Analysis of Techniques and Translation Quality of Conjunction of Students' Text Majoring in D-3 Mandarin of Jenderal Soedirman University: Students of Socio-Cultural Translation Course

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Abstract. Translation as one of the elective courses at D-3 Chinese Language of Jendral Soedirman University is applied in the socio-cultural translation course. In this course, students are expected to master the translation techniques and can translate Indonesian text into Mandarin particularly text related to the socio-cultural theme. This research will study the students' translation relate in translation of conjunction in socio-cultural courses. The research aims to: 1) find out kind of conjunction and to describes the translation techniques used by the students in translating the socio-cultural themed text, 2) translation error and the impact in translation quality, 3) to find out the reason and solution for this problem. This is descriptive qualitative research where data are obtained from the observation on student' translation result of students' text majoring in D-3 Mandarin of Jenderal Soedirman University in socio-cultural translation course. Questionnaires and interviews are carried out to support the result analysis related to the learning system and the mastery level of translation techniques theory. There are 7 data of translation result about conjunction. The result of this research shows that there are 4 translation techniques used by the students namely, established equivalence, literal, deletion, and discursive creation.. Based on the results of the accuracy of translation result, the teaching method of translation course in D-3 Mandarin needs to be improved, especially in the selection of words in the target language and relevant theory with translation.

Keywords: Translation, Conjunction, Translation Techniques, Translation Quality

1 Introduction

D-3 Chinese language students of Jenderal Sudirman University are required to have the ability to be ready work in a relatively short time, which is approximately two and a half years. In this short time, not only students are required to have proficiency in Mandarin in terms of language, grammar, and culture, but they must be able to apply the knowledge they already have in the translation process so as to produce quality translations. To be able to produce a quality translation, [1] Nababan explained that a good translator must be able to assess the quality of the text translated, the translator must also be able to understand the concept and recognize the language style of the author.

In addition, the translator must also be able to find the equivalent meaning of ST in TT (81-82,2003). The same thing is also expressed by [2] Nida and Taber (1982:12) who argue that

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translation is "reproducing in the receptor language the closest natural equivalent of the source - language message, first in terms of meaning and secondly in terms of style". From this it can be seen that translation is not only the process of translating from ST to TT, but also the form and equivalence of meaning. [3] Santosa (2011:1) explains that what is meant by discourse is language (both spoken and written) that is doing work in a context of situation and cultural context.

Furthermore, [3] Santosa (2011:7) also explains that each language level has its own logical system. Logic in the discourse system works at all linguistic levels starting from the group structure consisting of nouns, verbs, adjectives, and adverbs, the head constituent order system and modifiers. At the clause level works on the arrangement of grammatical constituents, and at the discourse level, logic works to connect clauses into groups of rhetorical functions that simultaneously express the social function of a discourse (logic at the discourse level is expressed through conjunctive relationships both explicitly and implicitly).

The position of conjunctions in a discourse is to realize the logic of discourse that connects events, qualities, or ideas between clauses and group clauses. The importance of understanding the position of the conjunction affects the translator's understanding of the text translated. A thorough understanding of a text will help the translator in determining the equivalent of words that are in accordance with the intent and purpose in ST into TT. The number of fields of knowledge that must be mastered by a translator to produce a quality translation is, of course, an impossible thing for D3 students to master.

But at least, the researcher believes that understanding the function of conjunctions in a text can help students to produce a quality translation text. Students are expected have the ability to maintain the function and meaning of conjunctions contained in ST. Based on this, researchers are interested in conducting research to see students' understanding of conjunctions in Indonesian and Mandarin and the tendency of translation techniques used by students in translating conjunctive marker words.

2 Research methods

This research used descriptive qualitative method that aims to describe the linguistic phenomenon in terms of the translation of conjunction. Source of the data is taken from translation result of 44 D3 Chinese Language students in Social-Cultural Translation course. Meanwhile, this research's data is all the conjunction that found in discourse and student translation result. Data were collected by content analysis and focus group discussion. The content analysis used to identify the conjunction while in focus group discussion is held to determine the translation techniques and to evaluate the reason why they chose to translation the conjunction whit this word. In focus group discussion, the questionnaires were distributed to the three raters.

Accordingly, the raters were selected based on the predetermined criteria. Data were validated by triangulation source and triangulation method. There also questioner that given to student as additional data to determine the translation process carried out by them.

3 Research Results and Analysis

Based on the analysis conducted, there are eight types of conjunctions contained in the discourse that must be translated by students. The conjunction includes the words: even, or, as well as, and, as well as, meanwhile, so, and yet. The form and meaning of each of these conjunctions can be seen more clearly in the table below:

Table 1. Form and Meaning of Conjunction

No	Conjunction	Bentuk dan Makna
1	even	Contrast : Different — more than
2	or	Addition : Alternative
3	as well as (serta)	Addition : Additive
4	as well as (begitu pula)	Addition : Additive
5	meanwhile	Contrast : Different — opposite
6	so	Consequence : Cause — effect
7	however	Contrast : Different — opposite

Based on the table above, it can be seen that in the discourse text taught in this course there are seven conjunctive marker words, which are divided into three forms, namely comparison, adder, and cause. Each conjunctive marker word and student translation findings will be explained below:

3.1 Conjunction "bahkan" (even)

ST: Remaja di seluruh dunia begitu lekat dengan media sosial, mereka terus berkomunikasi lewat media sosial, bahkan pada saat makan, berjalan dan belajar.

The conjunction marker bahkan belongs to the category of contrast — different form with the meaning more than. [3] Santosa (2011:22) explains that the word bahkan (even) indicates that the occurrence and quality of the second exceeds the incidence and quality of the first. The use of the conjunction *bahkan* (even) can be seen for example in the sentences below:

Table 2. Conjunction Translation Result of *bahkan* (even)

Translation	Techniques	Total
即使	Literal Translation	24
甚至	Established Equivalent	14
还有	Discursive Creation	2
哪怕	Discursive Creation	2
removed	Deletion	2

From the table above, it can be seen that the most frequently used technique is the literal technique which is translated into aa conjunction marker 即使 [jíshǐ]. The use of the word 即使 [jíshǐ]in this sentence is inappropriate because this word is included in the category of concession consequences where in this category a conjunction marker is used to indicate that an event occurs because there is a concession to the next event (Santosa, 2011:26)[3].

Seeing this description, the use of the word in translating the word bahkan is certainly not correct. The second most frequently used conjunction by students is 甚至[shènzhì] ,which translates this word using the usual equivalent translation technique. This conjunction is used to show that the events in the second clause exceed the events in the first clause. [shnzhì] also has

the same form and meaning as the Indonesian conjunction *bahkan*. So, in translating conjunctions even in this sentence, the most appropriate equivalent is 甚至[shènzhì].

The use of inappropriate conjunctions in Mandarin is also found, namely the use of the words [hái yǒu] and 哪怕[nǎpà], each of which uses a discursive creation technique which consists of two data. The word 还有[hái yǒu] belongs to the type of conjunction in the form of adding additive. Santosa explained that the addition of additive is used to add an event or quality description that is parallel to the previous event. While the word 还有[hái yǒu] is included in the type of conjunction of the consequence form concession.

From this explanation, it is clear that the use of these two conjunctions is very inappropriate when used to translate the conjunction *bahkan* in the sentence. There were two students who chose not to translate the conjunction *bahkan* using the deletion technique, which caused the function of the conjunction as a link that realized logic in discourse to not work as it did.

3.2 Cojunction "atau" (or)

ST: Waktu yang dihabiskan untuk media sosial seringkali lebih banyak dibandingkan dengan waktu yang dihabiskan untuk belajar atau berkumpul bersama keluarga.

The conjunction atau is included in the category of addition with alternative meaning. Addition — alternative provides a choice of events or descriptions of quality in the previous clause (Santosa, 2011:21) [3].

Table 3. Conjunction Translation Result of *atau* (or)

Translation	Techniques	Total
或	Established Equivalent	34
或者	Established Equivalent	7
removed	deletion	3

Based on the table above, it can be seen that the students translated the conjunction *atau* into 或 [huò] and 或者 [huòzhě using the usual equivalent technique. These two words have a good equivalent of the same form and meaning with the conjunction atau . However, in the use of written discourse, it is more common to use或 [huò] while 或者[huòzhě] is more commonly used in spoken discourse. While it can be seen from the table, there are three students who omitted words or from the sentence, thereby eliminating the function and meaning of existing conjunctions and affecting the quality of the translation of this sentence.

3.3 Conjunction "serta" (as well as)

ST: Mulai dari kondisi emosi yang masih labil, semangat berkarya yang sangat tinggi serta keinginan untuk bisa tampil eksis dan ingin diakui oleh lingkungannya.

The conjunction serta is included in the category of the form of addition with the meaning of additive. Conjunctions with this category function to add events or descriptions of qualities that are parallel to the previous clause.

Table 4. Conjunction Translation Result of *serta* (as well as)

Translation	Techniques	Total
并且	iscursive Creation	2
还有	Established Equivalen	6
以及	iscursive Creation	4
和	iscursive Creation	4
removed	Deletion	28

Judging from the table above, the majority of students as many as 22 students chose to remove the conjunction *serta* that contained in this sentence using the deletion technique. Meanwhile, the use of the word并且 [bìngqiě] in translating this conjunction shows that students do not understand the meaning of the conjunctions *serta* and 并且 [bìngqiě]. The same thing happens with the use of conjunctions以及 [yǐjí] and 和[hé].

Although the three conjunctions have the same form and meaning as the conjunction serta, but they have different uses.并且 [bìngqiě] is used to indicate that the previous and subsequent events occurred sequentially. While the words 以及 [yǐjí] and和[hé] have almost the same function and can replace each other, used to connect something similar. The most appropriate and appropriate way of translating the conjunction *serta* in this sentence is that the conjunction 还有 [hái yǒu] is used to refer to the continuous existence of things that have existed in previous occurrences. The use of inappropriate conjunctions causes the quality of the translation to decrease, both in terms of accuracy, acceptability, and readability.

3.4 Conjunction "begitu pula" (as well as)

ST: Semua orang pasti mau dan bahkan berusaha untuk mewujudkannya, begitu pula dengan remaja, mereka yang dalam usia masih belia itu lebih suka ketika memiliki sebuah hal yang dapat dibanggakan.

The conjunction begitu pula is included in the category of the form of addition with the meaning of additive. Conjunctions with this category function to add events or descriptions of qualities that are parallel to the previous clause.

Table 5. Conjunction Translation Result of *begitu* pula (as well as)

Translation	Techniques	Total
同样	Literal Translation	24
以及	Discursive Creation	4
也一样	Discursive Creation	6
一样	Discursive Creation	6
也是	Discursive Creation	3

Based on the table above, it can be seen that the most widely used technique is the literal translation technique. The use of this technique shows students' errors in determining the equivalent of the conjunction *begitu* pula. The word同样 [tóngyàng] which means the same according to word class is not a conjunction but an adjective. After conducting direct interviews with students, it is known that this error occurred because the majority of students used electronic dictionaries from English to Mandarin and vice versa. The translation process occurred three times, from Indonesian to English and then to Mandarin, causing translation errors.

They don't understand the conjunctions in Indonesian or Mandarin, causing this error. The second most common is the use of也一样[yě yīyàng] and 一样 [yīyàng] both of these phrases have the same meaning as the conjunction *begitu* pula. That is, it serves to connect two simplex clauses. Translating the conjunction begitu pula into 也是 [yěshì] is not appropriate when used in this sentence. Because the word也是 [yěshì] indicates approval of previous events. So it cannot be used as a conjunction.

3.5 Conjunction "sementara itu" (meanwhile)

ST: Sementara itu dalam ruang lingkup media sosial, mendapat perhatian dan menumbuhkan citra dapat dikategorkan dengan ke-eksistensian diri.

The conjunction sementara itu is included in the category of comparison form with the meaning of different opposite. Conjunctions with this category are used to compare two opposite events and qualities. Can be in the middle of a complex clause, but often connects two simple clauses (Santosa, 2011:23) [3].

Table 6. Conjunction Translation Result of *sementara itu* (meanwhile)

Translation	Techniques	Total
同时	Established Equivalent	39
与此同时	Established Equivalent	5

It can be seen in the table above, the majority of students translated the conjunction *sementara itu* into 同时 [tóngshí], and some student translated it into与此同时 [yǔ cǐ tóngshí]. These two phrases have the same function as the conjunction *sementara itu*, as a comparison with the previous clause. This conjunction compares the recognition of others in the real world with the recognition of others on social media or cyberspace. The phrases 同时 [tóngshí] or 与此同时 [yǔ cǐ tóngshí] can be used as conjunction markers in this sentence with high quality values.

3.6 Conjunction "sehingga" (so)

ST: Tidak ada pusat dan tombol untuk mematikan dan menyalakan Internet sehingga Internet menjadi sulit dikendalikan oleh orang yang ingin melakukannya.

The conjunction is included in the category of consequence form with the meaning of cause - effect. This conjunction describes a causal relationship between two events.

Table 7. Conjunction Translation Result of *sehingga* (so)

Translation	Techniques	Total
因此	Discursive Creation	24
所以	Established Equivalent	13
removed	Deletion	7

From the table it can be seen, the majority of students translated the conjunction *sehingga* into 因此 [yīncǐ], followed by所以 [suǒyǐ], and there were seven students who did not translate it. Although the words因此 [yīncǐ] and 所以 [suǒyǐ] have the same form and meaning as conjunctions, the usage of these two conjunctions is different. 因此 [yīncǐ] is used at the beginning of a sentence to connect a causal event with the previous sentence. While所以 [suǒyǐ] connects cause-and-effect relationships with previous events but still in one sentence. From this explanation, it can be seen that in this sentence, the most appropriate conjunction to use is所以 [suǒyǐ].

3.7 Conjunction "namun" (however)

ST: Namun, bagi para pembela kebebasan berekspresi, kebebasan dari adanya kontrol inilah yang menjadi kekuatan utama medium ini.

The conjunction namun included in the category of comparison with the meaning of different — opposite. This conjunction is used to compare two opposite occurrences or qualities. This conjunction can be in the middle of a complex clause, or it can connect two simple clauses.

Table 8. Conjunction Transaltion Result of *namun* (however)

Transaltion	Techniques	Total
然而	Discursive Creation	11
但是	Established Equivalent	25
可是	Established Equivalent	4
removed	Deletion	2

The conjunction *namun* in this sentence connects two clauses in two different sentences. In the first sentence it is said that it is necessary to control the use of social media, while in the next sentence the freedom of control is the main attraction of social media. It can be seen that the second event is the main emphasis in this case, so the use of但是 [dànshì] is most appropriate because in 但是[dànshì] the first and second events have opposite properties, and the emphasis is on the second occurrence.

The conjunction 可是 [kěshì] can also be used in this situation, because both但是 [dànshì] or 可是 [kěshì] have almost the same properties, except that但是[dànshì] is used more formally than可是 [kěshì], but they can be used interchangeably. The use of 然而 [rán'ér] is not appropriate because of the nature of然而 [rán'ér] where the first event still has a relationship with the first event. It is different from the function of the conjunction *namun* contained in this sentence. There are also students who have to omit the function of the conjunction *namun* thus affecting the quality of this sentence.

4 Conclusion

Based on the research that has been done through data collection, FGD, and interviews with students. It was found that the technique most frequently used by students was the common equivalence technique. In other words, the average student is able to accurately translate conjunctions from Indonesian into Mandarin. Meanwhile in the second position the use of discursive creation techniques is due to a lack of understanding of the function and position of the conjunction itself in the sentence, causing the majority of inaccuracies in the choice of words that are not commensurate. The use of literal techniques by students is also caused by the use of an English - Mandarin dictionary which causes word understanding errors when transferring words from Indonesian to English, causing errors in translating into Mandarin.

Finally, students also tend to eliminate these conjunctions by using the deletion technique, so that between one event and another there is no link, thus affecting the quality of the translation and the logic and coherence of the discourse as a whole system. Based on this, the role of the teacher is needed, especially in translation and grammar courses to improve students' understanding of the proper function of conjunctions and translations in Indonesian. The author feels it is necessary to develop a conjunction dictionary specifically from Indonesian – Mandarin in order to help students translate conjunctions appropriately.

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