can correct translation errors to match the correct concept of second language learning.

Communication Theory:

Communication theory is also important in analyzing the effects of translation errors on kids' communication. At time 28.04, there is an error in translating the word "it's" which should refer to "watch" not "itu". This kind of error can confuse children and interfere with their understanding of the relationship between words in the sentence. According to Prof Sumarlam, communication theory can help educational content creators to correct translation errors by paying attention to relevant aspects of communication. An approach that integrates communication theory in the analysis of translation errors can improve the quality of communication in second language learning videos and ensure messages are clearly conveyed to children. By considering the communication aspect in translation error analysis, educational content creators can improve the quality of communication in second-language learning videos and ensure the message is clearly conveyed to kids.

Given the limitations of automatic translation as highlighted in this study, appropriate strategies are needed to optimize the use of YouTube as a learning resource for bilingual children. Thus, it is important for educational content creators to pay attention to translation errors that may occur in second-language learning videos. By making revisions by human translators, these errors can be minimized, so that students' understanding of the learning material can be

significantly improved. From the analysis of translation errors made by Google Translate in the context of second language learning, it is important for educational content creators to consider re-editing by human translators. By doing so, translation errors that can affect children's learning can be minimized, and the quality of second language learning content through YouTube can be improved. When using YouTube as a second language learning resource for children, the limitations of automatic translation as highlighted in this study may affect children's vocabulary comprehension, and listening comprehension performance, and necessitate strategies to optimize the use of YouTube as a learning resource for bilingual of children.

CONCLUSION

From the findings of this study, it can be concluded that the use of YouTube as a tool for learning English can positively contribute to the effectiveness and engagement of children in the learning process. YouTube captures children's attention, motivates them, builds relationships, nurtures creativity, enhances understanding, and eliminates boredom in the learning process. However, it is important to note that automatic translations by machines such as Google Translate have limitations and can result in errors that affect children's learning such as contextual errors where the translation result is not relevant to the actual meaning. On the other hand, the sentence structure in automatic translation sometimes does not comply with the correct grammar rules in the target language, which can interfere with students' understanding.

Therefore, the crucial role of human translators is necessary to minimize translation errors and enhance the quality of second language learning content through YouTube. Additionally, this research highlights the importance of developing professional development training for educators to effectively integrate technology-supported curricula and support children's multilingual and multicultural understanding. Thus, YouTube plays a significant role in children's academic progress and supports language and cultural diversity, emphasizing the need for policymakers to collaborate in developing virtual learning infrastructure prioritizing multicultural education in learning.



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