

ACCURACY LEVEL OF TRANSLATION PREPOSITION AND CONJUNCTION WORDS IN THE TRANSLATIONS OF D3 MANDARIN LANGUAGE STUDENTS

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Submitted: 2024-01-08

Accepted: 2024-03-29

Published: 2024-05-30

DOI: xxxxxxxxxxxx

Abstract

This research aims to determine the level of translation accuracy of students with intermediate-level Mandarin language proficiency, understand the tendency of using different types of dictionaries and their influence on students' translation results, and identify appropriate strategies to enhance the quality of students' translation, especially in terms of translation accuracy. Data collection was conducted through observation techniques, literature review, interviews, and questionnaires. The study focused on the translation of 介词 jiècí (prepositions) and 连词 liáncí (conjunctions) found in second-semester Mandarin language students with HSK 2 equivalent proficiency. The research results still show inaccuracies in translations done by students. Inaccuracies are often found, especially in the translation of 连词 liáncí (conjunctions). This is due to students' lack of understanding of the message context in 介词 jiècí (prepositions) and 连词 liáncí (conjunctions) found in the text. Additionally, the tendency to use Google Translate in translating texts during the learning process is a significant factor contributing to translation inaccuracies. The use of electronic Mandarin-Indonesian language dictionaries is also one of the factors leading to errors in word selection that result in translation inaccuracies.

Keyword: *accuracy, translation, preposition, conjunction*

Introduction

With the increasingly rapid development of technology and information exchange, the need for foreign language skills is also increasing. The growing number of foreign tourists and workers entering Indonesia is expanding the job opportunities for translators in Indonesia every day. Particularly, there is a high demand for Mandarin translators. The frequent collaborations between the Chinese government and Indonesia, whether in the form of investments or establishing companies in Indonesia, are creating more job opportunities for Mandarin translators each year. This is also the basis for the existence of translation courses in Mandarin language at the D3 level at Jenderal Soedirman University (UNSOED).

To become a professional translator, one must possess various skills and knowledge in both language and translation aspects. (Coban, 2015) stated that there are several stages in the translation process that a translator must follow to produce high-quality translations. The stages begin with reading the source text, understanding its content, analyzing the translation results, and finally reformulating the translated text to align with the norms of the target language. These stages involve the translator's mental activities, which are utilized to solve translation problems that arise during the process. These issues could be related to language structure, situational context, or cultural terms translation in both the source and target languages. Resolving these issues requires knowledge and skills in the field of language and translation.

In a translation process, a word is the smallest unit in a language that can be translated. In semantic studies, each word has meaning, both lexically and grammatically. Words are composed of single, compound, and complex words. Besides words, in morphology, morphemes can also be distinguished based on their meanings. There are morphemes that have basic meanings referring to objects, things, or actions, known as lexical meanings. For example: "pohon" (tree), "orang" (person), "pukul" (hit) in Indonesian, or 人[rén], 树 [shù], and 打 [dǎ] in Mandarin. There are also other groups of morphemes that do not or almost do not have lexical meanings but carry grammatical functions, such as [ber-], [di-], [me-] in Indonesian, and 们[mén] and 字[zǐ] in Mandarin.

To understand the meaning in a translated text, it is undeniable that a translator must comprehend the equivalent words from the source language to the target language. For beginner students or translators, the basic thing to understand is the ability to categorize words based on their word classes. This is used to facilitate students in understanding the meanings and contexts in the text. (Kridalaksana, 2007) state that, word classes in the Indonesian language are divided into verbs, adjectives, nouns, pronouns, numerals, adverbs, interrogatives, demonstratives, articles, prepositions, conjunctions, factual categories, and interjections. Word classes in Indonesian are groups of words based on form, function, and meaning within the grammatical system of the Indonesian language.

In Mandarin, word classes are categorized into two types: 实词 [shící] and 虚词 [xūcí]. (Handayani & Chandra, 2020) state that, 实词 [shící] or lexical words are a type of word division that has actual meaning in the real world, can stand alone, and have both lexical and grammatical meanings. This word class in Mandarin consists of seven categories: 名词 [míngcí] nouns, 动词 [dòngcí] verbs, (助动词 [zhùdòngcí] modal verbs/auxiliary verbs, 形容词 [xíngróngcí] adjectives, 数词 [shùcí] numerals, 量词 [liàngcí] classifiers, and 代词 [dàicí] pronouns. On the other hand, 虚词 [xūcí], still according to (Handayani & Chandra, 2020), are grammatical words that do not have complete meanings but have grammatical or functional meanings. This type of word has characteristics such as needing to be used with 实词 [shící] word class or complete sentences, indicating grammatical functions, unable to stand alone, and not repeatable. Grammatical words in Mandarin consist of 副词 [fùcí] adverbs, 介词 [jiècí] prepositions, 连词 [liáncí] conjunctions, 助词 [zhùcí] particles, 叹词 [tàncí] interjections, and 象声词 [xiàngshēngcí] onomatopoeia.

In this research, out of the many types of word classes in Indonesian and Mandarin, the researcher only focuses on the translation of conjunctions and prepositions. The selection of these word classes is based on the results of translation practices that have been frequently conducted in class by students from Mandarin to Indonesian. It was found that most students still have difficulty in determining the most appropriate equivalent words when translating texts from Mandarin to Indonesian.

From the observations made in the classroom during the learning process, there are several factors that should be considered by teachers when teaching translation to students:

- 1) Limited understanding of both Mandarin and Indonesian languages;
- 2) Lack of intensity in translating exercises from Mandarin to Indonesian;
- 3) Students' dependence on translation machines in this era;
- 4) Students often rely on android dictionaries without having a good command of English, which is also a notable point regarding the translation results of D-3 Mandarin students at Unsoed.

Based on these factors, the researcher intends to describe the level of accuracy in translating the vocabulary 介词 [jiècí] and 连词 [liáncí] by basic level D-3 Mandarin students into Indonesian and find the best strategies to improve the quality of students' translations, especially in terms of accuracy. The researcher will first collect research data in the form of translations by students from Mandarin to Indonesian containing basic level 介词 [jiècí] and 连词 [liáncí] vocabulary to determine the accuracy level of these vocabulary translations.

The aim of translation research is to assess the quality of translations in terms of the accuracy of message transfer, readability, and acceptability of translations (Nababan et al., 2012). Through this research, the researcher hopes to identify the challenges faced by students in producing accurate translations, understand the causes of inaccuracies, and propose solutions to overcome these issues, particularly in the context of translating 介词 [jiècí] and 连词 [liáncí]. For this purpose, the researcher describes language errors found in the translation of 介词 [jiècí] and 连词 [liáncí] vocabulary, as well as translation technique errors identified when translating Mandarin sentences into Indonesian.

Method

This research is a translation study using a qualitative descriptive approach. It is named as such because the researcher seeks to understand real phenomena that occur within the data and describe them. The data in this study consists of translations by third-semester students. The research is focused on the translation results of students regarding the conjunction 连词 [liáncí] and prepositions 介词 [jiècí]. Focus Group Discussion (FGD) is used to analyze and measure the accuracy level of the translation results of the conjunction 连词 [liáncí] and prepositions 介词 [jiècí]. To analyze the data in determining the translation techniques used by students, the researcher employs the classification of translation techniques from Molina & Albir (2002), and to measure the accuracy of translations, the quality theory of translation by Nababan et al. (2012) is utilized

Result and Discussion

1. Translation of 连词 [liáncí] and 介词 [jiècí]

From the data collection conducted by the researchers, the conjunction 连词 [liáncí] and the preposition 介词 [jiècí] translated by students include;

Table 1 conjunctions and prepositions

No	连词
1	因为...所以
2	虽然....可是
3	不过
4	可是
5	那
6	和

No	介词
1	在
2	对
3	把

From the table above, it can be seen that there are nine data points consisting of six 连词 [liáncí] and three 介词 [jiècí]. These data were given to students in the form of a questionnaire containing sentences to be translated from Mandarin into Indonesian within a specified time frame. The students' translation results were analyzed to measure their level of accuracy. The type of dictionary used by students was also taken into consideration by the researchers to determine the extent of students' translation accuracy and the reasons for any inaccuracies.

2. Accuracy Level of 连词 [liáncí] /conjunction Translations

Table 2 Accuracy Level of Conjunction Translations

连词	Keakuratan	Frekuensi
和1	3	25
	1	27
和2	3	52
和3	3	52
可是1	3	23
	1	29
可是2	3	52
不过	3	2
	2	49

	1	1
虽然...可是	3	13
	2	3
	1	36
因为...所以	3	20
	2	28
	1	4

Based on the table above, it is evident that the accuracy scores of the conjunctions and prepositions translated by students have been obtained based on the results of the conducted Focus Group Discussion (FGD). In the first data point, the word 和 in the sentence "男人的想法, 作法和女人不一样" with the code 和1 functions as a conjunction connecting two pronouns that serve as comparatives indicating the relevance of the comparison. Out of 52 students, 25 accurately translated it as "dengan," while 27 inaccurately translated it with a score of 1. Those who scored 3 translated the word "和" as "dengan," and one person translated it as "dibandingkan." On the other hand, those who scored 1 translated 和 as "dari," which is not a conjunction but a preposition.

The next data with the code 和2, in the sentence "她和我一样大, 都是虎年生的," all students accurately translated it with a score of 3. The word 和 was translated as "dengan" and "dan." Similarly, in the sentence "我不知道中国画和西方画有什么不同" with the code 和3, the words "dengan" and "dan" are both conjunctions that indicate the relationship of equality between words, phrases, clauses, or sentences.

The second conjunction is 可是, where in the conjunction with the code 可是1 in the sentence "他们那儿外国东西不贵, 可是人们不喜欢买外国东西, 喜欢买本国的," 23 students accurately translated it as "tetapi," while 29 students translated it as "namun." In the conjunction with the code 可是2 in the sentence "他们不是主要人物, 可是我最喜欢他们," all were translated into the word "tetapi" with an accuracy level of 3. However, there were 37 instances where 可是 with the code 可是2 was translated as "tapi." Although this translation had a high accuracy score, using "tapi" was considered less formal. When interviewed, students mentioned that they were not aware that "tapi" is an informal form of "tetapi," and they used it out of habit.

The next conjunction is 不过 found in the sentence 我很想学, 不过我太忙, 没有时间. 49 students translated 不过 as "namun," which, in terms of accuracy, was translated fairly accurately with a score of 2. However, using this word in writing was not entirely correct as it should be used to indicate a contradiction between sentences placed at the beginning of a sentence. Two students translated 不过 as the conjunction "tetapi" with an accuracy score of 3. Only one student translated it as "akan tetapi" with a score of 1.

The next conjunction translated by students is 虽然...可是. Based on the research findings, 13 students accurately translated this conjunction with a score of 3 as "walaupun...meskipun." Three students translated it as "meskipun...,tetapi...," while the remaining 36 students implied 可是, resulting in an inaccurate translation.

The last conjunction is 因为...所以..., which denotes a cause-and-effect relationship. The clause after 因为 indicates the cause, while the clause after 所以 indicates the effect. There is a similar sentence structure pattern for cause-and-effect relationships in Mandarin and Indonesian, where the cause clause comes before followed by the effect clause. Based on the presented table, 20 students accurately translated the phrase 因为...所以... with a score of 3. For example, in one instance, 因为我做错车了·所以到晚了 was translated as "saya datang terlambat, karena saya menaiki bus yang salah." In this translation, students implied the meaning of 所以 and did not translate it. Although this translation can be considered accurate in terms of meaning, there was a structural error as the cause clause "karena saya menaiki bus yang salah" should have been placed at the beginning of the sentence. This affects the readability of the sentence in understanding the intended cause-and-effect relationship.

Furthermore, based on the FGD results, 28 students received a score of 2 for their translations. This was due to them translating the conjunction phrase ...因为...所以... as "karena....jadi....". The translation error occurred with 所以, where although "jadi" is also a conjunction indicating a consequence, its placement at the beginning of a sentence followed by a comma is not consistent with the pattern of 所以.

Lastly, in translating the clause 因为...所以..., there were four students who received an accuracy score of 1. The sentence 因为我做错车了·所以到晚了 was translated as "karena saya terlambat, maka saya salah naik bus." The intended cause in this sentence was "salah naik bus," and the effect was "datang terlambat." However, these four students reversed the translation of clauses indicating cause and effect. This error resulted in a shift in meaning intended in the sentence.

3. Accuracy Level of Preposition [jiècí]

Table 3 Accuracy Level of Preposition Translation

介词	Keakuratan	Frekuensi
在1	3	50
	1	2
在2	3	52
在3	3	51
	1	1
在4	3	52
对	3	46

	1	6
把	3	52

Based on the data, it is observed that there are 4 occurrences of the word 在 translated by students, and these four 在 are found in the following sentences:

- 1) 他说他们国家是一个王国，**在地中海**，
- 2) 有一点，**他在西湖**看见他正在画画儿，
- 3) 大夫还让我不要出去，**在家**休息三天， and
- 4) 我想在天天**在**想你。

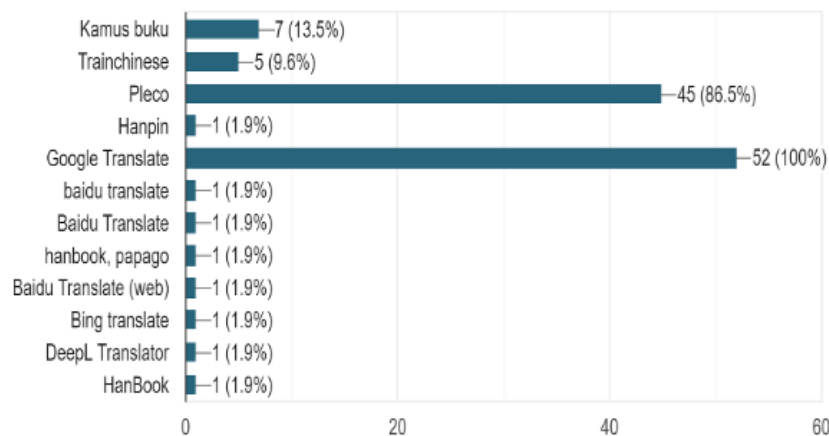
The function of 在 in these four sentences is as a preposition indicating more specific place and time details. In the first sentence with code 在1, out of 50 students, 25 accurately translated it as "di" with a score of 3, while two of them translated it as "yang terletak di...". The words "di" and "terletak" have the same meaning, indicating a more specific place, hence both scored 3. As seen in sentences 1 "在地中海...", "...在西湖...", "...在家...", after 在, there are location nouns that specifically indicate what place is being referred to. However, two students had an accuracy score of 1 in the use of 在 in the first sentence. The first student translated 在 as "yang berada di...", where "berada" signifies a prepositional word indicating an unspecified location. For example: the city is located by the sea. The word "sea" is a location noun indicating a place in a non-specific manner. This differs from the intended function of 在 in the first sentence. Still in the use of 在 in the first sentence, the second student had a score of 1 due to deletion which led to the omission of the preposition word. Thus, in the sentence "他说他们国家是一个王国·在地中海," the clause 在地中海 which should be translated as "di laut Mediterania," this deletion technique resulted in a shift in meaning to "He said their country is a Mediterranean kingdom." This translation shows the use of deletion technique causing the omission of 在 which functions as a preposition for the location noun, leading to a change in the overall sentence meaning. 地中海 which originally was a location noun turned into a common noun. While 在 in the third sentence 大夫还让我不要出去·在家休息三天 was translated as "The doctor told me not to go out and rest at home for three days." In this translation, a deletion technique was also found that eliminated the preposition function as an indication of place details in the sentence.

The next preposition is 对, which is a type of preposition that means treating for or treating towards (Nisa & Amri, 2020). After 对, it is followed by nouns, pronouns, or place details. The use of the preposition 对 functions as an action directed towards a specific object or thing. In Indonesian language, 对 has the same meaning as "maksud", "tujuan", "bagi", and "untuk". Based on the table, it is seen that most students accurately translated this preposition as "untuk" with a score of 3. However, 6 students failed to translate this preposition accurately; one person used deletion which removed the prepositional meaning in the sentence turning it into "some people say writing calligraphy every day is very good." The removal of this word affected the accuracy of the sentence meaning as a whole. Additionally, five students used modulation in

translating 对 into "membuat." This translation was inaccurate and scored 1 because 对, which functions as a preposition in the sentence, was changed into a verb.

The last preposition is 把. 把 as a preposition functions to indicate that an action is applied to someone or something to emphasize that the action will bring results or have an influence (Dejin & Meizhen, 2010). The structure of using the preposition 把 is placed before nouns or noun phrases. Based on the table, it is seen that all students accurately translated the meaning of this preposition. For example, the sentence 你快把我忘了吧? was translated as "Are you forgetting me?" The word 把, which is a preposition indicating an active sentence in Mandarin, was translated into Indonesian language as "melupakan." The affix -me is one of the indicators of an active sentence in Indonesian language.

4. The use of dictionaries in learning process



Picture 1 Percentage of Types of Dictionaries Used

The use of dictionaries in the learning process is very important to help students understand and translate texts from a foreign language into the target language accurately as desired by the author of the source text. Learning Mandarin also cannot be separated from the translation process, where learners must understand the meanings of words, phrases, or clauses in Mandarin and accurately convey them into Indonesian language or vice versa. One of the habits and needs that cannot be separated in this learning process is the use of dictionaries as translation aids.

From Figure 1, it can be seen that the majority of students use machine translators as their first choice, with Google Translate being the most widely used machine translator at 100%, followed by Baidu Translate, Papago, HanBook, Bing Translate, and DeepL Translator, each with a usage percentage of 1.9%. The next ranking is the use of electronic dictionaries, with Pleco being the most widely used at 86.5%, followed by Trainchinese at 9.6%, and Hanpin at 1.9%. The last choice is the use of conventional dictionaries or printed dictionaries as translation aids at 13.5%. Based on this data, it is evident that Google Translate or machine translators are the primary choice for students in assisting the translation process, followed by the use of electronic dictionaries, and the last choice is printed dictionaries.

Anwar et al. (2020) state that translation is not just about replacing text from one language to another, but there are several aspects to consider when translating. A

translator is required to understand and adhere to the principles and rules of translation. These principles and rules must be understood by students because when they work in the field as translators, they will be expected to accurately convey the meaning of the translated text. (Dewi, 2019) also adds that a translator must understand the material to be translated. A translator must master the topic to be translated to produce quality translations. To meet this target, students as future translators are required to have broad knowledge and insights, both in terms of topics and language terms in both Indonesian language and Mandarin.

(Anwar et al., 2020; Aziez & Hidayat, 2019; Cahyaningrum et al., 2023) also explain how important understanding translation theory and translation competencies are; foreign language learners need a translation course. However, the initial goal of offering a translation course to improve students' understanding of language and translation will not be achieved if they always use Google Translate (GT) during the learning process. In essence, while GT can be a tool for students to learn a foreign language and expand their vocabulary, it should be used wisely. GT as a translation tool to help student learn language has weaknesses, such as its inability to accurately translate plural forms, noun phrases, and grammatical structures. Furthermore, GT will translate phrases or clauses literally, even if they are idiomatic expressions. These types of phrases (idiomatic expressions) and clauses are often found in Mandarin texts that seldom use in Indonesia text. GT will also translate into a more general meaning, so if used to translate an entire text, many translation errors may occur. There for, the difference in habits in this language, becoming one of the actors even though in terms of accuracy level Google Translate can be said to have high accuracy, but it is not suitable for use in learning basic Mandarin language (HSK 2 level).

From the results of the questionnaire shown in Figure 1, the use of Google Translate (GT) as the first choice of students as a translation tool is due to the lack of vocabulary and memorized Han characters by the students. Therefore, when translating, 41 out of 52 students will input the text as a whole into GT. Their habit of using translation tools from the beginning, both during translation lessons and in other courses, makes them increasingly unfamiliar with the Mandarin language. So, if GT translates inaccurately, either in terms of word meaning or grammar, students will not realize it.

The second choice of dictionary type is the use of Android dictionaries. The selection of Android dictionaries used by students, whether Pleco, Trainchinese, or Hanpin, are types of Android dictionaries that translate from Mandarin to English and vice versa. This is also one of the factors causing the inaccuracy of student translations. From surveys conducted among students, almost all students will use Android dictionaries to find equivalents for words or phrases from a text. Afterward, they will use GT to translate it into Indonesian.

It has been previously explained that one of GT's weaknesses is that it tends to translate using the most common meaning of a word. It cannot accurately translate the meaning of words or phrases according to the context. Coupled with the students' insufficient proficiency in Indonesian, this is the cause of the inaccuracy of student translations.

Only 7 out of 52 students stated that they use printed dictionaries. It was found that those who use printed dictionaries have been studying Mandarin since high school. Thus, they are accustomed to using printed dictionaries. This is different from students who prefer using Android dictionaries because 1) the majority have never used or know how

to use and read printed Mandarin dictionaries, 2) some have learned how to use Mandarin dictionaries but find using printed dictionaries more time-consuming and difficult compared to using translation machines or Android dictionaries.

From the explanations above, the researcher also found similar findings in previous studies (Aziez & Hidayat, 2019; Nisa & Amri, 2020; Prasetyowati et al., 2022a, 2022b) where the errors found in this study were also found in previous research. Previous studies found that using GT as a substitute for dictionaries in translation, especially for students or learners who are still learning, is not appropriate. The use of GT as a dictionary medium cannot be used in translation classes because GT cannot translate complex words, phrases, or clauses, or those with cultural connotations.

As far as the author understands, although there have been studies on the use of Android dictionaries in learning, such as in the research (Endang & Hari, 2015; Kristanto, 2015), which found a high interest among students in using Android dictionaries during the learning process. However, there are still very few studies that discuss the side effects of using Android dictionaries on students' language abilities. Especially in learning Mandarin.

From the research results and field findings, the use of Android dictionaries will result in students: 1) Experiencing difficulty in remembering and especially writing Hanzi. Android-based Mandarin dictionaries now come with scanning programs which will make it easier for students. Without having to write Han characters or their Latin pronunciations, they only need to point the camera at the characters they want to translate and the translation will appear immediately. This results in no writing and pronunciation process, which if used extensively will affect the number of Han characters memorized by students. It needs to be emphasized that learning Mandarin is different from learning other languages. In learning Mandarin, continuous and repeated writing of characters is required to store the learned Han characters in the long term. 2) The type of Android dictionary used by students is Mandarin-English dictionaries. After finding the meaning in English, students tend to use GT to translate it into Indonesian. For students who are in the process of learning the language, this becomes a drawback in using Android dictionaries. In addition to the need for Mandarin language proficiency to be learned, on average, students do not understand English too well. So when they translate into Indonesian, it is found that the choice of words they use is very different in meaning from the source text.

Conclusion

The research on the accuracy of 连词 [liáncí] and 介词 [jiècí] translations conducted by Mandarin language students found that the majority of students were able to translate words related to 连词 [liáncí] and 介词 [jiècí]. Some inaccuracies occurred due to the use of machine translators resulting in inaccurate translations or using Android dictionaries to translate into English and then translating back into Indonesian language by students. An unconscious relay translation occurred due to their use of Android dictionaries. The lack of English language proficiency caused shifts in meaning when translating into Indonesian language. It was also found that although machine translators produced accurate scores for 连词 [liáncí] and 介词 [jiècí], when looking at the overall translation results, shifts in meaning and changes in sentence structure occurred. The inappropriate word choices in Indonesian language were mainly due to

limited language competencies, leading to shifts in meaning especially in translating 连词 [liáncí], many of which scored 2 due to incorrect word choices and sentence structure in Indonesian language grammar.

To produce accurate translations, students should develop the habit of using printed dictionaries alongside Android dictionaries and GT, which provide translations from Mandarin to Indonesian language or vice versa. Although most machine translators provide accurate translations, students who are still learning should consider using machine translators as a last resort. There is a need for specialized dictionaries that explain the usage and translation of 连词 [liáncí] and 介词 [jiècí] into Indonesian language with examples of their usage. Even though students learn Mandarin at university, it would be beneficial for instructors to emphasize proper usage of 连词 [liáncí] and 介词 [jiècí] in Indonesian language sentence patterns. This way, students can not only gain knowledge of Mandarin but also have adequate skills to produce quality Mandarin-Indonesian language translations or vice versa.

Acknowledgments

Thanks are extended to Jenderal Soedirman University for funding this research through the Basic Research Scheme (RDU). Thanks are also given to the Research and Community Service Institute at Jenderal Soedirman University for facilitating the implementation of this research.

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